

SOUTH AFRICA YEARBOOK 2017/18

Education



Education

The Constitution of the Republic of South Africa declares basic education as an inalienable basic human right for all South Africans. In 2015, UNESCO adopted the global education agenda, Education 2030, which is part of the 17 United Nations' Sustainable Development Goals (SDGs) that make up the Agenda 2030 for sustainable development. SDG 4 calls for an "inclusive, quality and equitable education and lifelong opportunities for all". The National Development Plan (NDP): Vision 2030 states that "by 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The education system will play a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential".

Education is governed by two national departments, namely the department of Basic Education (DBE), which is responsible for primary and secondary schools, and the department of Higher Education and Training (DHET), which is responsible for tertiary education and vocational training.

Accessibility to education has improved significantly over the years ensuring that South Africans are exposed to education in all levels to ensure that socio-economic challenges in the country are addressed.

The Inclusive Education system plays a major role in ensuring that there is access to quality basic education for learners with special needs. This inclusive education system contributes immensely towards the achievement of an inclusive economy and inclusive society.

The Early Childhood Development programme has ensured that early child development is expanded to all socio-economic levels of society. This programme ensures that school readiness is a priority among South Africans and equal basic education is achieved by the Government.

Evaluation and research has been a serious deficiency in the country and the education sector, but over the years with the introduction of Monitoring, Research and Evaluation in the sector, performance has also improved. There is substantial research conducted within the sector which assists in identifying gaps and also creates a platform to monitor the sector through

evidence-based evaluations.

Basic education

The Government esteems the provision of quality basic education, free of discrimination, as its apex priority and as a national imperative advanced by its citizenry and provided for in the Constitution. It duly recognises the DBE as the authority responsible for guiding this national imperative into reality for more than 12 million learners from reception (Grade R) to matriculation (Grade 12). The Minister directs that standards of education provision, delivery and performance of learners be monitored and evaluated by the Department annually or at other specified intervals, with the object of assessing progress in complying with the provisions of the Constitution and with national education policy.

The DBE deals with all schools teaching curriculum from Grade R – 12, including adult literacy programmes. The aim of the DBE is to develop, maintain and support a South African school education system for the 21st century.

Over the medium term, the department will continue to focus on accelerating delivery and improving school infrastructure; enhancing teaching and learning by ensuring access to high quality learner and teacher support materials; improving grade 12 completion rates; providing educational opportunities to learners with severe to profound intellectual disabilities; increasing the supply of quality teachers; monitoring performance; and providing nutritious meals to learners in schools through the national school nutrition programme.

Legislation and policies

Education in South Africa is governed by the following key policies and legislation:

- The fundamental policy framework of the DBE is stated in the White Paper on Education and Training in a Democratic South Africa: First Steps to Develop a New System, published in February 1995.
- The National Education Policy Act (Nepa), 1996 (Act 27 of 1996) brought into law the policies, and legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial

authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums that would collaborate in the development of a new education system. The Nepa of 1996, therefore, provided for the formulation of national policy in general, and Technical and Vocational Education and Training (TVET) policies for curriculum, assessment, language and quality assurance.

- The South African Schools Act (SASA), 1996 (Act 84 of 1996) is aimed at ensuring that all learners have access to quality education without discrimination, and makes schooling compulsory for children aged seven to 15.

It provides for two types of schools, namely independent and public schools. The provision in the Act for democratic school governance, through school-governing bodies (SGBs), has been implemented in public schools countrywide. The school-funding norms, outlined in SASA of 1996, prioritise redress and target poverty regarding the allocation of funds for the public-schooling system.

