

# STRATEGIC PLAN 2015/16-2019/20



*“Together, Turning Every Workplace into a Training Space”*



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA







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**DR BE NZIMANDE, MP**

MINISTER OF  
HIGHER EDUCATION AND TRAINING

FOREWORD BY THE MINISTER OF HIGHER EDUCATION  
AND TRAINING

OFFICIAL SIGN-OFF

MESSAGE FROM THE DEPUTY MINISTER OF HIGHER  
EDUCATION AND TRAINING



**MR MC MANANA, MP**

DEPUTY MINISTER OF  
HIGHER EDUCATION AND TRAINING



**MR GF QONDE**

DIRECTOR-GENERAL:  
HIGHER EDUCATION AND TRAINING

INTRODUCTION AND STRATEGIC OVERVIEW BY THE  
DIRECTOR - GENERAL

## FOREWORD BY THE MINISTER OF HIGHER EDUCATION AND TRAINING



When the current administration came into effect in 2009, government had come to a realisation that confronting our developmental challenges would require a single integrated though diverse post-school education and training system that facilitates articulation between its different components. In addition, the entire system needed massive expansion and a radical improvement in the quality of education and training in order to contribute to the lives of individuals, the developmental needs of the economy and to the broader society. In particular, we must provide decent opportunities for over 3 million youth between the ages of 15 and 24 who cannot currently access either learning institutions or the labour market. The possibility of achieving these aims was enhanced enormously by the establishment of the Department of Higher Education and Training (DHET) in 2009.

In the first five years of its existence, the Minister of Higher Education and Training was mandated to coordinate Outcome 5 of Government's 14 performance outcomes, namely *"A skilled and capable workforce to support an inclusive growth path"*. During this period, important steps have been taken to shape the post-school education and training landscape. Currently, the DHET is responsible for Universities, Technical and Vocational Education and Training (TVET) colleges, Adult Learning Centres, the National Student Financial Aid Scheme, the Sector Education and Training Authorities (SETAs), the National Skills Fund (NSF) and various quality assurance and regulatory institutions. The DHET also provides secretariat services for the Human Resource Development Council of South Africa which is chaired by the Deputy President of the Republic.

Our endeavours will be informed by the White Paper for Post-School Education and Training that was released early in 2014. The White Paper has created a framework that defines the Department's focus and priorities, and enables it to shape its strategies and plans for the future. It empowers us to build a post-school education and training system that is able to contribute to eradicating the legacy of apartheid. Amongst other imperatives, the White Paper emphasises the crucial role of Technical and Vocational Education and sets out our strategies for transforming it further, defining its place in the post-school education and training system and ensuring that it becomes a path to a brighter future for its students and the country.

The Department of Higher Education and Training Strategic Plan: 2015 to 2020 is informed by the vision espoused in the National Development Plan, the 2014-2019 Medium Term Strategic Framework (MTSF) and the imperatives of the White Paper.

In the period covered by this Strategic Plan, the Department will:

- i) Develop and review legislative frameworks aimed at steering the post-school education and training system in line with the imperatives of the White Paper;
- ii) Strive to expand and improve the quality of post-school education and training by introducing appropriate teaching and learning support interventions for Universities and TVET Colleges, as well as artisan development;

- iii) Establish, develop and expand a new institutional type – the Community Colleges – primarily to promote education and training opportunities for those young people who cannot access the universities or the TVET colleges;
- iv) Improve the capacity of the system through infrastructure development for technical and vocational education and training;
- v) Maintain good stakeholder relations in support of an effectual post-school education and training system;
- vi) Ensure good corporate governance including effectual resource management within the Department and its entities.

The critical areas of focus in the next five years for the Department are:

- i) To substantially expand access to education and training for youth and adults, regardless of whether they have completed school or not;
- ii) To improve the alignment between universities, TVET colleges, SETAs, the South African Qualifications Authority (SAQA) and quality councils in an effort to improve student and learner mobility across institutions and qualifications. The system must provide pathways for articulation between various qualifications to avoid dead-ends for students;
- iii) To expand the availability of opportunities for workplace training for students in colleges and universities and to expand other forms of workplace training such as learnerships and apprenticeships;
- iv) To ensure that our post-school education and training system prioritises funding of the marginalised, enabling them to access post-school institutions and fulfil dreams of careers thought to be unrealisable;
- v) To further develop post-graduate studies to ensure the expansion of the academic profession and the development of high level knowledge and skills;
- vi) To diversify provision based on open learning principles to improve learning opportunities across the post-school education and training sector by expanding and strengthening the post-school distance education landscape;
- vii) To integrate disability into the broader policy arena by introducing a nation policy to guide education and training institutions in the post-school domain; and
- viii) To integrate recognition of prior learning (RPL) into the post-school education and training system.

The goal of the National Development Plan is that by 2030 headcount enrolments should reach 1.6 million in public universities, 2.5 million in TVET colleges and 1.0 million in community colleges. The focal areas above are consistent with the sub-outcomes of government's Outcome 5 contained in the MTSF, which are geared towards the realization of these goals.

I am indeed confident that this Strategic Plan will guide us for the next five years with the Director-General, Mr GF Qonde, leading the Department in the implementation of this Strategic Plan.



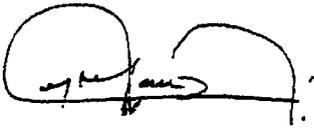
**DR BLADE NZIMANDE, MP**  
**MINISTER OF HIGHER EDUCATION AND TRAINING**

## 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 the Minister, Dr BE 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 2015/16 to 2019/20.



**Mr T Tredoux:**  
**Chief Financial Officer**



**Mr FY Patel:**  
**Head Official responsible for Planning**



**Mr GF Qonde:**  
**Accounting Officer**



**Approved by:**  
**Dr BE Nzimande, MP**  
**Executive Authority**

## MESSAGE FROM THE DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING



Our road to 2030 will be a radical one, but will be achieved in steps, the first of which will be the 2014-2019 Medium Term Strategic Framework (MTSF), which articulates the mandate given to Government, a mandate that has at its apex the priority of education and training.

As we implement the MTSF, the trajectory we will be taking will see more focus given to, amongst others, Artisan Development, Youth Development Programmes, Career Development and improving access to post-school education and training for people with disabilities.

In the previous administration we have had to unearth renewed focus on intermediate skills, especially artisan related skills aimed at aggressively supporting Government's push for infrastructure development and industrialisation as key drivers of economic growth. We have now put in place the building blocks for the rebuilding of our artisanal training system in the country. Early in 2014, we launched the 'Decade of the Artisan' advocacy programme borne out of the successful 'Year of the Artisan' programme in 2013, where we managed to reach every corner of this country conversing with our young people on the importance of taking up artisanship as a career of choice.

Our target is to produce 24 000 competent artisan candidates by 31 March 2020 consistent with the drive towards achieving the National Development Plan (NDP) target of producing 30 000 competent artisans annually by 2030. With resources allowing, we will be able to achieve the NDP target earlier than directed.

In order to achieve this, we will bolster the Quality Council for Trades and Occupations, whose remit will include operationalization of the National Artisan Moderation Body. We will be positioning our Technical and Vocational Education and Training colleges to play a more decisive role in the production of high calibre artisans.

An area that has been neglected in the post-school education and training system has been the provision of education and training for people with disabilities in our universities and colleges. As will be seen in the Strategic Plan, part of our steering mechanisms to be introduced in the next five years, will be the development of a comprehensive policy and an implementation framework for people with disabilities.

The intention is to develop a framework that will set out the norms and standards for the integration of student and staff with disabilities in all aspects of university and college life. This approach will attempt to prescribe directives for reasonable accommodation of persons in the education and training system that have disabilities and ensure access to post-school education and training for persons with disabilities.

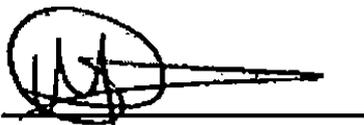
The Higher Education Aids Programme (HEAIDS) continues to successfully address HIV/AIDS, Tuberculosis (TB) and the prevalence of sexually transmitted infections (STIs) in the sector. It has spread its work to incorporate the TVET sector and some of its projects already include TVET colleges. It runs successful projects such as the *First-Things-First* Campaign which

seeks to educate the institutional population on knowing their HIV status and screening for TB, other primary health care matters and Medical Male Circumcision (MMC). HEAIDS is aligned with the National Strategic Plan (NSP) for HIV/AIDS, TB and STIs.

South Africa has been characterised by discriminatory practices against women which have resulted in young women in particular being the least represented in areas of scarce and critical skills and there is a need for government and its socio economic partners to redress these imbalances. In August 2013 the Deputy Minister, under the theme *Ke nako basadi / Ons kan dit ook doen*, and in partnership with the Deputy-Minister of Mineral Resources and the Mining Qualifications Authority, launched the *Apply Now/Khetha* Career Guidance Campaign and Women in Mining Programme in North West in the Coligny area to encourage young women to partake in scarce skills programmes. The thrust of the programme is to expose young women to different career choices in the mining industry as well as available opportunities in post-school and training institutions so that young women can claim their space in traditional male dominated areas of expertise in order to make a positive contribution to the South African economy.

As far as career development is concerned, the central applications system will be gaining momentum in the next five years. We will be establishing the central applications service, which will provide a one-stop shop for applications to universities ensuring that learners need only to make one application, indicating their preferences, so that these applications can be forwarded to their preferred institutions. Our intentions with this plan are that this system should be on-line by 31 March 2018 and by 31 March 2019 for the remainder of the post-school system.

Finally, I wish to thank the officials of the Department, under the leadership of the Director-General, Mr GF Qonde, for their unwavering commitment to the transformation agenda of higher education and training. This Strategic Plan is a true reflection of the kind of efforts Team: DHET will be undertaking in the next five years. Indeed, the Strategic Plan captures the mandate and the spirit of the White Paper. 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.



**MR MC MANANA, MP**  
**DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING**

## INTRODUCTION AND STRATEGIC OVERVIEW BY THE DIRECTOR-GENERAL



The compilation of this Strategic Plan was informed by the strategic imperatives enshrined in the White Paper for Post-School Education and Training, the priority areas in respect of education and training identified in the National Development Plan (NDP) as well as the Medium Term Strategic Framework (MTSF). The MTSF, in particular, is a comprehensive plan for implementing the NDP and the commitments in the manifesto of the ruling governing party over the five-year term, from 2014 to 2019.

The delivery targets of Outcome 5 of the 14 Outcomes of the 2014-2019 MTSF, which focusses on the creation of ***“a skilled and capable workforce to support and inclusive growth path “*** forms the basis for our delivery focus of the next five-years.

The core mandate of this Department is aimed at transforming the education system to overcome the legacy of apartheid and colonialism and to confront racial, gender, class and other forms of inequality. As committed by Government in the NDP, by 2030, South Africa should have access to education and training of the highest quality, leading to significantly improved learner outcomes.

The education, training and innovation system should cater for different needs and produce highly skilled individuals. The graduates of South Africa’s universities, and Technical and Vocational Education and Training (TVET) colleges should have the skills and knowledge to meet the present and future needs of the economy and society.

It will therefore be the Department’s focus and priority to ensure that colleges are strengthened to become institutions of choice for the training of artisans and producing other mid-level skills. Our vision is to lead post-school education and training for growth and, as depicted by our mission we aspire to provide national strategic leadership in support of and integrated Post-School Education and Training (PSET) system, for an improved quality of life for the South Africa citizenry.

In our quest to deliver our mandate, we have identified five outcome-oriented goals, whose focus is on providing a sound PSET legislative framework, services, capacity, a strong stakeholder network and ensuring continuous business excellence within the Department of Higher Education and Training and its entities.

Over the next five years, the Department will amongst others, focus on:

- Establishing appropriate training opportunities for TVET college staff;
- Developing protocols on the secondment of sector specialist to work in TVET colleges and exposing lectures to the work place;
- Establishing TVET college campuses and expand as per demand estimates and agreements;
- Developing infrastructure maintenance plans for TVET colleges and universities;

- Finalising and monitoring standards of good governance for TVET colleges and universities and Sector Education and Training Authorities;
- Improving qualifications of university academic staff;
- Increasing spaces for foundation programmes in universities;
- Increasing financial aid for qualifying students in TVET colleges and universities, and developing a plan for financial collection mechanism form students who were funded through the National Student Financial Aid Scheme;
- Improving and monitoring articulation across education systems; and
- Increasing the number of qualified artisans and the opportunities for workplace-based learning experience.

Further to the above, and in line with the policy framework provided by the White Paper, higher education and training legislation, pertaining to higher education will be reviewed. Amendments to at least the Higher Education Act, 1997; Skills Development Act; National Qualification Framework Act, 2008 and the Continuing Education Act, 2006 are envisaged. During the next five years, we will concentrate on amendments to legislation and their implementation to enhance the current system.

We will monitor and assess the impact of our actions based, amongst others, on:

- The number of headcount enrolments in TVET colleges;
- Certification rates in TVET qualifications;
- TVET throughput rates;
- The number of students enrolled in public higher education studies universities;
- Success rates in universities;
- National artisan learners trade test pass rates.

Our quest is to ensure that the limited resources are optimally utilised to achieve the best return in the outcomes of the technical and vocational education and training, and university education in relation to the investment made by government.

This Strategic Plan is indeed the result of extensive deliberations and planning, and I am confident that its implementation will go a long way towards meeting the expectations of the public.