- The Adult Basic Education and Training (ABET) Act, 2000 (Act 52 of 2000) regulates ABET; provides for the establishment, governance and funding of public adult learning centres; provides for the registration of private adult learning centres; and provides for quality assurance and quality promotion in ABET.
- The SASA of 1996 was amended by the Education Laws Amendment Act, 2005 (Act 24 of 2005), which authorises the declaration of schools in poverty-stricken areas as "no-fee schools", and by the Education Laws Amendment Act, 2007 (Act 31 of 2007), which provides for the functions and responsibilities of school principals.
- The Employment of Educators Act, 1998 (Act 76 of 1998) regulates the professional, moral and ethical responsibilities of educators, as well as teachers' competency requirements. The Act and the South African Council for Educators (SACE) regulate the teaching corps.
- The design of the National Qualifications Framework (NQF) was refined with the publication of the Higher Education Qualifications Framework in the Government Gazette in

October 2007, to provide 10 NQF levels.

- The National Curriculum Statement (NCS) grades R – 12 replaced the policy document, A Résumé of Industrial Programmes in Schools, Report 550 (89/03).
- The Education White Paper on Early Childhood Development (ECD) (2000) provided for the expansion and full participation of five-year-olds in pre-school Grade R education by 2010, and an improvement in the quality of programmes, curricula and teacher development for birth to four-year-olds and six- to nine-year-olds.
- The Education White Paper 6 on Inclusive Education (2001) describes the DBE's intention to implement inclusive education at all levels in the system by 2020. The system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.
- The Education Laws Amendment Act, 2002 (Act 50 of 2002) set the age of admission to Grade 1 as the year in which the child turns seven. However, the school-going age of Grade 1 was changed to age five, if children turned six on or before 30 June in their Grade 1 year.
- The Umalusi Council sets and monitors standards for general and TVET in South Africa, in accordance with the NQF Act, 2008 (Act 67 of 2008), and the General and FET Quality Assurance Act, 2001 (Act 58 of 2001).
- The South African Standard for Principalship Policy was approved by the CEM in 2015. The policy was submitted to the Performance Monitoring and Evaluation unit in The Presidency to undergo a Socio-Economic Impact Assessment and Quality Assessment. The policy was gazetted on 18 March 2016.

Education Sector Lekgotla

The 2018 Basic Education Sector Lekgotla was held on 22 – 24 January, 2018 at the Saint George Hotel and Conference Centre in Irene. 450 delegates from various education sectors attended the event.

The stakeholders reflected on progress that the sector

has made in relation to its commitments to the Sustainable Development Goal 4, the National Development Plan, the Medium Term Strategic Framework (MTSF) and Action Plan to 2019: Towards the Realisation of Schooling 2030.

The theme for the Lekgotla was “Equipping Learners with Knowledge and Skills for a Changing World”. Provincial Education Departments and Teacher Unions were given an opportunity to present under the sub-theme “Identifying Challenges/ Gaps and Strategies”.

Key recommendations from the Lekgotla included:

- Continuing to “foster partnership and collaboration. Government, non-governmental organisations and other stakeholders need to work towards a common plan of action in the drive to improve reading and literacy, especially in the Foundation Phase
 - In working towards decreasing the skills shortages in the country and meeting the NDP targets, there was a need to align the curriculum with industry and business to allow for synergy and collective agreement in meeting the skills needs
 - Increasing the number of focus schools in respect of the critical skills focus areas;
 - Integration of the Arts into the Mathematics, Science and Technology (STEAM)
 - Continuing to focus on Inclusive Education to ensure education access to more learners with special needs in order to increase the number of learners who attain the necessary skills and a NSC qualification
 - Developing a clear understanding of the African context, knowledge systems, values and how to utilise African ways and means of imparting knowledge in pursuit of the decolonisation agenda
 - A need to prioritise Initial Teacher Training for Life Orientation and Teacher Development in dealing with all components of Life Orientation.

The recommendations will be developed into implementation plans that contain short, medium, and long term plans.

Action Plan to 2019: Towards the Realisation of Schooling 2030

The Action Plan to 2019: Towards the Realisation of Schooling

2030 is an update to the Action Plan to 2014. It is a reflection of how far the country has come in terms of planning service delivery, not just in basic education but in Government as a whole. The sector plan encapsulates the DBE's response to the priorities, targets and programmes articulated in the National Development Plan (NDP), 2030; and provides a detailed five-year plan and 15-year targets and programmes for the whole Basic Education sector.

The new sector plan replaces the 2014 Action Plan which detailed programmes that the department had initiated in the previous cycle and which were widely consulted in the basic education sector. In the next few years, the DBE will build on its successes in attaining the Millennium Developmental Goals for access, participation, and gender equity.

The emphasis will be on quality of schooling outcomes and better preparation of young people for the life and work opportunities after they leave school.

The DBE has, to this end, developed three streams of curricula (academic, vocational and technical), which address the diverse needs of young people for learning and development in all schools. The DBE is working with DHET to better influence the quality and preparation of teachers and ultimately, learners, in critical subjects including mathematics, science and technology, and African languages.

The department wants to ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

Making sure that every young South African receives quality schooling is an urgent need. The aim of the plan is to ensure that by 2030 the following happens in every South African school:

- Learners attend school every day and are on time because they want to come to school, the school is accessible and because they know that if they miss school when they should not, some action will be taken. Learners understand the importance of doing their schoolwork, in school and at home, and they know their school will do everything possible to get them to learn what they should. Much learning happens through the use of computers and, from Grade 3 onwards, all learners are computer literate. Part of the reason why learners want to come to school is that they get to meet friends in a

safe and secure environment where everyone is respected; they will get a good meal; they know they can depend on their teachers for advice and guidance; and they are able to participate in sporting and cultural activities organised at the school after school hours.

- Teachers who received the training they require are continuously improving their capabilities and are confident in their profession. Teachers understand the importance of their profession for the development of the nation and do their utmost to give their learners a good educational start in life. They are, on the whole, satisfied with their jobs because they feel their employer is sensitive to their personal and professional needs and that their pay and conditions of service in general are decent and similar to what one would find in other professions.
- The school principal ensures that teaching in the school takes place as it should, according to the national curriculum, and understands his or her role as a leader whose responsibility is to promote harmony, creativity and a sound work ethic within the school community and beyond.
- Parents, who are well informed about what happens in the school, are keen to be involved in school affairs and receive regular reports about how well their children perform against clear standards that are shared by all schools. These parents know that if something is not happening as it should in the school, the principal or someone in the department will listen to them and take steps to deal with any problems.
- Learning and teaching materials are in abundance and of a high quality. The national Minimum Schoolbag policy, which is widely understood, describes the minimum quantity and quality of materials that every learner must have access to. Computers in the school are an important medium through which learners and teachers access information.
- School buildings and facilities are spacious, functional, safe and well maintained. Learners, teachers and the school community as a whole look after their buildings and facilities because they take pride in their school.

National Integrated Assessment Framework

In May 2017, the DBE announced that the Annual National

i An approximate 11,1 million children aged between 7 and 17 years were attending school in 2015, according to the Survey of Activities of Young People (SAYP) 2015 Report released by Statistics South Africa (Stats SA) in March 2017.

Releasing the Survey of Activities of Young People (SAYP) 2015 Report, Stats SA said of the 11,2 million children aged 7 to 17 years in South Africa, 11,1 million children were attending school, while 179 000 were not attending school in 2015.

Among those attending school the number of girls (5 505 000) was slightly higher than that of boys (5 501 000)

Assessments (ANAs) had been reviewed and reconceptualised as the National Integrated Assessment Framework (NIAF).

The new model comprises three distinct yet complementary assessments, namely:

- diagnostic tests to help teachers identify and fill gaps in the knowledge of learners
- a systematic evaluation will be conducted every three years on a sample of learners in grades 3, 6 and 9 at 2 000 schools across the country to report on learner achievement and link it to system-wide indicators
- a national summative assessment, which is to form part of the year-end examinations, will be conducted in all schools for learners in grades 6 and 9 each year.

The pilot of the systemic assessment was planned for October 2017, and the first systemic assessment will be implemented in 2018.