**MR GF QONDE**  
**DIRECTOR-GENERAL: HIGHER EDUCATION AND TRAINING**

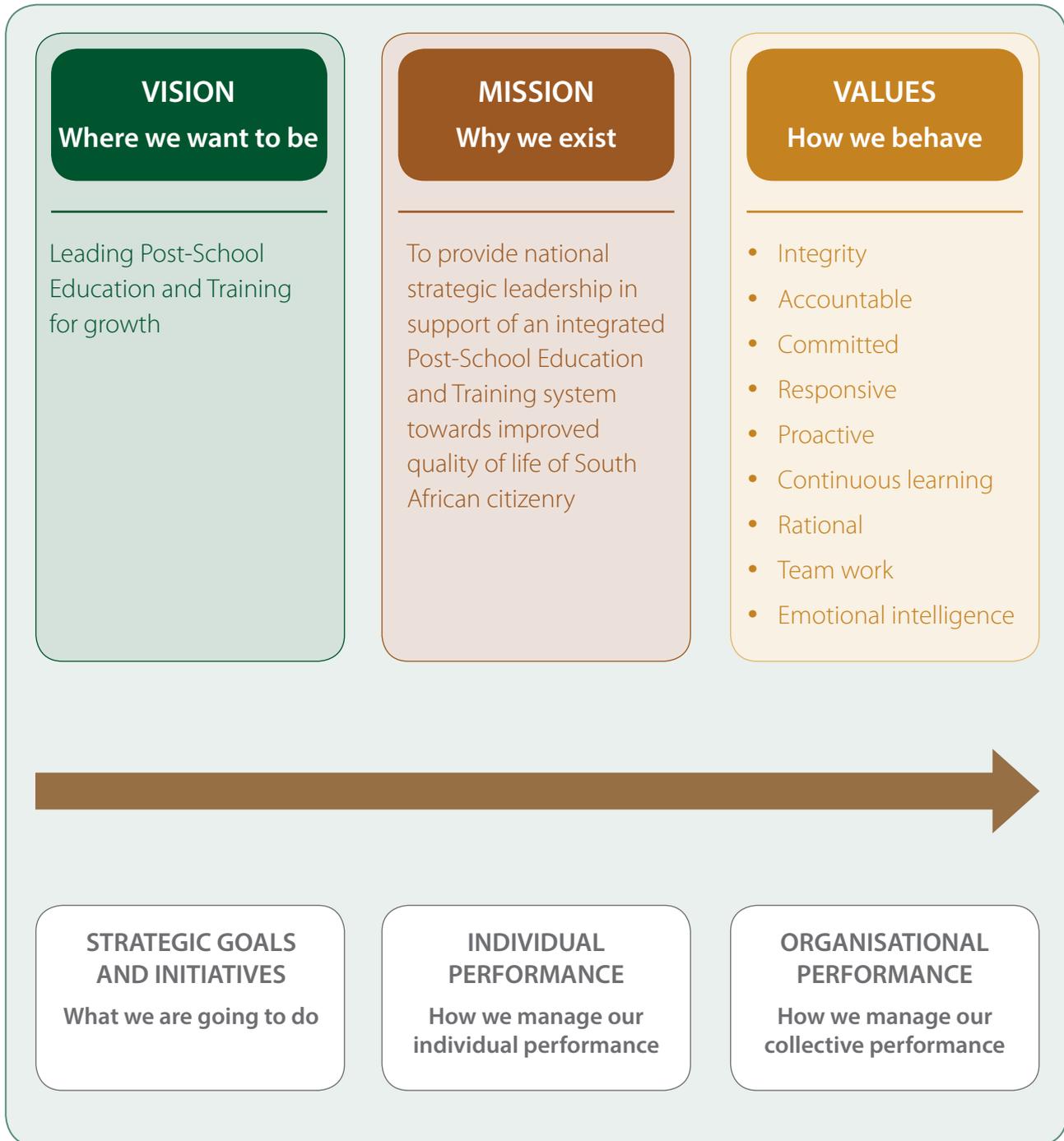


# PART A:

STRATEGIC OVERVIEW

## PART A: STRATEGIC OVERVIEW

### 1. VISION, MISSION AND VALUE STATEMENT



## 2. LEGISLATIVE AND OTHER MATTERS

### 2.1 CONSTITUTIONAL MANDATES

The Department of 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”.

### 2.2 LEGISLATIVE MANDATES

#### **Higher Education Act, 1997 (Act No. 101 of 1997) (HE Act)**

- Regulates higher education
- Provides for the establishment, composition and functions of a Council on Higher Education (CHE)
- Establishment, composition and functions of public higher education institutions
- The appointment and functions of an independent assessor
- The registration of private higher education institutions
- Quality assurance and quality promotion in higher education institutions and matters connected therewith.

#### **National Student Financial Aid Scheme Act, 1999 (Act No.56 of 1999) (NSFAS Act)**

- Provides for the management, governance and administration of the National Student Financial Aid Scheme
- The granting of loans and bursaries to eligible students at public colleges and public higher education institutions, the administration of such loans and bursaries, the recovery of the loans and for matters connected therewith.

**Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (CET Act)**

- Provides for the regulation of continuing education and training
- Governance and funding of TVET and CET colleges
- Provides for private colleges
- The establishment, composition functions and functioning of the South African Institute for Vocational and Continuing Education and Training (SAIVCET) and for matters connected therewith.

**National Qualifications Framework Act, 2008 (Act No. 67 of 2008) (NQF Act)**

- Provides for the National Qualifications Framework
- Provide for the responsibilities of the Minister in terms of this Act
- Provides for the South African Qualifications Authority (SAQA) and the Quality Councils (QCs), repeal of the SAQA Act and to provide for matters connected therewith.

**Skills Development Levies Act, 1999 (Act No. 9 of 1999) (SDL Act)**

- Provides for the imposition of a skills development levy and for matters connected therewith.

The Minister is also responsible for the following shared legislation:

**Skills Development Act, 1998 (Act No. 97 of 1998) (SD Act)**

The whole Act is the responsibility of the Minister of Higher Education and Training except in some Sections where reference is made to the Minister of Labour. The Act provides for an integrated framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce and to integrate those strategies within the National Qualifications Framework as contemplated in the NQF Act; learnerships that lead to recognized occupational qualifications; the financing of skills development by means of a levy-financing scheme and a National Skills Fund and to provide for matters connected therewith.

In the following Sections reference is made to the Minister of Labour: Section 2(1)(g) and (h), Section 2(2)(a)(v),(vi)and(xii), Section 5(4) (only with respect to the Productivity SA); Section 22(1),23(1)(a)and(d), (2), (3); Sections 24, 25, 26, 26K, 26L, 26M, 26N; 32(2), 36(o),(p),(q); item 7 of Schedule 2A and Schedule 4; 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)

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

The Minister of Higher Education and Training is responsible for this Act in respect of functions relating to continuing education and training, otherwise the Minister of Basic Education. In as far as public (TVET and CET Colleges) and private colleges offering continuing education and training as per the CET Act No. 16 of 2006 [Sections 2(b) and(c); 3; 16-21, 23, 26 and 28].

## 2.3 POLICY MANDATES

Within the context of Higher Education and Training, the following key policies, notices and sub-ordinate legislation were developed and published from 1 April 2009:

### 1. **The Higher Education Act, 1997 (Act No. 101 of 1997), (HE Act)**

- Regulations for the Establishment of a National Institute for the Humanities and Social Sciences, 2013 (GN 952 in GG 37118 of 5 December 2013);
- Regulations for Reporting by Public Higher Education Institutions (GN R464 in GG 37726 of 9 June 2014)
- Establishment of a Public University in terms of Section 20: Sol Plaatje University (GN 630 in GG 36771 of 23 August 2013);
- Establishment of a Public University in terms of Section 20: University of Mpumalanga (GN 631 in GG 36772 of 23 August 2013);
- Establishment of a Public University in terms of Section 20: Sefako Makgatho Health Science University (GN 5871 in GG 37658 of 16 May 2014);
- Incorporation of a campus into a Public University in terms of Section 20: Incorporation of the Medunsa campus of University of Limpopo into the Sefako Makgatho Health Science University (GN 592 in GG 38086 of 10 October 2014);
- Incorporation of a higher education entity into a Public University in terms of Section 20: Incorporation of the Lowveld College of Agriculture into the University of Mpumalanga (GN 592 in GG 38085 of 10 October 2014);
- Policy for the provisioning of Distance Education in South Africa Universities in the context of an integrated Post-School system (GN 589 in GG 37811 of 7 July 2014);
- Minimum Admission Requirements for Higher Certificate, Diploma and Degree Programmes Requiring a National Certificate (Vocational) at Level 4 of the National Qualifications Framework (GN 1114 in GG 32743 of 26 November 2009); and
- Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (GN 410 in GG 36554 of 11 June 2013).

### 2. **National Student Financial Aid Scheme Act, 1999 (Act No.56 of 1999), (NSFAS Act)**

- Regulations under the National Student Financial Aid Scheme Act, 1999 (GN R676 in GG 22491 of 19 July 2001).

### 3. **Continuing Education and Training Act, 2006 (Act No. 16 of 2006), (CET Act)**

- Approval of the Policy Document, Formal Further Education and Training College Programmes at Levels 2 to 4 on the National Qualifications Framework (NQF) (GN 524 in GG 33220 of 25 May 2010);
- Higher Education and Training Information Policy (GN 832 in GG 36973 of 1 November 2013);
- DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa (GN 202 in GG 37461 of 28 March 2014);
- DHET 010: Data Dissemination Standard (GN 470 in GG 37733 of 12 June 2014);
- National Norms and Standards for Funding Further Education and Training Colleges (NSF-FET Colleges), (GN 294 in GG 32010 of 16 March 2009);
- National Norms and Standards for Funding Further Education and Training Colleges (NSF-FET Colleges), (GN 294 in GG 32010 of 16 March 2009).

**{In terms of the repealed Adult Education and Training Act, 2000 (Act No. 52 of 2000)}**

- Regulations on the Assessment Process for Adult Education and Training (AET) National Qualifications Framework (NQF) Level 1 (GN 352 in GG 36463 of 15 May 2013)
- General Education and Training Certificate (GETC) - Adult Basic Education and Training (ABET) LEVEL 4, A Qualification at Level 1 on the National Qualifications Framework (NQF)(GN 1173 in GG 32793 of 11 December 2009); and
- Indefinite Postponement of the Implementation of the National Norms and Standards for Funding Adult Learning Centres (NSF-ALCs) (GN 111 in GG 35024 of 9 February 2012).

**4. The National Qualifications Framework Act, 2008 (Act No. 67 of 2008), (NQF Act)**

- Regulations for Resolving a Dispute in terms of the National Qualifications Framework Act, 2008 (GN R743 in GG 33483 of 27 August 2010);
- Determination of the Sub-Frameworks that comprise the National Qualifications Framework (GN 1040 in GG 36003 of 14 December 2012);
- Determination of the Sub-Frameworks that comprise the Frameworks: Amendment (GN 891 in GG 36803 of 30 August 2013);
- DHET 002: Data Quality Standard for Surveys (GN 610 in GG 35560 of 2 August 2012);
- DHET 003: Standard for the Publication of The Master List of Education Institutions in the Post-School Sector (GN 730 in GG 35664 of 6 September 2012);
- General and Further Education and Training Qualifications Sub-Framework and Higher Education Qualifications Sub-Framework of the National Qualifications Framework (GN 648 in GG 36797 of 30 August 2013);
- Level Descriptors for the South African National Qualifications Framework (GN 586 in GG 35548 of 27 July 2012);
- Guidelines on Strategy and Priorities for the National Qualifications Framework (NQF), 2012/2013 (GN 972 in GG 35915 of 27 November 2012);
- Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the purposes of the Act (GN 585 in GG 35547 of 27 July 2012); and
- Policy on Minimum Requirements for Teacher Education Qualifications (GN R743 in GG 33483 of 27 August 2010).

**5. Skills Development Act, 1998 (Act No. 97 of 1998), (SD Act)**

- Regulations to Prescribe the Limit regarding the cost to administer the National Skills Fund (GN R1030 in GG 33740 of 8 November 2010);
- Regulations for the Conditions of Service and Appointment of the CEO of a SETA (GN R902 in GG 34720 of 4 November 2011);
- Standard Constitution of SETA Regulations (GN 369 in GG 35336 of 11 May 2012);
- Sector Education and Training Authorities (SETAs) Grant Regulations (GN R990 in GG 35940 of 3 December 2012).
- Establishment of Sector Education and Training Authorities (SETAs) (GN R1055 in GG 33756 of 11 November 2010);
- Establishment of Sector Education and Training Authorities (SETAs): Extension of Existing Period (GN 52 in GG 32916 of 5 February 2010);

- Establishment of Sector Education and Training Authority (SETA): SETA 21 (GN R1057 in GG 33756 of 11 November 2010);
- Establishment of Sector and Training Authority (SETA): SETA 4 and the transfer of SIC Codes (GN R454 in GG 34317 of 27 May 2011);
- Coming into Operation of the Quality Council for Trades and Occupations (GN 247 in GG 33059 of 1 April 2010);
- Amalgamation of Sector Education and Training Authorities (SETAs): SETAs 4, 10 and 15 (GN R1056 in GG 33756 of 11 November 2010); and
- Listing of Occupations as Trades for which artisan qualifications are required (GN 691 in GG 35625 of 31 August 2012).

### 3. RELEVANT COURT RULINGS

None of the court cases were of significant importance to the Post-School Education and Training System.

### 4. PLANNED POLICY INITIATIVES

The Department will develop new and review a number of policies and subordinate legislation during the period covered by this Plan.

- All aspects mandated by the White Paper for Post-School Education and Training.
- The National Policy on community colleges;
- The National Artisan Data Submission Policy and Procedure aligned to and in support of the Higher Education and Training Information Policy published in Gazette 36973, which will formalise the monthly submission of artisan learner data from SETAs and INDLELA to the National Artisan Development Support Centre to ensure the continued integrity of the national artisan learner database;
- The National Criteria for Artisan Recognition of Prior Learning Policy aligned to and in support of the National Policy for the Implementation of Recognition of Prior Learning will institutionalise and accelerate the recognition of prior learning artisan experience and skills in both informal and formal workplaces in the country;
- National Trade Testing Regulations that will standardise the final external integrated summative assessment (trade test) for all occupations listed as artisan trades;
- National Artisan Registration Regulations in alignment with and in support of the National Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation;
- Policy on open learning and distance education in support of diversity of provision based on open learning principles as a strategic enabler to improve learning opportunities across the PSET sector;
- Develop a national policy on career development services that provides strategic direction to the implementation of career development services across all spheres of Government;
- Introduce a Central Application Services bill to institutionalise applications to courses and programmes in PSET;
- National Artisans Development Information System enhanced;
- Review Skills Development Act;
- Review Skills Development Levies Act;
- Develop workplace based learning policy and learning programmes regulations;
- Review SETA landscape;
- Review SETA grant regulations;

- Review the National Skills Development Strategy; and
- Develop policy for the submission and distribution of Artisan Data and Information by SETAs, INDLELA, TVET colleges and Accredited Trade Test Centres.