The new system comes with some notable improvements, among others:

- the use of a single assessment tool, as was in the case of ANA used for a variety of purposes, is now avoided through the three separate assessment tools, each with a specific purpose
- with the systemic assessment being administered once every three years, it gives the system ample time to remediate before the next assessment
- the assessment overload is avoided by the administration of the national assessment in selected grades and not on an annual basis
- the diagnostic role of the assessment is emphasised through

the provisos of diagnostic assessment tasks for use by teachers in the classroom

- the use of the outcome of the summative examination for promotion purpose will ensure that the cost of a national examination is justified.
- Some R282 million has been allocated for these assessments over the medium term.

National Curriculum Statement

The NCS grades R – 12, implemented between 2012 and 2014, represents a policy statement for learning and teaching in South African schools. It is the curriculum that underpins the various programmes followed in each grade from Grade R – 12.

It enables a learner to obtain a National Senior Certificate (NSC) after completing the full programme of the NCS Grade R – 12.

The NCS Grade R – 12 comprises three documents, namely:

- a Curriculum and Assessment Policy Statement (CAPS) covering each approved school subject as listed in the National Policy Document pertaining to the programme and promotion requirements of the NCS Grade R – 12
- national policy pertaining to the programme and promotion requirements of the NCS grades R – 12, which describes the number of subjects to be offered to learners in each grade and the promotion requirements
- National Protocol for Assessment of grades R – 12, which standardises the recording and reporting processes for grades R – 12 within the framework.

National Senior Certificate

The NSC is a high school diploma and is the school-leaving certificate in South Africa.

This certificate is commonly known as the matriculation (matric) certificate, as Grade 12 is the matriculation grade. The NSC, previously known as the Further Education and Training Certificate, replaced the Senior Certificate with effect from 2008 and the curriculum for this certification was phased in starting with Grade 10 in 2006.

Pupils study at least seven subjects, including two compulsory official South African languages, either Mathematics or

Mathematical Literacy, Life Orientation and three elective subjects.

The class of 2017 sat for the NSC examinations in an extraordinary year, affirmed by South Africans as the year of OR Tambo, a centenary celebration of the birth of a profound struggle hero, people's president and astute academic who left an indelible mark on shaping the country's freedom.

The learners wrote the NSC examinations at a time when the standard and quality of the public examinations system is considered to be maturing and stabilising.

They were the tenth class to sit for the NSC and fourth to write a CAPS aligned NSC Examination. These candidates entered the formal schooling system in January 2006.

A total of 629 155 full time candidates enrolled for the NSC of which 534 484 wrote the examination. The highest proportions came from Gauteng and KwaZulu-Natal. Of these, 2 777 were classified as special need learners. As was observed in 2016, more girls than boys enrolled for the NSC examination. Due to a strengthening of policy, in 2017, the number of Grade 11 learners that were progressed, decreased by 1 312 from 108 742.

The achievement rate of this class was a marked improvement from 2016 with an increase of 2,6 percentage points from 72,5% in 2016 to 75,1% in 2017.

The following data attest to the proficiency of the education system:

- An improvement in the pass rates for Mathematics and Physical Sciences
- An increase in the percentage of learners who achieved NSC
- An increase in the percentage of learners qualifying for Bachelors' Studies

Curriculum and Assessment Policy Statement

CAPS is a single, comprehensive and concise policy document that replaces the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the NCS Grade R – 12.

It comprises the following:

- CAPS for all approved subjects
- national policy pertaining to the programme and promotion

requirements of the NCS Grade R – 12

- National Protocol for Assessment Grade R – 12.

The department's continued focus is on the phased-in implementation of the revised CAPS.

The first implementation was in 2012 with grades 1 – 3 and 10. Thereafter grades 4 – 6 and 11 implemented the CAPS in 2013 and grades 7 – 9 and Grade 12 completed the process in 2014.

The DBE has approved the introduction of the revised CAPS for Technology (technical subjects).

The CAPS for all technology subjects, including Technical Mathematics and Technical Sciences, that was promulgated in July 2014 was to be incrementally implemented in January 2016 from Grade 10, with grades 11 and 12 implemented in 2017 and 2018, respectively. The revised curriculum offers learners elementary engineering and technological skills that are suitable for the world of work, higher and/or further education and self-employment.