## 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 the Department is facing cannot be addressed within the limited perspective of five years. The work that was 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 on-going debate must continue to mould the vision of the future. The Department has some understanding of the challenges being faced, and these challenges must be rigorously examined so that relevant solutions can be found.

### 5.1. PERFORMANCE ENVIRONMENT

As committed by government in the National Development Plan (NDP), by 2030, South Africa should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The education, training and innovation system should cater for different needs and produce highly skilled individuals. The graduates of South Africa's universities, and Technical and Vocational Education and Training (TVET) colleges should have the skills and knowledge to meet the present and future needs of the economy and society.

Research and development should be significantly expanded to contribute towards building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black individuals, women and individuals with disabilities.

The different parts of the education system should work together allowing students to take different pathways that offer high quality learning opportunities. There should be clear linkages between schools, Adult Education and Training (AET) Centres, TVET colleges, universities and other providers of education and training. There should also be clear linkages between education and training and the world of work. Furthermore, all people from schooling onwards should have access to quality career information and receive appropriate and adequate career guidance and advice to pursue education and training opportunities leading to a career and ultimately employment.

South Africa needs engineering skills to deliver the massive infrastructure programme announced in the 2012 State of the Nation Address. The country also needs sufficient doctors, nurses and health professionals in different occupational categories to deliver quality healthcare. Critically, the pool of researchers needs to expand and their productivity needs to increase significantly. Innovators are going to play a critical role in creating new products and new ways of producing existing products cheaply and more efficiently, including the delivery of public services. Research institutions and the National Science and Innovation System must be coordinated and collaborative. The Post-School Education and Training sector must improve equity in access and quality of outcomes.

Participation rates in Post-School Education and Training are limited and affect amongst others the skills needs of the economy and society. Currently, Post-School Education and Training is skewed towards university education which has limited access and few students that can attend. Approximately three times as many students enter universities each year compared to TVET colleges, which is not sustainable if the skills needs of the economy and society are to be met.

About one million young individuals exit the schooling system annually, many of whom exit without achieving a Grade 12 certificate. Half of those who exit the schooling system do so after Grade 11, either because they do not enrol in Grade

12 or they fail Grade 12. However, only a small number of those who leave the schooling system enrol in TVET colleges or have access to any Post-School Education and Training. The TVET sector does not offer a solution to these students because it is characterised by limited growth in enrolments and poor throughput rates. The net effect of this is that access to Post-School Education and Training is limited for school leavers. Few that access Post-School Education and Training opportunities are not sufficiently prepared for the workplace due to the poor quality of education and training provided. The university sector is not an alternative for these students, and those who do make it to universities face challenges forcing them to drop out. As a result the system is not able to produce the number and quality of graduates needed by the economy.

The TVET system has to grow substantially to be responsive to changing labour-market and individual needs, and yet be flexible enough to address skills imbalances and shortages. This requires a responsive properly planned and effective Technical and Vocational Education and Training system. A big-bang approach is not an option for this sector. The ambition to expand numbers and responsibilities of the TVET colleges must take into cognisance the limited resources available in this sub-system.

The priority should first be to stabilise the system, while providing clarity about its vision and role in the Post-School Education and Training system. This should be supported by the availability of qualified lecturers, a suitable legal framework, strong partnerships with industry and social partners. Therefore a realistic approach is to sequence the necessary reforms and set out reasonable timelines while improving the quality of its product.

### 5.1.1 UNIVERSITY SECTOR

South Africa now has 26 public universities. These consist of 11 general academic universities; 6 universities of technology and 9 comprehensive universities that combine the functions of both traditional universities and universities of technology. During the 2014 academic year, two new comprehensive universities, the University of Mpumalanga (UMP) in Mpumalanga Province and Sol Plaatje University (SPU) in the Northern Cape Province, admitted their first student cohorts. In addition one additional comprehensive university, the Sefako Makgatho Health Sciences University (SMU) was established as a legal entity. On 1 January 2015 SMU incorporated the Medunsa Campus of the University of Limpopo, and its first cohort of students was admitted for the 2015 academic year. In addition the National Institute for Humanities and Social Sciences, established in the 2013/14 financial year, started operating as a legal entity during 2014/15. The Board of the NIHSS was appointed by the Minister on 26 March 2014.

In the light of the establishment of SPU and UMP the Minister requested the Council on Higher Education (CHE) to advise him on his intention to disestablish the two National Institutes of Higher Education (NIHE) in the Northern Cape and Mpumalanga province respectively. The two Boards of the NIHEs were informed of the Minister's intention to disestablish the NIHE in terms of section 38 of the Higher Education Act, (101 of 1997 as amended) by 31 December 2014. After due process, the Minister disestablished both NIHEs and appointed an Administrator to ensure the orderly closure of the Institutes in line with all relevant legislation.

The total audited student head count for the 23 established universities in the 2013 academic year was 983 698, which includes both full-time and part-time enrolments for contact and distance study. A new enrolment planning process between the DHET and universities was completed and resulted in an approved national enrolment planning statement for the 2014/15 – 2019/20 cycle. This is in line with Government economic priorities, the NSDS III, the White Paper for Post-School Education and Training system and National Development Plan (NDP), as well as the growth possibilities within the university sector. Every university has agreed upon enrolment targets for all undergraduate and post-graduate programmes for the cycle ending 2019/20 in order to meet national requirements for increasing high-level skills in the country. The DHET will track the enrolment targets and graduate outputs and will ensure that funding is provided to institutions for the realisation of the plan. A mid-term review exercise is planned for 2016/17, half way into the six-year cycle from 2014/15–2019/20.

The two new universities promulgated in 2013, UMP and SPU, opened their doors to their first cohort of students in January 2014. Each university has a ten to fifteen year development plan that will see them growing into sustainable institutions over time. During the 2014 academic year the full Councils of each university were inaugurated. Each university will develop a strategic plan with a proposed programme and qualification mix and enrolments aligned to the infrastructure development projects. During 2013 and 2014 infrastructure renewal of existing buildings were carried out, and all design and planning permissions for the first phase of the major new infrastructure development programme were approved. The major contractors for the new buildings moved on site in October 2014, and construction is well on its way across all campuses of SPU and UMP.

In addition to this, the expansion of the higher education sector, in line with the NDP and the White Paper, will be assisted through the implementation of the Distance Education Policy, which was published in 2014. The policy provides for contact universities to embark on distance provisioning. This will enable universities to diversify their mode of delivery and assist with expansion of the system, especially at the post-graduate level. A framework for differentiation of the Higher Education and Training System was also published for public comment. When this is finalised it will enable more effective steering of the system towards offering more diverse opportunities to post-school citizens. As part of the enrolment planning process, Universities were requested to provide their understanding of their role within a diverse and differentiated landscape. The Higher Education Qualifications Sub-Framework (HEQSF), which was published in August 2013, will also assist in steering universities towards diversity.

The DHET continues with its efforts to strengthen teacher education and teaching within the higher education system. In regard to teacher education for school teachers, the DHET has vigorously implemented its responsibilities as outlined in the Integrated Strategic Planning Framework for Teacher Education and Development (2011 - 2025). In respect of coordination at national and provincial level, the DHET, through its role as secretariat, coordinates the National Teacher Education and Development Committee as well as nine Provincial Teacher Education and Development Committees. These structures are functioning well as per their terms of reference. The work to expand teacher education provisioning is bearing much fruit, and the number of new teacher graduates produced by the public universities continues to grow. In 2008, 5 939 new teachers graduated, and by 2012, this figure has risen to 13 708 – a 131% increase over the period. The recently concluded enrolment planning process held with the public universities projects that in excess of 20 000 new teachers will graduate annually by 2019, bringing the country close to addressing the teacher supply-demand gap.

In relation to university teaching, all the public universities have submitted 3-year teaching development plans based on the Ministerial Statement on the Management and Utilisation of the Teaching Development Grant. Universities are implementing these plans, with monitoring and oversight by the DHET. The Minister approved the 'Staffing South Africa's Universities' Framework' (SSAUF) in January 2015, and the DHET will implement this framework over the medium term, beginning immediately with the implementation of the first phase of the new Generation of Academics Programme (nGAP). Over the next five years the DHET intends implementing a Teaching and Learning Capacity Development Improvement Programme (TLDCIP) that will focus on the shape of teacher education, and on its quality; as well as on promoting quality teaching in universities. This will see the strengthening of universities with respect to producing teachers for all education sub-sectors, especially TVET college lecturers, community college lecturers, Early Childhood Development (ECD) teachers, primary school teachers and special needs teachers.

The provision of funding assistance to students in TVET colleges and universities via the National Student Financial Aid Scheme (NSFAS) will continue to enable poor and academically eligible students to access education in these sub-sectors. The NSFAS implemented a new student centred model system on the management and administration of bursaries and loans in public education institutions during 2014. The new loan and bursary management system aims to provide efficient and effective financial aid to qualifying students. The new model was piloted in six universities and five TVET colleges for the 2014 academic year. The pilot will continue during the 2015 academic year, and will be phased in to the other public higher education institutions and TVET colleges once all the teething challenges have been addressed.

The report of the Ministerial Committee for the Review of the Funding of Universities was published in February 2014. A technical team and reference group has been appointed to model the various recommendations and to develop a revised funding framework for implementation over the medium term, once approved.

A draft policy on student housing was published for public comments in April 2013. The comments were analysed and a final policy was prepared for publication in 2014. A decision was made to hold back the publication until a funding policy was developed. It is expected that the final policy will be published during the 2015/16 financial year for implementation in 2016/17. A comprehensive infrastructure plan to ensure adequate student housing, to enhance the quality of university education will be developed and implemented. The funds available for student housing are inadequate and the Department is exploring various options of leveraging additional resources to ensure that the provision of student accommodation is effectively addressed by the university sector. In particular the Department has engaged with the Public Investment Corporation (PIC) and the Development Bank of Southern Africa (DBSA) in this regard.

The Higher Education Aids Programme (HEAIDS) continues to successfully address HIV and Aids, TB and the prevalence of STIs in the sector. It has spread its work to incorporate the TVET sector and some of its projects already include TVET colleges. It runs successful projects such as the First-Things-First Campaign which seeks to educate the institutional population on knowing their HIV status and screening for TB, other primary health care matters and Medical Male Circumcision (MMC). HEAIDS is aligned with the National Strategic Plan (NSP) for HIV/AIDS, TB and STIs.

Applications for spaces in universities for young grade twelve learners are still a serious challenge. The need, not only to expand the system, but also to better manage applications across the system has resulted in the establishment of a Central Application Clearing House (CACH) mechanism, which is seen as a first phase for implementing a Central Application Service. The CACH was implemented for the first time in January 2013. The service was implemented again in January 2014 – March 2014, and January 2015 – March 2015 and has grown from strength to strength. CACH assisted with career advice, redirecting learners who did not get spaces in their institutions of choice and with late applications. It has proved to be successful in limiting walk-ins and problems during the 2014 registration period at universities. Phase two of the system will be developed during 2015 for piloting in 2016/17 and operationalization by the end of 2017/18. The Service is planned for full phased-in implementation across the university sector from April 2018. The *Apply Now!* Campaign and Career Development Services will be integrated into the Central Application Service.

During 2013/14 the last two of the four universities that were under administration received Ministerial approval for their statutes, and new Councils were established. The Department has monitored progress made during the post-administration period at these institutions during 2014/15 and will continue to do so in the next financial year. In addition, during 2015/16, the system will be monitored using the new reporting regulations that were promulgated in 2014. Monitoring the system to ensure that public funds are spent effectively is important, and this is being implemented through improved policies to ensure the effective use of earmarked funds, particularly teaching development and research development funds.

The private higher education sector has established a set of programmes and qualifications in specific niche areas with strong links to industry and vocational occupations, mainly at levels 5 to 7 of the NQF. The sector has the potential for fulfilling the need for some mid-level scarce and critical skills. In this regard, strengthening oversight and refocusing the sector through enhanced policy and regulatory frameworks is essential. For this reason new regulations were published for public comment during 2014 and will be finalised in 2015/16 for implementation across the system.

## **5.1.2 VOCATIONAL AND CONTINUING EDUCATION AND TRAINING**

### ***Macro-governance***

During the first financial year (2015/16) of this Strategic Plan, the Department will receive functions of Adult Education and Training and TVET colleges from provincial authorities. The function shift requires appropriate capacity within the Department for the new mandate as an implementing authority. It is therefore requisite for the Department to review its

structure and current functions of Programme 4 in order to ensure that it is appropriately positioned to receive, maintain and improve the functions coming from provincial authorities.

One of the major risks in the function shift that the Department must manage is the provision of examinations and assessment services. The Department administers seven Technical and Vocational Education and Training college examinations and two Adult Education and Training (AET) examination cycles per financial year. In view of this function shifting from provinces, the examinations processes and model need a drastic review to ensure that administration and management thereof is maintained and improved. This is to ensure that the integrity and reliability of examinations are maintained.

### ***Growth and expansion***

The growth, expansion and performance of institutions within the VCET sub-sector is a strategic priority for the Department. This is reflected in the review and expansion of Technical and Vocational Education and Training (TVET) college campuses and the establishment of Community Education and Training Colleges (CETC). The National Development Plan and the White Paper for Post-School Education and Training (PSET) mandates the Department to expand the provision of education and training within the College sector by finding multiple funding streams for the College sector, dealing with efficiency and effectiveness of institutions, putting in place functioning governance and management structures and providing appropriate support for learning and teaching. In this regard, the position of government is to expand access and success of the post-school youth and adults who wish to improve their skills for employability or progression to opportunities in higher education. The National Development Plan has committed government to increase youth and adult participation in the VCET sector to 3.5 million by 2030, of which 2.5 million headcount enrolments is targeted for the TVET subsystem, and 1 million for the Community College subsystem.