The changes introduced in the revised curriculum necessitated the need for the orientation of subject advisors and retraining of teachers on theory and practical teaching methodologies. The orientation and teacher training took place in June and September 2015 for subject advisors and teachers, respectively.

A National Training Team, comprising provincial officials specialising in the nine core areas of the curriculum and those with skills in Technical Mathematics and Science, was appointed to drive the training process.

The training manual for Civil, Electrical and Mechanical Technology had already been developed to standardise the training to be delivered by different service providers.

The orientation and teacher training processes form part of the implementation of the Mathematics, Science and Technology Strategy. Based on the nature and scope of the curriculum, the DBE is of the view that teacher training for technical subjects should be conducted in a technically oriented environment to expose teachers in the practical application and use of the subject-related equipment, tools and machinery. It is therefore in this context that skills training centres were recommended as the preferred training venues.

The Mathematics, Science and Technology Grant continues

to strengthen the implementation of the NDP and the Action Plan to 2019 by increasing the number of learners taking the subjects, improving the success rate in the subjects, and improving teachers' capabilities in teaching these three gateway subjects. The grant will maintain its focus on the provision of information and communication technology (ICT) resources to schools and training of teachers, especially those teaching at Senior Phase and in technical schools during the Medium Term Expenditure Framework (MTEF) period.

Budget and funding

The Overall budget allocation for 2017/18 for the DBE was R23,4 billion – an increase of 5,1% from the 2016/17. The breakdown allocations by programme for the 2017/18 MTEF period are as follows:

- Administration was allocated R416,3 million – an increase of 9,2% from the 2016/17 allocation
- Curriculum Policy Support and Monitoring was allocated R1,9 billion – an increase of 7,4% from the 2016/17 allocation.
- Teacher Education Human Resource and Institutional Development was allocated R1,22 billion – an increase of 3,8% from the 2016/17 allocation
- Planning Information and Assessment was allocated R13,2 billion – an increase of 6% from the 2016/17
- Educational Enrichment Services received R6,7 billion – an increase of 6,9% from the 2016/17 allocation
- The Mathematics, Science and Technology Grant received R365,1 million – an increase of less than 1% from the 2016/17 allocation.

Role players/statutory bodies Provincial departments of education

The role of the DBE is to translate Government's education and training policies and the provisions of the Constitution into a national education policy and legislative framework.

Therefore, the DBE works closely with the PEDs to ensure that provincial budgets and strategies are in line with and support national policies.

The national department shares a concurrent role with the PEDs for basic schooling and ECD, but it is the responsibility of

each PEDs to finance and manage its schools directly.

District offices are the PEDs' main interface with schools. Not only are they central to the process of gathering information and diagnosing problems in schools, but they also perform a vital support and intervention function.

This includes organising training for personnel; dealing with funding; resourcing bottlenecks; and solving labour-relations disputes. District offices are key to ensuring that school principals remain accountable to the PEDs and that accountability lines within the school to the principal and to the SGB are maintained.

Equity in education expenditure between and within provinces is achieved through the equitable division of national revenue between provinces, making use of the Equitable Shares Formula, the National Norms and Standards for School Funding, and the national post-provisioning norms.

The norms are progressive, with 60% of a province's non-personnel expenditure going to the poorest 40% of learners in public schools. The poorest 20% of learners receive 35% of non-personnel resources, while the richest 20% receive 5%.

Council of Education Ministers

The CEM – comprising the ministers of Basic Education, Higher Education and Training as well as the nine provincial members of the executive councils for education – meets regularly to discuss the promotion of national education policy, share information and views on all aspects of education in South Africa and coordinate action on matters of mutual interest.

Heads of Education Departments Committee

HEDCOM comprises the Director-General (DG) of the DBE, the deputy DGs of the national department and the heads of provincial departments of education.

The purpose of the committee is to facilitate the development of a national education system, share information and views on national education, coordinate administrative action on matters of mutual interest and advise the department on a range of specified matters related to the proper functioning of the national education system.