### ***Systemic capacity-building***

In view of the systemic weaknesses that the Department has identified, it will sustain its efforts focusing on the implementation of the approved Turnaround Strategy for TVET colleges in order to speed up delivery on skills provision in an integrated manner. The strategies will continue to focus on improving:

- Teaching and Learning
- Management, Governance and Leadership
- Financial Management
- Human Resource Management and Development
- Partnerships between Colleges, employers, SETAs and universities
- Articulation

### ***Institutional governance, management and leadership***

Proper governance, management and leadership at institutional and campus level are preconditions for optimal institutional functionality. The development of common standards of governance, management and leadership will provide the Department a common framework of monitoring and evaluating the level of governance in the TVET and community colleges.

The steering and guiding of TVET and community colleges to ensure that the core mandate of the sector is realised require legislation and uniform guiding principles and frameworks to regulate the system. The transition of these institutional types require a review of current legislation as well as the development of guiding frameworks in order to ensure that compliance issues are addressed in order to provide the requisite support across the subsystem.

**Quality improvement focus**

The review of the TVET college sector by the Organisation for Economic Cooperation and Development (OECD) and the recommendations thereof enjoins the Department to focus, amongst other issues, on quality improvements within the sub-sector. To increase access and success within the Colleges sector, targets have been adopted focusing on the certification rates in Colleges, the throughput rate, the introduction of foundation programmes and the extent of support for students through the provision of suitable accommodation and financial assistance for those students who fulfill the requirements for such assistance. These targets will ensure that the Colleges sector is appropriately positioned to fulfill the Department's mandate on achieving a capable and skilled workforce in South Africa.

To this effect, it is necessary that there are annual standard plans the implementation of which is managed at national level to support and improve teaching and learning in the sector as well as to respond to industry needs. In the development of such plans, intensive consultation with key stakeholders needs to be undertaken to ensure agreement on the objectives and the steps necessary to undertake. These plans should take into account both the content and pedagogical knowledge of the teaching staff to ensure that they keep pace with the curriculum developments in the system and the dire need to improve quality in the system.

For a very long time, student support services have been mainly focused on the management and awarding of financial aid to students which compromised the provision of the necessary support required by students. The support to students must focus on holistically addressing students' different socio-economic backgrounds. The implementation of a holistic national student support plan across the sector, which should take into account differentiation across localities in the system and also respond to geographical and sectoral challenges, is necessary to deal with all the economic and sociological profiles of students. Efficient and effective student support must address the internal inefficiencies in institutions and the system as a whole in regards to improving student success and completion rates.

**Partnerships**

Colleges will continue to be strengthened as implementing agents for Sector Education and Training Authorities (SETAs) programmes. Through these initiatives, institutions and industry collaboration will be realised. The key mechanisms for achieving this collaboration will be through providing clarity on the role of SETA offices in Colleges as well as work around the development of appropriate programmes with industry.

Colleges will also continue to collaborate with Universities for the provision of level 5 and 6 qualifications in Colleges. More effort must put into this initiative so that all Colleges participate in this initiative. There is a need for the system to be differentiated and responsive to the geographical and sectoral needs and challenges. The offering of appropriate and quality programmes needs to be supported by appropriate infrastructure.

**5.1.3 SKILLS DEVELOPMENT AND TRAINING**

The White Paper for Post-School Education and Training sets a new tone for skills development and training as - sub-titled *'building an expanded, effective and integrated post-school system'* - proposes a system that threads the different parts of the post-school system together. It follows that the future role, function, architecture and setting of strategic priorities of SETAs must be framed in this context. The White Paper clarifies the scope of the SETAs and the NSF. The roles of the SETAs and the NSF will be simplified and clarified, and their capacity built in line with their core functions. The two year progress report on the NSDS III (2011-2013) indicated that there is a critical need for simplification of the system and that this is an element that was identified during the period of NSDS II and re-iterated on a regular basis by numerous researchers and stakeholders over the years but it appears that the complexity of the system is, in fact, increasing.

Furthermore, the SETAs are envisaged to have a relationship with all three sub-systems of the Post-School Education and Training (PSET) system and hence with all quality councils not only the QCTO. This suggests that significant restructuring of the skills system is required post 2016, guided by the principles of radical transformation with minimal disruption as well as the attitude of change in continuity. This implies a phased in approach with clear timelines based on the medium to long term planning.

In the meantime, a possibility exists, amongst others to bring about a greater degree of collaboration through the clustering of SETAs. The key challenges that can be addressed through clustering include: sharing of research within broad economic sectors; collaboration in relation to skills training along supply chains; making effective use of offices located in TVET colleges; sharing of resources at provincial and local level to improve access; the development of common approaches to qualifications and programmes that cut across different SETA sectors; and general helping the Department and other stakeholders to address the implementation of the National Skills Development Strategy within available resources. Features of the strategy beyond 2016 should include, amongst others, the HRDC goals, DHET Strategic Plan objectives, White Paper for Post-School Education and Training mandate, NDP and the national priorities of government. The review should include the review of the NSDS III as it remains key in providing focus for the SETAs, the NSF and skills system at large.

In response to Section 8.6 of the White Paper for Post-School Education and Training, the NSA Board has identified key issues to be considered for the successful implementation of the proposed Monitoring and Evaluation Framework. The White Paper for Post-School Education and Training states that *“the National Skills Authority will concentrate specifically on monitoring and evaluating the SETAs. This implies that it will become an expert body with high-level monitoring and evaluation skills.”*

The NSA views the Monitoring and Evaluation Framework as a final destination of all information related to skills development, regardless of the body collecting the information. The ability to measure impact in order to successfully manage outcomes is deeply reliant on the integration of the varied sources of data in order that *“the data may be analysed in a meaningful way”*. By collecting skills development information from all delivery agents, the NSA will be better able to monitor and evaluate the qualitative performance indicators linked to the goals of the National Skills Development Strategy, namely that skills development:

- achieves the NSDS III Aims and Transformational Imperatives
- is based on the NSDS III Pillars
- supports the NDP objectives, HRDSSA goals and other overarching government programmes and priorities of government.

The NSA approved the following five key critical areas on which the Minister will be advised over the transition period aligned to the legislative mandate:

- Review the skills development legislative framework to support integration of education and training and national government (inclusive of the NSF framework) by March 2016
- Coordinate consultation process on the review of the Skills System and the SETA landscape with stakeholders and the PSDFs in order to provide advice to the Minister by March 2016
- Coordinate consultation process on the review of the NSDS III with stakeholders and the PSDFs in order to provide advice to the Minister by March 2016
- Develop and implement the Monitoring and Evaluation Framework in terms of the White Paper for Post-School Education and Training including the development of the business case
- Mobilisation of business, government, community and labour to take full ownership of the NSDS III and the development of the related framework; including mobilisation of the SADC Region in skills development and TVET
- Support development of the Post-School Education and Training system that encourages society to support and build a developmental state, with specific focus on rural development and state-owned entities
- Strengthen monitoring and evaluation functions, particularly in respect of the performance and governance of the NSDS III
- Coordinate and promote research, development and innovations so that business enterprise opportunities are created to benefit communities and the vulnerable in particular.

Artisan Development is on course with the strategic and operational focus for the next five years being on the consolidation of the artisan development work that has already been established, primarily:

- The further operationalization of NAMB standards setting and moderation function within the stable performance environment of the QCTO
- The finalisation of the Trade Test Regulations within the policy environment in terms of Section 26D of the Skills Development Act
- The development and deployment of a common electronic trade test system to all accredited trade test centres in the country
- The entrenchment of the artisan management information system in terms of artisan data reporting
- The implementation of the regulated artisan learner grant
- The full implementation of Artisan Recognition of Prior Learning (ARPL) and its funding regime
- Advocacy of artisanship through the decade of the artisan campaign
- The support of all stakeholder and technical fora (forums) responsible for the development of artisans.

The broader artisan development strategy operationalisation will entail setting specific timelines for a conducive national artisan development environment key features being:

- The benchmarking of national artisan development against international artisanship practice;
- Implementation of strong artisan quality assurance systems;
- Introducing ICT platforms for artisanship;
- Modernisation of artisan development facilities to match industrial development efforts;
- Reducing the turnaround time for trade-test assessment without compromising quality; and
- Broadening access to artisanship including the development of Artisan Recognition of Prior Learning (ARPL) practices and the establishment of Artisan Evaluation Panels.

## 5.2. ORGANISATIONAL ENVIRONMENT

### 5.2.1 SWOT ANALYSIS

Strengths	Weaknesses (Areas to be developed )
<p><b>Provide a sound PSET legislative framework</b></p> <ul style="list-style-type: none"> <li>• Steering mechanisms development</li> <li>• Implementation oversight</li> </ul> <p><b>Provide PSET services</b></p> <ul style="list-style-type: none"> <li>• Assessment services</li> <li>• Research development support</li> <li>• Teaching and learning support</li> <li>• Student support services</li> <li>• Career development</li> </ul> <p><b>Develop PSET capacity</b></p> <ul style="list-style-type: none"> <li>• Infrastructure / facilities development</li> </ul> <p><b>Business management / leadership</b></p> <ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Corporate image</li> <li>• Stakeholder relations management</li> <li>• Corporate governance</li> </ul>	<p><b>Provide a sound PSET legislative framework</b></p> <ul style="list-style-type: none"> <li>• Integrated planning</li> </ul> <p><b>Provide PSET services</b></p> <ul style="list-style-type: none"> <li>• Central application services</li> </ul> <p><b>Develop PSET capacity</b></p> <ul style="list-style-type: none"> <li>• Funding</li> <li>• HR services</li> <li>• Management information / statistics</li> </ul> <p><b>Business management / leadership</b></p> <ul style="list-style-type: none"> <li>• Business positioning</li> <li>• Business performance management</li> <li>• Organisation culture development</li> </ul>

Strengths	Weaknesses (Areas to be developed )
<p><b>Resource management</b></p> <ul style="list-style-type: none"> <li>• Financial management</li> <li>• Asset management</li> <li>• Shared logistical services</li> </ul> <p><b>Facilitate a strong stakeholder network</b></p> <ul style="list-style-type: none"> <li>• Partnerships development</li> <li>• Stakeholder relations management</li> </ul> <p><b>Project / Programme management</b></p>	<p><b>Resource management</b></p> <ul style="list-style-type: none"> <li>• HR management</li> <li>• Information / knowledge management</li> <li>• ICT management</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Political support</li> <li>• Clear planning frameworks</li> <li>• Supportive stakeholder network / strategic partnerships</li> <li>• Alternative sources of funds</li> <li>• High demand for education and training</li> <li>• Education an apex priority</li> <li>• Technological advancements (e.g. e-learning)</li> <li>• Improved public confidence in the Post-School Education and Training system</li> </ul>	<ul style="list-style-type: none"> <li>• Financial constraints</li> <li>• Mission drift of other departments</li> <li>• Undefined roles and responsibilities of other government departments relating to higher education and training</li> <li>• Financial mismanagement at institutional level</li> <li>• Poor services from information agencies provided (e.g. statutory agencies)</li> <li>• Inadequate human resource capacity at institutional level</li> <li>• Disruptive activities by labour and other stakeholders at institutional level</li> <li>• Poor governance and management at institutional level</li> <li>• Unrealistic political expectations</li> <li>• Socio-economic factors (e.g. HIV/Aids, substance abuse, etc.)</li> <li>• Misalignment of strategic directions amongst statutory bodies</li> <li>• Poor quality of the schooling system</li> <li>• Racial intolerance / lack of transformation in education and private sector</li> <li>• Slow economic growth</li> <li>• Fly-by-night private institutions</li> <li>• Corruption</li> <li>• Lack of public confidence in the system</li> </ul>

### 5.2.2 OUTCOMES

The Department aims to realise the following broad envisaged outcomes/impacts from its initiatives.

Outcomes / Impacts	
Outcomes / Impacts	<ul style="list-style-type: none"> <li>• Skilled citizenry</li> <li>• Quality graduates</li> <li>• Employable graduates</li> <li>• Improved public confidence</li> <li>• Economic growth                             <ul style="list-style-type: none"> <li>◦ Improved economy</li> <li>◦ Reduced unemployment</li> <li>◦ Reduced poverty</li> <li>◦ Improved productivity</li> <li>◦ Reduce inequality</li> </ul> </li> <li>• Reduced crime</li> </ul>

### 5.2.3 STAKEHOLDER FRAMEWORK

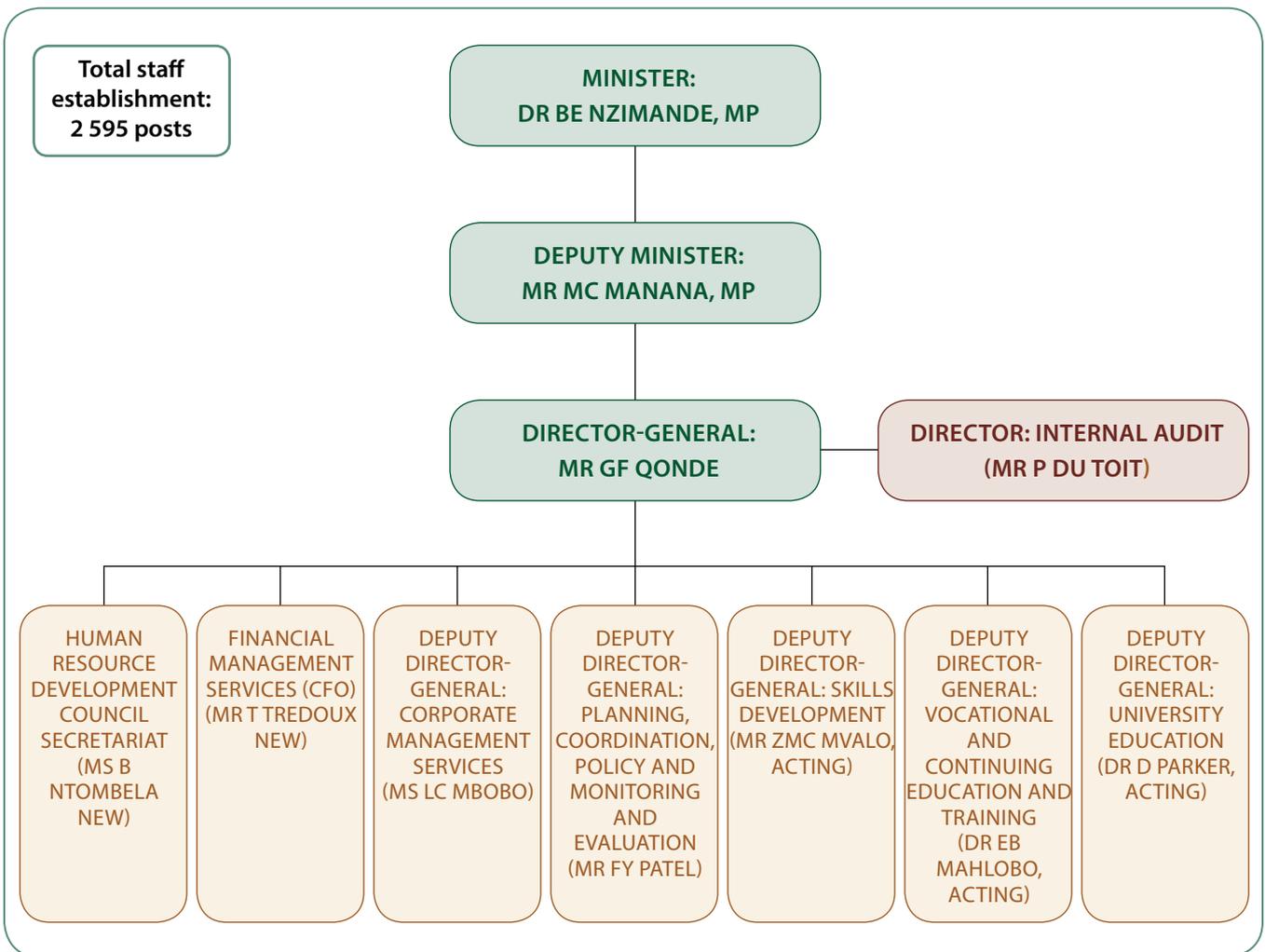
The Department understands its stakeholder base and seeks to work with everyone who has interest in creating a vibrant Post-School Education and Training system. The following stakeholders have been identified as key to the delivery of the PSET system.