Umalusi

Umalusi is responsible for the development and management of a subframework of qualifications for general and TVET and for the attendant quality assurance. Umalusi means “herder” or “shepherd”, which in Nguni culture is the person who is the guardian of the family's wealth.

The council is tasked with the certification of the following qualifications:

- in schools: NSC
- in TVET colleges: the National Technical Certificate (Level N3) and the National Certificate Vocational
- in adult learning centres: the General Education Training Certificate: Adults.

- To issue learners with certificates that are credible, Umalusi:
- develops and evaluates qualifications and curricula to ensure that they are of the expected standard
 - moderates assessment to ensure that it is fair, valid and reliable
 - accredits providers of education and training, as well as assessment
 - conducts research to ensure educational quality
 - verifies the authenticity of certificates.

Umalusi is subsidised at R124,6 million for the 2017/18 financial year.

National Education Evaluation and Development Unit (NEEDU)

NEEDU ensures effective evaluation of all educators based on the extent to which learner performance improves. Its core responsibilities include:

- providing the Minister with an independent account of the state of schools, including the quality of teaching and learning in all schools
- providing an independent account on the development needs of the school education system
- accounting for the attainment of the standards by all schools through a monitoring and evaluation system
- identifying on a systemwide basis the critical factors that inhibit or advance school improvement and making focused recommendations for redressing problem areas that

undermine school improvement

- proposing appropriate sanctions to ensure that schools offer effective education for all learners
- strengthening internal evaluation capacity within schools in ways that inform and complement external evaluation
- monitoring the different levels of school support and the extent action is considered on proposed interventions, whether in the form of developmental support or disciplined action
- reviewing and assessing existing monitoring, evaluation and support structures and instruments regularly, to ensure clarity and coherence in the way schools and teachers are assessed and supported
- providing schools with evidence-based advice on how to pursue school improvement in their particular context
- promoting school improvement through the dissemination of good practice.

In 2016, NEEDU presented on its work for the previous five years (2012 – 2016) and its plan for the following five years (2017 – 2021).

NEEDU completed its first five-year cycle of systemic evaluations by identifying, on a system-wide basis at school, district and provincial levels, the factors that inhibit or advance school improvement. The findings were in the following areas:

- Reading: Teachers in the 134 rural schools visited did not have a good method to teach foundational level learners how to read. Actions taken include a Reading Advisory Committee to advise on reading matters, prioritising reading support in the provinces, and piloting the Early Grade Reading Assessment.
- Curriculum delivery: Gaps such as the development and implementation of Provincial Literacy and Numeracy were observed in curriculum delivery. Actions taken included asking for learners' books to monitor quality of writing and held school management teams and principals accountable for curriculum delivery.
- Use of learning and teaching support materials: Most learners in primary schools did not have sufficient learning and teaching support materials as well as textbooks for Mathematics and languages due to an ineffective retrieval system from previous learners. Actions taken included developing policies that ensured that textbooks were retrieved from schools that

did not have a good retrieval system.

- Time management: Many schools experienced time management issues such as tardiness and absenteeism by learners and teachers; and teachers did not follow the time allocated to subjects on the timetable. Actions taken included monitoring of time management in schools by district and provincial officials. The DBE and the Minister engaged district and provincial officials in a discourse on time management.
- Assessment: Teachers in most schools were not able to construct/set assessment items of good quality. Learners perform “well” in school-based assessments but poorly in common and international assessments. Teachers assess what they have taught, not what they ought to have taught. Few schools had school improvement plans that were informed by assessments. Actions taken by the DBE included aligning PED school improvement plans with DBE plans. Subject committees and school-based assessment workshops were conducted in provinces to train advisors in setting up quality tasks.
- Special schools: The preliminary findings indicated that special schools did not have a systemic way of admitting learners and different curricula were used in each special school. Findings at the school level were presented to districts and PEDs to take necessary actions.

During the second five-year cycle (2017 – 2021), the focus will shift to development to ensure the system-wide impact of the NEEDU’s findings.