Stakeholder Framework	
	<ul style="list-style-type: none"> <li>• <b>Primary beneficiaries</b> <ul style="list-style-type: none"> <li>◦ Students</li> <li>◦ Training providers (universities, TVET colleges, community colleges, public, private and workplaces)</li> <li>◦ Relevant government departments (all spheres)</li> <li>◦ Academic and research institutions</li> <li>◦ Public entities (SETAs, NSF, etc.)</li> </ul> </li> <li>• <b>Secondary beneficiaries</b> <ul style="list-style-type: none"> <li>◦ Cooperatives</li> <li>◦ State owned enterprises</li> <li>◦ Learners / students</li> <li>◦ Community members</li> <li>◦ Non-profit organisations</li> <li>◦ Workers</li> <li>◦ Employers</li> </ul> </li> <li>• <b>Suppliers of resources (service providers inbound)</b> <ul style="list-style-type: none"> <li>◦ Providers of funds</li> <li>◦ Providers of expertise / human resources</li> <li>◦ Providers of ICT</li> <li>◦ Providers of information</li> <li>◦ Providers of infrastructure / facilities</li> </ul> </li> <li>• <b>Regulators</b> <ul style="list-style-type: none"> <li>◦ Auditor-General</li> <li>◦ National Treasury</li> <li>◦ Relevant government departments</li> <li>◦ Audit committees</li> <li>◦ Parliamentary committees</li> <li>◦ Executive Authority</li> </ul> </li> <li>• <b>Strategic partners</b> <ul style="list-style-type: none"> <li>◦ Quality councils</li> <li>◦ Qualifications authority</li> <li>◦ Employers</li> <li>◦ SETAs</li> <li>◦ SARS</li> <li>◦ National Skills Authority</li> <li>◦ HRDC</li> </ul> </li> <li>• <b>Service providers outbound (providing a service on behalf of the Department to beneficiaries)</b> <ul style="list-style-type: none"> <li>◦ Contractors / consultants / academic / research institutions</li> </ul> </li> <li>• <b>Organised labour</b></li> <li>• <b>Employees / interns</b></li> <li>• <b>Media</b></li> </ul>

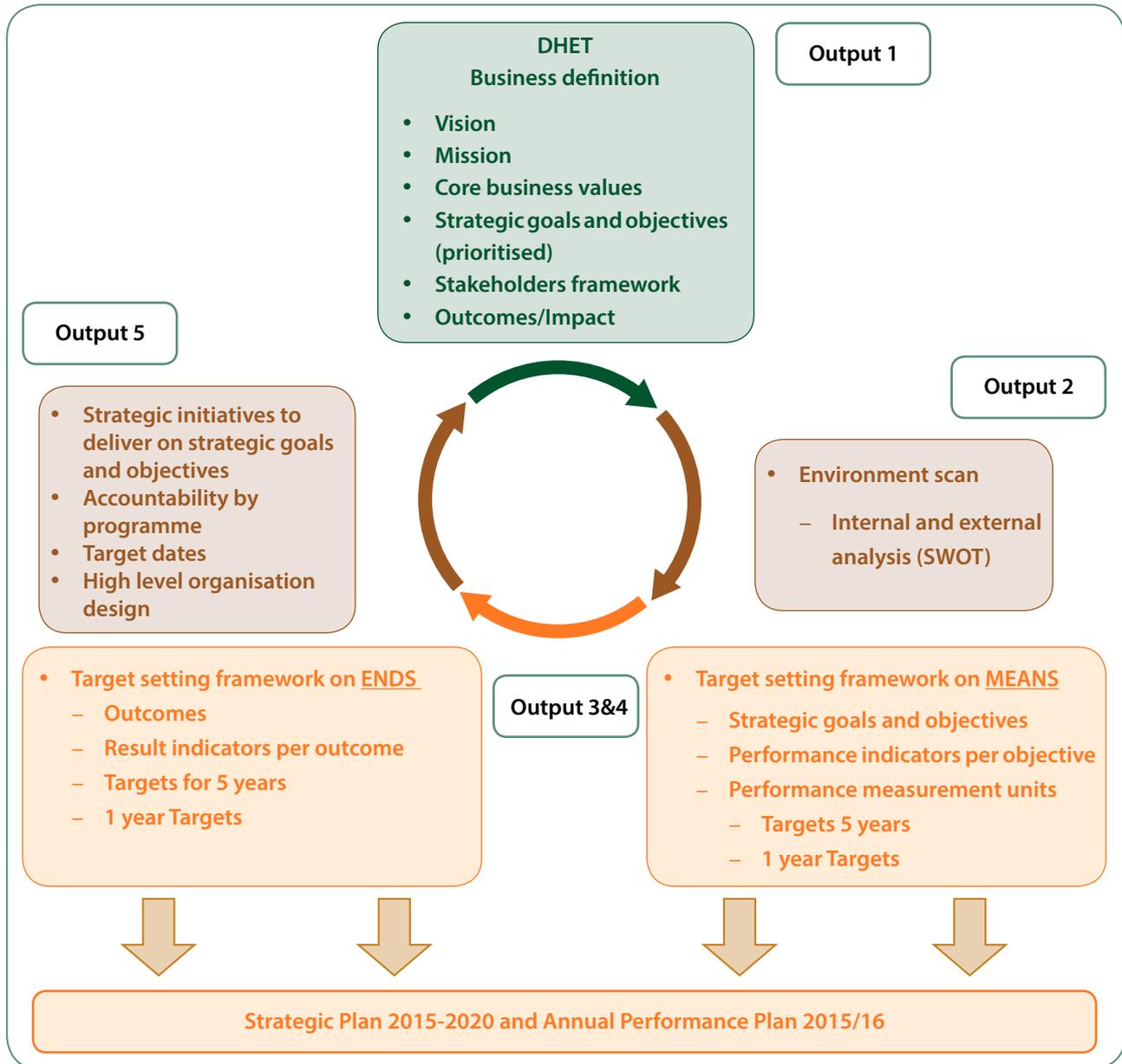
### 5.3 HIGH LEVEL ORGANISATIONAL STRUCTURE

The Department strives to identify critical vacancies, particularly in the core function branches in order to bolster its capacity towards meeting its service delivery targets. Annually critical vacancies are identified and efforts to fill them within the set time frame of 6 months. For the 2014/15 financial year the Department reduced its vacancy rate to 8 per cent. The Department, since its establishment, has never been fully capacitated but has an organisational structure that is aligned to its strategic plan objectives. In order to address this imbalance, the Minister approved the review of the organizational structure in 2010 and has since approved the reviewed structure in 2014.

The new organisational structure is aligned to the Strategic Plan of the Department and if implemented, it will provide the requisite resources that are required for the Department to meet its service delivery objectives. It responds to the expanded mandate of the Department as well as the transfer of the TVET and AET functions, transfer of staff from provincial departments of education to the DHET. The newly approved organogram has a total of 2 595 posts, of which 1 028 are fully funded. The existing funded posts will be migrated to this newly approved structure for implementation by 1 April 2015. The high level organisational structure hereunder is based on the newly approved organogram which will be phased in over the next five years subject to the availability of funds. Refer to structure.



5.4 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS



It is mandatory for government departments to produce a five-yearly strategic plan at the beginning of the five-year political mandate following national elections. For this reason a strategic planning session of senior managers, the Director-General and the Minister was held on 26 and 27 June 2014. At this session the Minister emphasised the importance of implementing the White Paper and the imperatives of the National Development Plan. Following this session the Director-General held a 3-day Department-wide strategic planning session with members of senior management on 6 to 8 August 2014. The Department used the session to strategise on delivery expectations in terms of the White Paper, MTSF, NDP and other Ministerial directives. The figure above summarises the outputs of the workshop.

The outputs as illustrated by the figure above include target setting framework which informs the architecture of the Strategic Plan and Annual Performance Plans for the next five years. In order to effectively manage service delivery performance, the Department has differentiated between two sets of deliverables; namely direct deliverables (Means) and indirect deliverable (Ends or expected outcomes) for the core programmes in particular (delivery programme). Targets on the Means represent direct deliverables of budget programmes of the Department which in the main constitute the interventions envisaged for the system during the period covered by this plan. On the contrary, the targets on Outcomes (Ends) represent the expected performance of the system resulting from the interventions of the Department.

The principle underlying this model is that the performance of the system should be the ‘mirror image’ of the Department’s performance in terms of its interventions and leadership in general. The actual performance of the system against set targets will be monitored and reported by the Department on either quarterly, bi-annually or annual basis. The Department will also provide the leadership required to implement corrective measures for underperformance and/or any deficiencies identified. Notwithstanding this separation it should be noted that the Department remains accountable for both target settings including provision of reasons for underperformance.

## 6. STRATEGIC OUTCOME ORIENTED GOALS

The 2019 Medium Term Strategic Framework is structured around 14 priority outcomes which cover the focus areas identified in the National Development Plan. The Department of Higher Education and Training is responsible for Outcome 5 of the 14 government outcomes, namely “A skilled and capable workforce to support an inclusive growth path”. The following Medium Term Strategic Framework sub outcomes have been identified for this Outcome:

- 1) Credible institutional mechanism for labour market and skills planning;
- 2) Increased access and success in programmes leading to intermediate and high level learning;
- 3) Increased access to and efficiency of high-level occupationally directed programmes in needed areas; and
- 4) Increased access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills.

For the realisation of the aforementioned sub outcomes, five (5) strategic outcome oriented goals have been identified as follows:

### STRATEGIC OUTCOME ORIENTED GOALS

<b>Goal 1</b>	To provide a sound Post-School Education and Training legislative framework
<b>Goal Statement</b>	To steer the Post-School Education and Training system by developing 35 and reviewing 19 legislative frameworks (including new policies, Acts, guidelines, models and regulations) by March 2020
<b>Goal 2</b>	To provide Post-School Education and Training services
<b>Goal Statement</b>	To improve the Post-School Education and Training system through the development of 14 teaching and learning support plans for University education and Vocational and Continuing Education and Training by March 2020
<b>Goal 3</b>	To provide Post-School Education and Training capacity
<b>Goal Statement</b>	To improve the capacity of the PSET system through infrastructure development for Vocational and Continuing Education and Training encompassing 12 new TVET college campuses and 9 Community Education and Training colleges by March 2020
<b>Goal 4</b>	To facilitate a strong stakeholder network
<b>Goal Statement</b>	To develop partnerships and maintain good stakeholder relations in support of an effectual PSET system
<b>Goal 5</b>	To ensure continuous business excellence within the Department of Higher Education and Training
<b>Goal Statement</b>	To ensure good corporate governance including effectual resource management (human resource and financial management) and ICT management continuously



# PART B:

## STRATEGIC OBJECTIVES

## PART B: STRATEGIC OBJECTIVES

### 7. STRATEGIC OBJECTIVES PER PROGRAMME

The Department is structured along five budget programmes as follows:

*“Note: Where baseline performance information is zero, the indicator is either new or no previous information was collected by the Department”.*

#### 7.1. PROGRAMME 1: ADMINISTRATION

**Purpose:** Provide strategic leadership, management and support services to the Department

<b>Strategic objective 7.1.1</b>	<b>Human Resource Management</b>
<b>Objective statement</b>	To ensure effective human resource management within the Department by filling 90% of vacant funded positions and implementation of an effective performance management system.
<b>Baseline</b>	<ul style="list-style-type: none"> <li>– Filling of vacant funded position: 92%</li> <li>– Performance management reviews: Quarterly</li> </ul>
<b>Justification</b>	To build required capacity in order to support the objectives of the Department and to improve efficiency, productivity and morale.
<b>Links</b>	Key Acts including the Public Service Act (PSA), the Occupational Health and Safety Act (OHS), Single Public Service Bill, the Labour Relations Act (LRA), Public Finance Management Act (PFMA), the Public Service Co-ordinating Bargaining Council (PSCBC) resolutions, Skills Development Act (SDA) and Basic Conditions of Employment Act (BCEA) and Employment Equity Act (EEA).
<b>Strategic objective 7.1.2</b>	<b>Financial Management</b>
<b>Objective statement</b>	To ensure effective financial management through the application of good financial management systems, including management accounting, financial accounting and supply chain management in line with the requirements of the PFMA.
<b>Baseline:</b>	Creditor payment age: 30 days
<b>Justification</b>	To ensure efficient and effective systems of financial management.
<b>Links</b>	Key Acts including the Public Finance Management Act, (PFMA).
<b>Strategic objective 7.1.3</b>	<b>ICT Management</b>
<b>Objective statement</b>	To improve efficiency through the development of approved annual ICT Procurement Plans for the implementation of the necessary information technology infrastructure and systems
<b>Baseline:</b>	ICT Procurement Plan available
<b>Justification</b>	This objective will ensure that the IT infrastructure of the Department is available to serve the business needs of DHET
<b>Links</b>	To the Government Information Technology Policy and Public Service Act

**7.1.1 RESOURCE CONSIDERATIONS**

Since its establishment, the Department has been operating in a severely constrained environment due to funding constraints. From 1 April 2015 the Department would have added to its post establishment, an additional 117 and 352 posts that would be transferred from the nine provincial departments of education to the DHET plus an additional 39 000 employees transferred from the TVET colleges and AET centres to the DHET.