Education Labour Relations Council (ELRC)

The ELRC serves the public education sector nationally. It is a statutory council, initially established by the Education Labour Relations Act, 1993 (Act 146 of 1993), but draws authority from the Education Labour Relations Act, 1995 (Act 66 of 1995).

The main purpose of the council is to maintain labour peace within public education through processes of dispute prevention and resolution.

These include collective bargaining between the educator unions and the DBE as the employer. The ELRC also conducts various workshops to increase the level of awareness and understanding of sound labour-relations procedures.

South African Council for Educators

The SACE is a professional council aimed at enhancing the status of the teaching profession and promoting the development of educators and their professional conduct. It was established in terms of the SACE Act, 2000 (Act 31 of 2000).

The SACE’s functions are to:

- register educators
 - promote the professional development of educators
 - set, maintain and protect ethical and professional standards.
- Before their employment, educators are required to register with the SACE, which has a register of about 500 000 educators.

The council has strengthened entry requirements by checking applicants’ professional standing.

The SACE has a number of programmes that promote the development of educators and enhance the status and image of the teaching profession. These include:

- the Professional Development Portfolio Project, which aims to encourage educators to reflect on their practice and take responsibility for their own professional development
- teacher education and development research activities
- setting up the Continuing Professional Teacher Development System
- celebrating World Teachers’ Day to acknowledge the work of educators
- ensuring that educators adhere to the SACE Code of Professional Ethics
- the Continuing Professional Teacher-Development (CPTD) System, which recognises professional development undertaken by educators on their own initiative.

Educator unions

Educators are organised into six educator unions:

- National Professional Teachers’ Organisation of South Africa
- National Teachers’ Union
- South African Teachers’ Union
- Professional Educators’ Union
- Cape Professional Teachers’ Association
- South African Democratic Teachers’ Union.

A labour-relations framework was agreed on by the then Ministry of Education and the unions. This encompasses both

traditional areas of negotiation and issues of professional concern, including pedagogy and quality-improvement strategies.

An agreement was reached on the framework for the establishment of an occupation-specific dispensation (OSD) for educators in public education. The OSD provides for dual career paths, where educators and specialists in classrooms can progress to levels where they earn salaries that are equal to or higher than those of managers without moving into management/supervisory posts.

It also provides for a new category of posts for teaching and learning specialists and senior learning and teaching specialists, as well as the creation of a cadre of education managers at school and office level.

Programmes and projects Learning and teaching support material

Workbooks have proven to be essential learning and teaching resources for schools, including Braille workbooks for visually impaired learners.

The DBE aims to improve the learning and teaching of critical foundational skills by developing and printing workbooks in literacy/languages, numeracy/mathematics, and English First Additional Language from grades 1 – 9 and distributing these to all provinces each year over the medium term.

The 2017/18 allocation for workbooks is R1,05 billion – an increase of 4% from the 2016/17 allocation.

The DBE has developed a national reading diagnostics assessment tool to assist teachers in measuring the reading progress of learners at different intervals in grades 1 – 3.

The rollout of the assessment tool began in 2017 at 1 000 selected primary schools and will benefit an estimated 120 000 learners in Grade 1; R30,1 million has been allocated to the Curriculum Implementation and Monitoring subprogramme over the MTEF period for this.

The programme will then be introduced as a national programme in grades 1 – 3 at all 18 500 public primary schools over the medium term.

The department will also provide support and resources such as laboratories and workshop equipment, apparatus and

consumables, computer hardware, software, and learner and teacher support materials to 200 schools to improve skills in Mathematics, Science and Technology.

Incremental Introduction of African Languages (IIAL)

The African language pilot is a DBE initiative that was introduced in 10 schools per district in 2014, and is currently being implemented incrementally from Grade 1, continuing until 2026 with implementation in Grade 12. The department believes that promoting African languages could address some aspects of social cohesion.

The IIAL policy aims to promote and develop previously marginalised languages and increase access to languages beyond English and Afrikaans. Currently, the NCS requires that two languages be offered, one as a language of learning and teaching and the other as an additional language. One of the two languages should be offered at Home Language level, and the other at either Home Language or First Additional Language (FAL) level.