As the size of the Department will grow exponentially, it needs to be emphasised that it will need to increase its administrative capacity including professionalising its human resource management capacity , physical infrastructure and information communication technology. Physical infrastructure to accommodate staff that will be at regional offices will be a priority for the next five years whilst at the same the capacity to provide corporate support services including financial management, has to be prioritised. The regional office layout will provide the much needed local footprints and increased access to services to local communities.

The Department could not succeed in securing suitable and adequate offices for its head office in the previous five years. Processes to identify suitable land for the construction of the head office by the Department of Public Works are at an advanced stage. Our objective is to relocate the Department from the current old and unsuitable environment, where offices have been leased for the past few years, to government owned buildings that are responsive to the environmental needs.

Towards the realisation of its vision on connectivity and e-learning and through the implementation of the objectives of the White Paper for ICT, the Department will endeavour to implement its ICT Strategic Plan over the next five years. This will bring about connectivity within the entire Post-School Education and Training environment in a seamless environment between the administrative and institutional layers. Existing initiatives with the institutions of higher learning will be expanded to the benefit of the entire sector, this includes the current SANReN partnership on connectivity under the auspices of the Department of Science and Technology. The Department will also strive towards installing the enterprise wide content management solutions as tools for improved efficiency and strengthened effectiveness.

**7.1.2 RISK MANAGEMENT**

Risk Description	Mitigating Measures
1. Poor talent management resulting in: <ul style="list-style-type: none"> <li>• Skills gaps /Loss of critical skills</li> <li>• Inadequate transfer of knowledge/ skills</li> </ul>	The following policies must be in place and implemented: <ul style="list-style-type: none"> <li>• Talent management policy</li> <li>• Retention policy</li> <li>• Succession policy</li> </ul>
2. Inadequate staff training and development	<ul style="list-style-type: none"> <li>• Skills audit and targeted interventions to close gaps.</li> </ul>
3. Employment Equity e.g. Over or under representation of certain races, gender and disability	<ul style="list-style-type: none"> <li>• Recruitment should be aligned to the EE Plan.</li> </ul>
4. Non-compliance with applicable legislation and prescripts regarding financial and SCM administration	<ul style="list-style-type: none"> <li>• Compliance Monitoring</li> <li>• Implementation of key controls</li> </ul>

## 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

<b>Strategic objective 7.2.1</b>	<b>Steering mechanisms development for PSET</b>
<b>Objective statement</b>	To develop 8 new PSET policies and 1 legislation including the revision of the National Qualifications Framework Act and the GENFETQA Act, in order to ensure a sound Post-School Education and Training System by 31 March 2020.
<b>Baseline</b>	0
<b>Justification</b>	Development of new policies and legislation as well as a review of the National Qualifications Act and GENFETQA Act to be in line with vision as set out in the White Paper for Post-School Education and Training
<b>Links</b>	This objective is linked to the White Paper, National Development Plan and MTSF
<b>Strategic objective 7.2.2</b>	<b>Implementation of oversight instruments</b>
<b>Objective statement</b>	To develop a Sector Monitoring and Evaluation framework for effective implementation of oversight of the PSET system and produce annual monitoring reports by 31 March 2020.
<b>Baseline 2013</b>	0
<b>Justification</b>	To ensure availability of an approved Monitoring and Evaluation framework to facilitate effective implementation oversight of the PSET system and required Monitoring and Evaluation reports facilitate corrective measures for any deficiencies identified
<b>Links</b>	Linked to Government-Wide M&E Framework
<b>Strategic objective 7.2.3</b>	<b>Teaching and learning support for PSET system</b>
<b>Objective statement</b>	To develop and implement 3 teaching and learning support plans aimed at improving access to quality teaching and learning in the PSET system by 31 March 2020
<b>Baseline</b>	0
<b>Justification</b>	Aligned to the White Paper for PSET strategies and interventions needed to improve access to quality teaching and learning in PSET
<b>Links</b>	Linked to the White Paper, National Development Plan and MTSF
<b>Strategic objective 7.2.4</b>	<b>Management information statistics</b>
<b>Objective statement</b>	To develop management information systems for Colleges and SETAs and private post-school institutions by 31 March 2020
<b>Baseline</b>	0
<b>Justification</b>	This objective seeks to ensure provision of statistical information on the performance of the PSET system for effective policy and planning
<b>Links</b>	White Paper for Post-School Education and Training, the National Skills Development Strategy and the Skills Accord

### 7.2.1 RESOURCE CONSIDERATIONS

The spending focus over the medium term will be on implementing support activities relating to the creation of a credible institutional mechanism for labour market skills planning, legislative and the review development of new legislation policies and frameworks as well as the institutionalisation of career development and open learning systems.

The programme experienced an insignificant under expenditure of 0.67 per cent during 2013/14 financial year which did not impact negatively on its service delivery plans. Factors that contributed to the under-expenditure were in the main concomitant savings that resulted from Legal and Legislative fees for claims not received for court cases as projected and fewer active court cases outside Pretoria. However, expenditure is expected to increase at an average annual rate of 3.5 per cent over the medium term to reach R61 million in 2017/18.

### 7.2.2 RISK MANAGEMENT

Risk Description	Mitigating Measures
1. Lack of data availability, integrity and reliability in the integrated information system.	<ul style="list-style-type: none"> <li>Replace the TVET, AET and Skills data collection processes.</li> </ul>
2. Lack of adequate career development services.	<ul style="list-style-type: none"> <li>Development of a national policy across all spheres of government.</li> <li>Establishment of coordinating structures.</li> <li>Information system; protocols and guidelines developed.</li> </ul>
3. Inability to fulfil international obligations due to lack of staff capacity.	<ul style="list-style-type: none"> <li>Ensure staff is trained to undertake diverse task in the International Relations sub-programme and enhance implementation and maintenance of existing management practices.</li> </ul>
4. Unable to enhance the labour market skills intelligence model and mechanism and publish annually a report analysing trends and forecasting skills demand based on model and mechanism due to non-availability of funds beyond the March 2017 as currently it is maintained through NSF project funds.	<ul style="list-style-type: none"> <li>Ensure that the funding requirements are identified and timeous bids are made for continuation of funding.</li> </ul>
5. Inability to report on Constitutional rights of persons discriminated on the bases of race, class, gender, age, health and wellness, language, disability, HIV/AIDS, geographic location and citizenship in its broader sense.	<ul style="list-style-type: none"> <li>Ensure that the Social Inclusion Policy Framework and the Strategic Disability Policy Framework are finalised and implemented by all Post-School Education and Training Institutions.</li> </ul>

### 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 to National Institutes for Higher Education.

<b>Strategic objective 7.3.1</b>	Higher education steering mechanisms development
<b>Objective statement</b>	To develop 13 new and review 6 policies/regulations/pieces of legislation to ensure sound provision of university education by 31 March 2020
<b>Baseline</b>	6 steering mechanisms developed in 2014/15
<b>Justification</b>	This objective will ensure the development and review of policies and legislation to be in line with vision as set out in the White Paper for Post-School Education and Training
<b>Links</b>	Linked to the White Paper, National Development Plan and MTSF

<b>Strategic objective 7.3.2</b>	Higher education integrated planning
<b>Objective statement</b>	To develop 2 integrated plans that will enable collaboration between university education and other PSET sectors by March 2020
<b>Baseline</b>	0
<b>Justification</b>	This objective will ensure that the PSET system functions in an integrated, coordinated and articulated way
<b>Links</b>	Linked to the White Paper, National Development Plan and MTSF
<b>Strategic objective 7.3.3</b>	Implementation of oversight instruments on higher education
<b>Objective statement</b>	To monitor and evaluate the higher education sector and produce 13 annual oversight reports on the financial health of the sector; Governance; Teaching development; Research development; Research productivity; HEAIDS; Foundation provisioning; Infrastructure development; New universities; Expansion and efficiency of the system; Private higher education compliance; Staffing South Africa's Universities Framework (SSAUF); and the Teaching and Learning Development Capacity Improvement Plan
<b>Baseline</b>	<ul style="list-style-type: none"> <li>• Financial indicators developed</li> <li>• 24 3-year teaching development plans, research development plans approved</li> <li>• 24 3-year research development plans approved</li> <li>• Reports on the research outputs, effective use of infrastructure grants for 24 universities; use of the new universities earmarked grant and the analysis report on the achievement of Ministerial enrolment targets</li> <li>• The Staffing South Africa's Universities Framework approved</li> </ul>
<b>Justification</b>	This objective will ensure that the public universities and private higher education institutions function effectively and efficiently at an optimum with regard to governance, funding and management functions
<b>Links</b>	Links to the Higher Education Act, foundation provisioning guidelines, Teaching and research development ministerial criteria, funding framework policy and ministerial statement for Enrolment planning
<b>Strategic objective 7.3.4</b>	Teaching and learning support for university education
<b>Objective statement</b>	To develop and implement a Teaching and Learning Development Capacity Improvement Programme (TLDCIP) covering 5 plans to improve the capacity of universities in terms of teaching and research by March 2020, one each in the fields of: <ul style="list-style-type: none"> <li>• ECD educator development</li> <li>• Primary teacher education</li> <li>• TVET college lecturer education</li> <li>• Community college lecturer education</li> <li>• Special needs teacher education</li> </ul>
<b>Baseline</b>	0
<b>Justification</b>	This objective will ensure improvement in teaching and research capacity at universities for teacher education in the fields of (i) Early Childhood Development (ECD), (ii) primary education, (iii) technical and vocational education and training, (iv) community education and training and (v) special needs education.
<b>Links</b>	Linked to the White Paper, National Development Plan and MTSF

<b>Strategic objective 7.3.5</b>	Student support services for universities
<b>Objective statement</b>	To provide support to current and prospective students in higher education institutions by March 2020 through the development and implementation of a concise capacity development strategy and programme as well as the Central Applications Services
<b>Baseline</b>	0
<b>Justification</b>	This objective will ensure improvement in capacity and competency of student leadership within the universities and enable a better managed application system to enable access to PSET system
<b>Links</b>	Linked to the White Paper
<b>Strategic objective 7.3.6</b>	Cohort studies on university education
<b>Objective statement</b>	To produce and publish an annual first time entering undergraduate cohort analysis report annually
<b>Baseline</b>	0
<b>Justification</b>	To ensure provision of information on the status of performance in universities in respect to first time entry under graduates to inform future planning for resources
<b>Links</b>	Linked to the White Paper, MTSF, NDP
<b>Strategic objective 7.3.7</b>	Partnership development for university education
<b>Objective statement</b>	To facilitate stakeholder network through the establishment of a BRICS think tank and participative academic forum and report progress on partnerships annually
<b>Baseline</b>	0
<b>Justification</b>	This objective will support the engagement of universities with Brazil, Russia, India, and China in various fields
<b>Links</b>	Linked to the White Paper, MTSF, and NDP

### 7.3.1 EXPECTED OUTCOMES

The following systemic targets relating to sub-outcome 3 of Outcome 5 of the 2014-2019 MTSF will be monitored and reported annually by Programme 3.

**Sub-outcome 3:** Increase access to high-level occupationally directed programmes in needed areas

No.	Outcome Indicator	2019/20 Target	Time frame for reporting progress
1.	Students enrolled in public higher education studies universities (n)	<b>1 070 000</b> students enrolled in high education studies at universities (2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
2.	Graduates in Engineering Sciences from universities (n)	<b>57 000</b> graduates in Engineering Sciences from universities (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
3.	Graduates in Human Health and Animal Health from universities (n)	<b>45 000</b> graduates in Human Health and Animal Health from universities (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>

No.	Outcome Indicator	2019/20 Target	Time frame for reporting progress
4.	Graduates in Natural and Physical Sciences from universities (n)	<b>36 000</b> graduates in Natural and Physical Sciences from universities (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
5.	Graduates in initial Teacher Education from universities (n)	<b>99 000</b> graduates in initial Teacher Education from universities (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
6.	Doctoral graduates from universities (n)	<b>12 000</b> Doctoral graduates from universities (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
7.	Proportion of universities meeting standards of good governance (%)	<b>70%</b> of institutions compliant by 31 March 2017 and up to 100% by 31 March 2019	<b>3<sup>rd</sup> Quarter of every financial year</b>
8.	Research Masters graduates (n)	<b>34 000</b> Research Masters' graduates from universities (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
9.	Success rates at Universities (%)	<b>78%</b> (2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
10.	Higher education undergraduate success rates (contact) (%)	<b>81%</b> (2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
11.	Higher education undergraduate success rates (distance) (%)	<b>71%</b> (2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
12.	Higher education throughput rate (%)	Throughput report on 2010 student cohort (academic period 2010 – 2018) (2018 academic year, reported and verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
13.	Universities offering accredited TVET College lecturer qualifications (n)	<b>10</b> universities offering accredited TVET College lecturer qualifications registered by 31 March 2019/20	<b>3<sup>rd</sup> Quarter of every financial year</b>
14.	University academic staff with PHDs (%)	<b>46%</b> (2018 academic year, verified by 31 October 2019)	<b>3<sup>rd</sup> Quarter of every financial year</b>
15.	Additional first-time entrants (black and women) to academic workforce in addition to normal replacement and plans (n)	<b>100</b> (per annum) additional young (black and/or women) entrants to workforce by 2019/20	<b>3<sup>rd</sup> Quarter of every financial year</b>
16.	Students in foundation programmes (n)	<b>36 000</b> students in foundation programmes in the 2018 academic year, reported and verified by 31 October 2019	<b>3<sup>rd</sup> Quarter of every financial year</b>
17.	Eligible university students obtaining financial aid (n)	<b>205 000</b> eligible students obtaining financial assistance annually	<b>3<sup>rd</sup> Quarter of every financial year</b>

**7.3.2 RESOURCE CONSIDERATIONS**

Financial resources are required in terms of the continuation of the existing HEMIS project funds in order to appoint software developers from October 2016 when the current contract ends to ensure the HEMIS software is maintained and developed. Additional financial resources are required to sustain the growth projections in terms of infrastructure development, student financial aid, and staffing of universities to maintain a sustainable staff student ratio.

The Teaching and Learning Development Capacity Improvement Programme (TLDCIP) will be implemented as part of an approved European Union budget support programme. Successful implementation of the TLDCIP is dependent on regular fund tranches made available through the budget support programme.

A major risk element is the insufficient financial resources for student funding made available for poor students through the NSFAS, as well as the lack of financial aid for students of the working class. Funding needs to increase substantially in order to support the growth of the sector and poor and working class students in universities.

The increase in university block grants has not kept pace with inflation in the higher education system, which is higher than the general inflation rate. The increase in subsidies has therefore not kept pace with the real growth in the system. As the funding from the Department for universities is on average 40 per cent of the annual income for the sector, there is more and more pressure on universities to increase student fees. Universities have however, been encouraged to implement efficiency measures in the system. The New HDI Development grant will assist historically disadvantaged institutions to implement measures to amongst others, improve debt collection and 3rd stream income. The infrastructure earmarked grant is not sufficient for the backlog in student housing; hence the Department is exploring other avenues to leverage funding for the universities. Expenditure is expected to increase at an average annual rate of 6.1 per cent over the medium term to reach R36.3 billion in 2017/18 (including subsidies to universities).

**7.3.3 RISK MANAGEMENT**

Risk Description	Mitigating Measures
1. Equitable access to higher education opportunities not increased.	<ul style="list-style-type: none"> <li>• Earmarked funding for infrastructure expansion.</li> <li>• Structured and negotiated enrolment planning process and targets.</li> <li>• Earmarked funding for student bursaries</li> </ul>
2. Inability to improve the success rate and graduate output	<ul style="list-style-type: none"> <li>• Earmarked funding for teaching development and foundation provisioning.</li> <li>• Development of a policy for academic staff development.</li> <li>• Development of the revised funding framework.</li> </ul>
3. Inadequate monitoring of governance and management practices	<ul style="list-style-type: none"> <li>• Revision of reporting regulations.</li> <li>• Amendments to the Higher Education Act.</li> <li>• Leadership training including councils and student leadership and frequent engagements with relevant universities</li> </ul>
4. Inadequate development of the research capacity and productivity.	<ul style="list-style-type: none"> <li>• Earmarked grant for research and teaching development.</li> <li>• Monitoring of the use of funds.</li> <li>• Revision of the existing research policy.</li> <li>• Development of a new policy for research development</li> </ul>
5. Inadequate maintenance and development of HEMIS.	<ul style="list-style-type: none"> <li>• Data compiled according to DHET specifications.</li> <li>• Data validated and audited by external auditors.</li> <li>• Change control sheets for software changes implemented.</li> </ul>

## 7.4 PROGRAMME 4: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

**Purpose:** Plan, develop, implement, monitor, maintain and evaluate national policy, programmes, assessment practices and systems for Vocational and Continuing Education and Training (VCET), including for Technical and Vocational Education and Training (TVET) colleges and post-literacy Adult Education and Training.

<b>Strategic objective 7.4.1</b>	<b>Vocational and Continuing Education and Training steering mechanisms development (Acts, Policies, and Regulations)</b>
<b>Objective statement</b>	To develop 9 and revise 5 legislative and guiding frameworks aimed at steering the Vocational and Continuing Education and Training sector by 31 March 2020
<b>Baseline</b>	0
<b>Justification</b>	This objective will ensure that all VCET institutions are functioning optimally within the applicable acts, policies and regulations relevant thereto
<b>Links</b>	Linked to NDP, MTSF and White Paper
<b>Strategic objective 7.4.2</b>	<b>Implementation of oversight for Vocational and Continuing Education and Training</b>
<b>Objective statement</b>	To standardise the level of governance across VCET institutions by 31 March 2020, monitor and take appropriate actions where deficiencies are detected
<b>Baseline</b>	0
<b>Justification</b>	This objective will ensure that all VCET institutions are functioning optimally within the acts, policies and regulations relevant thereto
<b>Links</b>	Linked to NDP, MTSF and White Paper
<b>Strategic objective 7.4.3</b>	<b>Teaching and learning support for Vocational and Continuing Education and Training</b>
<b>Objective statement</b>	To develop and implement 6 teaching and learning support plans for VCET institutions by 31 March 2020
<b>Baseline</b>	0
<b>Justification</b>	To ensure that lecturers and learners receive the support necessary for lecturers to function optimally and learners to perform optimally in VCET programmes
<b>Links</b>	Linked to NDP, MTSF and White Paper
<b>Strategic objective 7.4.4</b>	<b>Student support services for Vocational and Continuing Education and Training</b>
<b>Objective statement</b>	To improve success in programmes offered in VCET institutions by developing and implementing an appropriate student support plan by 31 March 2020
<b>Baseline</b>	0
<b>Justification</b>	This objective will ensure improvement in learner success in programmes offered in VCET institutions as well as learner progression (measured in terms of pass and certification rates)
<b>Links</b>	Linked to NDP, MTSF and White Paper

<b>Strategic objective 7.4.5</b>	<b>Infrastructure / facilities development for Vocational and Continuing Education and Training</b>
<b>Objective statement</b>	To ensure geographic spread of VCET institutions through the establishment of 21 additional sites of delivery for VCET institutions (12 TVET campuses and 9 CETCs) by 31 March 2020
<b>Baseline</b>	<ul style="list-style-type: none"> <li>• 50 Colleges</li> <li>• 9 CETCs identified for declaration</li> </ul>
<b>Justification</b>	To strengthen the institutional capacity of vocational and continuing education and training institutions
<b>Links</b>	Linked to NDP, MTSF and White Paper
<b>Strategic objective 7.4.6</b>	<b>Partnerships development for VCET</b>
<b>Objective statement</b>	To establish a coordinating structure for support and research in the VCET sector by 31 March 2020
<b>Baseline</b>	0
<b>Justification</b>	To ensure that all VCET institutions are supported to function optimally
<b>Links</b>	Linked to NDP, MTSF and White Paper

#### 7.4.1 EXPECTED OUTCOMES

The following systemic targets relating to sub-outcome 2 of Outcome 5 of the 2014-2019 MTSF will be monitored and reported by Programme 4.

**Sub-outcome 2:** Increase access and success in programmes leading to intermediate and high level learning:

No.	Outcome Indicator	2019/20 Target	Time frame for reporting progress
1.	Headcount enrolments in TVET colleges (n)	<b>1 238 000</b>	<b>Annually (4<sup>th</sup> Quarter)</b>
2.	Certification rates in TVET qualifications (%)	<b>NC(V) L4: 65%</b> <b>N3: 65%</b> <b>N6: 65%</b>	<b>Annually (4<sup>th</sup> Quarter)</b>
3.	Certificates issued to qualifying candidates within 3 months (n of months)	<b>3 months</b>	<b>Annually (4<sup>th</sup> Quarter)</b>
4.	Percentage of public TVET college examination centres conducting national examinations and assessments in compliance with national policy	<b>100%</b>	<b>Annually (3<sup>rd</sup> Quarter)</b>
5.	TVET throughput rate (%)	Throughput report on student cohort for the academic period 2016 – 2018	<b>2019</b>
6.	Students accommodated in public TVET colleges (n)	<b>5 000</b>	<b>Annually</b>
7.	Qualifying TVET students obtaining financial assistance (n)	<b>1 000 000</b>	<b>Annually</b>
8.	Funded NC (V) L4 students obtaining qualification within stipulated time (%)	<b>60%</b>	<b>Annually</b>

No.	Outcome Indicator	2019/20 Target	Time frame for reporting progress
9.	TVET institutions compliant to governance standards by 2017 and increasing every year thereafter (%)	60%	Annually
10.	TVET lectures undergoing specified hours of work in their industry for specified periods every two years from 2019 (%)	30%	Annually
11.	TVET student enrolled in foundation programmes (n)	5 000	2017
12.	Success rate in foundation programme (%)	50%	2019

#### 7.4.2 RESOURCE CONSIDERATIONS

The current baseline allocation for the Branch: Vocational and Continuing Education and Training supports the financial constraints under which the college and adult sectors are serviced by the Department. While a significant amount of funding is transferred to institutions in support of their programme delivery, the branch only gets 0.94 per cent of this total budget for internal operations and is expected to provide direct support and services to institutions at site level as there are no provincial offices in existence to provide such support and services. The limited budget available to the Department through the fiscus in turn limits the number of officials that can be employed to provide the support and services.

Branch VCET comprises several areas of service delivery and capacity building for the TVET sector. Each Chief Directorate is currently under-funded and under-staffed. This is having a detrimental effect on the impact of the Department on the governance, monitoring and support of TVET institutions across the country.

#### **CURRICULUM**

Qualifications delivered at Colleges require programme specific support. It is highly recommended that subject advisors are appointed at a National Level to support implementation throughout the system. Given the limited budget this is unlikely and as a result programme delivery improvements at Colleges can at best be driven through communities of practice established in the Colleges.

Monitoring of delivery is not done other than internal to the Colleges as no budget is allocated for this purpose. Lecturer development remains a critical success factor for the college sector. Lecturer work placements for practical exposure and continues development is critical. This will require a systemic intervention by Colleges in relation to industry partnerships. Through international partnerships these frameworks are currently being developed but it is preferable that this competency is developed within the DHET. Again due to limited budgets this remains unlikely.

#### **FINANCIAL COORDINATION**

Additional resources and operational budgets will be required to enable monitoring of the implementation of the prescribed governance standards by TVET colleges. Current operational budgets do not cater for these monitoring activities.

The current operational budgets for the Directorates are fully utilised for other monitoring functions relating to funding processes which are not currently directed to governance standard monitoring.

Annual reports of TVET colleges are currently used to ascertain staff attrition and filling of posts. The Department will conduct detailed assessment of audit management letters to ascertain readiness and progress in terms of governance standard implementation by TVET colleges.

### ***NATIONAL EXAMINATION AND ASSESSMENT***

The Department of Higher Education and Training is the national assessment body for VCET qualifications offered at both Colleges and AET centres. As such, the Department is required to provide not only oversight in this regard, but to actually manage and administer the wide range of operations specific to the delivery of an examinations cycle. These operations start with the registration of examination centres and candidates and conclude with the resulting of candidates per VCET examination cycle of which there are currently nine (seven for TVET college programmes and two for AET) in a financial period. The activities within each area of operation are very resource intensive with respect to facilities, personnel and finance.

The Chief Directorate: National Examination and Assessment is currently under-staffed to effectively and efficiently serve the TVET college sector. The staff allocation was not expanded to accommodate the introduction of a new qualification in 2007. The current staff allocation of 135 officials needs to double to improve current service delivery to the required standard; remembering that increasing enrolments will also require additional staff in the outer years.

### ***PLANNING***

In order for the Chief Directorate to contribute meaningfully towards the achievement of the strategic goals and objective of the Department there needs to be additional human and financial resources. There is a need to capacitate the existing human resources and to re-position them at the nerve centre of the Chief Directorate. Current financial allocation is not adequate in the context of the myriad of critical functions that the Chief Directorate has to execute to place the TVET colleges in a position to be institutions of choice. In addition, the Chief Directorate is poised to take over the function of regulating, monitoring and supporting private AET Centres as private colleges in terms of the Continuing Education and Training (CET) Act, 2006 (formerly FET Act, 2006). This further puts a strain on the existing human and financial resources.

### ***PROGRAMMES AND QUALIFICATIONS***

Additional capacity and funding is required for the establishment of the Community College System, specifically for the establishment of a new Directorate to focus on Institutional Development and Support for Community Colleges.

## 7.4.3 RISK MANAGEMENT

Risk Description	Mitigating Measures
1. Stability of examinations IT system	<ul style="list-style-type: none"> <li>Approval granted by Cabinet to go out on tender</li> <li>Tender to be awarded by end March 2015 and development to start in 2015/16</li> </ul>
2. Lack of effective monitoring and evaluation of TVET enrolment data that is used as basis for funding allocations due to funding and capacity constraints	<ul style="list-style-type: none"> <li>Two operating models available:               <ol style="list-style-type: none"> <li>Colleges are instructed to obtain independent audit opinions on enrolment data; or</li> <li>DHET top-slice funding to enable capacity and initiate validations on enrolment data used for funding TVET colleges</li> </ol> </li> </ul>
3. Limited funding for maintenance and introduction of new activities for the AET Chief Directorate	<ul style="list-style-type: none"> <li>Preparation and submission of funding bids to National Treasury</li> <li>Re-prioritisation of funding within the VCET Branch</li> </ul>
4. Funding- Much more work is required to support teaching and learning in Colleges. However insufficient funding does not allow further interventions	<ul style="list-style-type: none"> <li>Interventions done through Colleges with College funding</li> </ul>
5. Partnerships with industry established - Participation by industry in Colleges is essential but not within our control	<ul style="list-style-type: none"> <li>Alignment of SETAs and Colleges are being worked on to incentivise employers to work with Colleges. In addition work will be performed on structural mechanisms to support easier access to partnerships</li> </ul>
6. Lack of internal programme delivery monitoring	<ul style="list-style-type: none"> <li>No funding allocated for an inspectorate. While SAIVCET is to take up this function, no funding is at present allocated to SAIVCET</li> </ul>

## 7.5 PROGRAMME 5: SKILLS DEVELOPMENT

**Purpose:** Promote and monitor the National Skills Development Strategy. Develop a skills development policy and regulatory framework for an effective skills development system.

Strategic objective 7.5.1	Steering mechanisms development for Skills Development
<b>Objective statement</b>	To steer and support skills development institutions to implement the National Skills Development Strategy through the development of 5 new and 6 revised policies including legislation, regulations and guidelines by 31 March 2020
<b>Baseline</b>	0
<b>Justification</b>	This objective will assist the Department to align the skills system to the White paper and other national priorities of government
<b>Links</b>	Facilitate links with employers, SETAs, TVET colleges and private providers, universities, government departments and social partners
Strategic objective 7.5.2	Implementation of oversight instruments on Skills development
<b>Objective statement</b>	To standardise the level of governance across Sector Education and Training Authorities (SETAs) by 31 March 2020, monitor and compile quarterly reports and take appropriate actions where deficiencies are detected
<b>Baseline</b>	M&E reports for SETAs, QCTO, and NSF
<b>Justification</b>	To ensure compliance and delivery of learning through the PSET system
<b>Links</b>	Linked to the National Skills Development Strategy, White Paper, National Development Plan and other government imperatives

<b>Strategic objective 7.5.3</b>	<b>Artisan development assessment services</b>
<b>Objective statement</b>	To effectively manage artisan development assessment services inclusive of RPL in order to produce 24 000 qualified artisans per annum by 31 March 2020
<b>Baseline</b>	18 110 qualified artisans
<b>Justification</b>	The outer year target represents a 33% growth which on average is 6.6% year to year growth, an achievable projection considering the resources available this objective will therefore ensure progressive attainment of the White Paper and the NDP targets
<b>Links</b>	Aligned to activities undertaken by SETAs, QCTO, Trade test centres and TVET colleges and is linked to NDP and the White Paper
<b>Strategic objective 7.5.4</b>	<b>SETA Management information/statistics</b>
<b>Objective statement</b>	To enhance the National Information System in order to improve collation of artisan information and skills development levy information for monitoring and evaluation as well as reporting by 31 March 2018
<b>Baseline</b>	Skills Development Levy Information System
<b>Justification</b>	To mitigate lack of data and information that results in poor planning and implementation
<b>Links</b>	SARS, Quality councils, Employers, SETAs, TVET colleges, Universities and social partners

### 7.5.1 EXPECTED OUTCOMES

The following systemic targets relating to sub-outcome 4 of Outcome 5 of the 2014-2019 MTSF will be monitored and reported by Programme 5.

**Sub-Outcome 4:** Increase access to occupationally-directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills:

<b>No.</b>	<b>Outcome Indicator</b>	<b>2019/20 Target</b>	<b>Time frame for reporting progress</b>
1.	Work based learning opportunities (n)	<b>140 000</b>	Annually
2.	National artisan learners trade test pass rate (including INDLELA) (%)	<b>65%</b>	Quarterly every financial year
3.	National artisan learners employed or self-employed (%)	<b>80%</b>	Annually
4.	Proportion of SETAs meeting standards of good governance (%)	<b>100%</b>	Annually

### 7.5.2 RESOURCE CONSIDERATIONS

The skills development system is funded mostly by levy income calculated as a percentage of payroll costs of contributing employers in terms of the Skills Development Levies Act, 1999. Although this line of funding is not immediately affected by the constraints facing the fiscus, it is however similarly vulnerable to economic downturns and their concomitant reduction in payroll costs as contributing companies restructure their operations. This funding has been relatively stable over the years.

On the other hand, statutory appropriations through the fiscus have been under-funded as a result of budgetary constraints. In practical terms, this limited funding has reduced the capacity of the Department to perform its oversight

and monitoring and evaluation functions of the entire skills development system. Over the medium term, the Department will continue to improve the effectiveness of the skills development system by:

- Enhancing its performance monitoring and evaluation system for the sector education and training authorities.
- Improving the role and alignment of the Sector Education and Training Authorities' initiatives in support of the universities and TVET colleges.
- Refocusing the National Skills Authority to support the monitoring and evaluation of Sector Education and Training Authorities.
- Designing a new landscape for Sector Education and Training Authorities in line with the White Paper for Post-School Education and Training.

### 7.5.3 RISK MANAGEMENT

Risk Description	Mitigating Measures
1. Slow pace in the filling of vacant posts (Artisan operational processes suffer paralysis)	<ul style="list-style-type: none"> <li>• Critical vacant posts including NAMB and NAD are filled on contractual basis as a stop gap measure however permanent filling of these posts for the long term purpose has been made a priority</li> </ul>
2. Inaccurate information systems and infrastructure	<ul style="list-style-type: none"> <li>• A national electronic trade test system is developed in conjunction with SITA</li> <li>• A national artisan MIS (NADSC) has been established</li> </ul>
3. Lengthy lead times for trade test and certification (Slow pace of artisan production)	<ul style="list-style-type: none"> <li>• A national electronic trade test system is developed in conjunction with SITA</li> <li>• A national artisan MIS (NADSC) has been established</li> <li>• Recapitalization of INDLELA is considered</li> <li>• More trade test centres are audited in order to expand the national trade test capability</li> <li>• Expansion of trade testing and ARPL to TVET colleges is being driven</li> <li>• Establishment of Provincial Artisan Evaluation Panels is activated and will be supported by policy</li> </ul>
4. Lack of cooperation from stakeholders	<ul style="list-style-type: none"> <li>• Stakeholders forum established</li> <li>• Strategy on strategic partnerships with key stakeholders developed</li> </ul>



# PART C:

LINKS TO OTHER PLANS

## PART C: LINKS TO OTHER PLANS

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

None

## 9. CONDITIONAL GRANTS

None

## 10. PUBLIC ENTITIES

Number	Name of entity	Mandate	Outputs	2015/16 annual budget R '000	Date of next Evaluation
1.	<b>Agriculture Sector Education and Training Authority (AGRISETA)</b>	Provision of relevant, quality and accessible education, training and development in both primary and secondary agriculture sectors	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	225 017	31/03/2016
2.	<b>Banking Sector Education and Training Authority (BANKSETA)</b>	Provision of relevant, quality and accessible education, training and development in the banking and microfinance sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	517 272	31/03/2016
3.	<b>Construction Sector Education and Training Authority (CETA)</b>	Provision of relevant, quality and accessible education, training and development in the construction industry	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	896 080	31/03/2016

Number	Name of entity	Mandate	Outputs	2015/16 annual budget R '000	Date of next Evaluation
4.	<b>Council on Higher Education (CHE)</b>	Advises the Minister of Higher Education and Training on all higher education policy matters; implements the system of quality assurance for 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"> <li>To provide advice to the Minister of Higher Education and Training on all higher education matters on request and proactively;</li> <li>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.</li> <li>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.</li> </ul>	47 846	31/03/2020
5.	<b>Chemical Industries Education and Training Authority (CHIETA)</b>	Provision of relevant, quality and accessible education, training and development in the chemical industries sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	480 162	31/03/2016
6.	<b>Culture, Arts and Tourism, Hospitality and Sports Education and Training Authority (CATHSSETA)</b>	Provision of relevant, quality and accessible education, training and development in the arts, culture, tourism, hospitality and sport sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	301 544	31/03/2016
7.	<b>Fibre, Processing and Manufacturing (FP&amp;M SETA)</b>	Facilitate, coordinate and monitor the implementation of the NSDS in the fibre processing and manufacturing sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	282 553	31/03/2016

Number	Name of entity	Mandate	Outputs	2015/16 annual budget R'000	Date of next Evaluation
8.	<b>Energy and Water Sector Education and Training Authority (EWSETA)</b>	Provision of relevant, quality and accessible education, training and development in the energy and water sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	265 964	31/03/2016
9.	<b>Education, Training and Development Practices Sector Education and Training Authority (ETDPSETA)</b>	Provision of relevant, quality and accessible education, training and development in the education, training and development sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	516 059	31/03/2016
10.	<b>Financial and Accounting Services Sector Education and Training Authority (FASSETA)</b>	Provision of relevant, quality and accessible education, training and development in the financial and accounting services sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	448 169	31/03/2016
11.	<b>Food and Beverages Sector Education and Training Authority (FOODBEV-SETA)</b>	Provision of relevant, quality and accessible education, training and development in the food and beverages sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	289 840	31/03/2016

Number	Name of entity	Mandate	Outputs	2015/16 annual budget R'000	Date of next Evaluation
12.	<b>Health and Welfare Sector Education and Training Authority (HWSETA)</b>	Provision of relevant, quality and accessible education, training and development in the health and welfare sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	429 178	31/03/2016
13.	<b>Media, Information and Communication Technologies Sector Education and Training (MICTS)</b>	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"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	667 674	31/03/2016
14.	<b>Insurance Sector Education and Training Authority (INSETA)</b>	Provision of relevant, quality and accessible education, training and development in the insurance sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	349 076	31/03/2016
15.	<b>Local Government Sector Education and Training Authority(LGSETA)</b>	Provision of relevant, quality and accessible education, training and development in the local government sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	506 993	31/03/2016

Number	Name of entity	Mandate	Outputs	2015/16 annual budget R'000	Date of next Evaluation
16.	<b>Manufacturing, Engineering and Related Services Sector Education and Training Authority(MERSETA)</b>	Provision of relevant, quality and accessible education, training and development in the manufacturing, engineering and related services sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promoting the growth of a public TVET college system</li> <li>• Addressing the low level of youth and adult language and numeracy skills</li> <li>• Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	1 061 769	31/03/2016
17.	<b>Mining Qualifications Authority (MQA)</b>	Provision of relevant, quality and accessible education, training and development in the mining and minerals sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promoting the growth of a public TVET college system</li> <li>• Addressing the low level of youth and adult language and numeracy skills</li> <li>• Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	860 004	31/03/2016
18.	<b>National Student Financial Aid Scheme (NSFAS)</b>	It is responsible for administering and allocating loans and bursaries 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"> <li>• Increase in % of recovered funds from informal sector</li> <li>• Effectively managing the institutional utilisation of funds administered</li> <li>• Strengthening efficiencies in the processing of students awards/claims to ensure that funding reaches target population</li> <li>• Strengthening the quality of internal management and in line with changing funding patterns</li> <li>• Effectively communicating and managing the relationship with all NSFAS stakeholder groups and targeted audiences</li> </ul>	8 957 152	31/03/2020

Number	Name of entity	Mandate	Outputs	2015/16 annual budget R '000	Date of next Evaluation
19.	<b>Public Services Sector Education and Training Authority (PSETA)</b>	Provision of relevant, quality and accessible education, training and development in the public service sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	64 578	31/03/2016
20.	<b>Quality Council for Trades and Occupations (QCTO)</b>	To develop and quality assure occupational qualifications that are responsive to labour market and developmental state initiatives.	<ul style="list-style-type: none"> <li>Establishing and maintaining occupational standards and qualifications;</li> <li>Quality assurance of occupational standards and qualifications and learning in the workplace;</li> <li>Designing and developing occupational standards and qualifications and submitting them to the South African Qualifications Authority for registration on the National Qualifications Framework;</li> <li>Ensuring the quality of occupational standards and qualifications and learning in the workplace;</li> <li>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;</li> <li>Liaising with the South African Qualifications Authority, other Quality Councils and professional bodies responsible for establishing standards and qualifications.</li> </ul>	61 848	31/03/2020
21.	<b>Safety and Security Sector Education and Training Authority (SASSETA)</b>	Provision of relevant, quality and accessible education, training and development in the safety and security sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	320 324	31/03/2016

Number	Name of entity	Mandate	Outputs	2015/16 annual budget R '000	Date of next Evaluation
22.	<b>Services Sector Education and Training Authority (SERVICES SETA)</b>	Provision of relevant, quality and accessible education, training and development in the services sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	2 679 551	31/03/2016
23.	<b>South African Qualifications Authority (SAQA)</b>	SAQA focuses on the further development and implementation of the National Qualifications Framework (NQF), which includes upholding the principles and objectives of the National Qualification Framework, ensuring access, quality, redress and development for all learners, through an integrated national framework of learning achievements.	<ul style="list-style-type: none"> <li>Advise the Minister, inform policy makers, develop policies and make recommendations on all NQF matters</li> <li>Advance lifelong learning through the establishment of an independent career development helpline to support the implementation of the NQF, NSD Strategy and Human Resource Development Strategy</li> <li>Facilitate effective and good corporate governance throughout the organisation and provide support to the Board and Management of SAQA</li> <li>Collaborating with countries and regions requesting assistance in developing qualifications framework.</li> </ul>	121 955	31/03/2020
24.	<b>Transport Education and Training Authority (TETA)</b>	Provision of relevant, quality and accessible education, training and development in the transport sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	626 734	31/03/2016
25.	<b>Wholesale and Retail Sector Education and Training Authority (W&amp;RSETA)</b>	Provision of relevant, quality and accessible education, training and development in the wholesale and retail sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promoting the growth of a public TVET college system</li> <li>Addressing the low level of youth and adult language and numeracy skills</li> <li>Supporting cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>	829 608	31/03/2016

Number	Name of entity	Mandate	Outputs	2015/16 annual budget R'000	Date of next Evaluation
26.	<b>National Skills Fund (NSF)</b>	To fund national skills development priority projects as identified in the National skills Development Strategy and projects related to achieving the purpose of the Act as determined by the Accounting Authority	<ul style="list-style-type: none"> <li>• Commit 100% reserve funds</li> <li>• Commit R2.12 billion in advance against future revenue</li> <li>• Fund 70 000 learners</li> <li>• Disburse 90% of grants revenue received</li> <li>• Fund 80% of earmarked infrastructure projects</li> </ul>	5 122 721	31/03/2020

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
ARPL	Artisan Recognition of Prior Learning
CESM	Classification of Educational Subject Matter
CETA	Construction Education and Training Authority
CFO	Chief Financial Officer
CEM	Council on Education Ministers
CHE	Council on 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	Estimates 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
NAD	National Artisan Development
NADSC	National Artisan Development Services Centre
NAMB	National Artisan Moderation Body
NASCA	National Senior Certificate for Adults
NATED	National Accredited Technical Diploma
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
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	Professional, Vocational, Technical, and Academic Learning
PSET	Post-School Education and Training
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
SSAUF	Staffing South Africa's Universities Framework
SSS	Student Support Services
TVET	Technical and Vocational Education and Training
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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**RP: 15/2015**  
**ISBN: 978-0-621-43294-7**