Schools, together with their SGBS, decide on the two languages to be offered at FAL level, one of which must be an African language. The choice of the three languages is largely going to be determined by the demographics of the school population.

IIAL was piloted in grades 1 and 2 in 264 public schools across all provinces in 2014 and 2015. In 2016, the programme was implemented in 842 public schools. The reach increased to 973 schools in 2017 which is about 27% of schools which are set to implement the IIAL programme. The long-term target is to reach 3 558 public schools across all grades by 2029.

To ensure the IIAL programme roll-out runs smoothly, the department has identified three key deliverables: the provision of teachers, learner/teacher support materials and the finalisation of policy.

The IIAL's success depends on teacher availability. An audit by the department revealed that provinces are at different levels of teacher provision.

The Free State, Limpopo, Northern Cape, and KwaZulu-Natal provided African language teachers in all former Model C

schools. Mpumalanga and Gauteng had teachers in some schools, while the Eastern Cape and North West were putting plans in place to provide teachers for African languages. In the Western Cape schools share an African language teacher. Learners could choose indigenous languages in

To date, the foreign languages most extensively offered in South African schools are German followed by French and other languages such as Portuguese, Urdu, Tamil and Arabic.

In March 2017, the DBE announced that 27% of public schools nationally are implementing the IIAL programme in grades 1 and 2 in 2017 despite challenges, which include an inadequate number of willing and competent teachers as well as negative attitudes and misconceptions about African languages being inferior in the global scheme.

The programme aims to:

- strengthen the use of African languages at a home language level
- improve proficiency in and use of the previously marginalised African languages
- increase access to languages by all learners, beyond English and Afrikaans
- promote social cohesion
- expand opportunities for the development of African languages to help preserve heritage and cultures
- ensure that all learners offer at least one previously marginalised official African language as part of their curriculum requirement.

According to the DBE's Annual Performance Plan 2016/17, 60 schools (20 a year) that are implementing the IIAL would be monitored as part of the medium-term targets for 2016/17, 2017/18, 2018/19 and 2019/2020. Schools will be monitored during April, May and August.

In April 2018, the DBE hosted a National Reading Workshop in Pretoria to develop a National Framework that will strengthen the teaching of reading in African Languages.

Satellite broadcasting programme

The satellite broadcasting service broadcasts Mathematics for grades 8 and 9 directly to priority high schools during lesson time so that teachers can integrate the broadcasts with their

teaching time. Broadcasts are automatically recorded for revision or afternoon lessons.

Eco-school programme

The Eco-Schools programme is an international programme of the Foundation for Environmental Education that was developed to support environmental learning in the classroom.

The programme is active in 64 countries around the world. Locally, it was implemented by the Wildlife and Environment Society of South Africa in 2003.

The programme is aimed at creating awareness and action around environmental sustainability in schools and their surrounding communities as well as supporting Education for Sustainable Development in the national curriculum.

With over 50% of the content in some CAPS subjects being environmental in nature, Eco-Schools makes a positive contribution towards improving education in South Africa.

Since 2003, more than 10 229 schools across all nine provinces have participated in the programme, reaching 400 000 learners and 16 000 teachers.

The programme accredits schools that make a commitment to continuously improve their school's environmental performance. The Eco-Schools programme is operational in both supported and unsupported schools.

Student Sponsorship Programme (SSP)

The SSP assists academically distinguished learners to realise their potential during their high school years with scholarships and bursaries. To find the country's brightest kids, SSP searches schools in the major townships.

The focus is on giving learners from low-income families a great education to improve their chances of a bright and prosperous future.

The learners have to be academically distinguished to be considered. Once selected, they are placed in the top high schools in Gauteng, the Eastern Cape, KwaZulu-Natal and the Western Cape.

More than 850 scholars have directly benefitted from this programme since its inception in 2000, with over 550 alumni. The SSP partners with top high schools that obtain high matric

pass rates and university passes in the four provinces.

The programme commits to funding the learners for five years of high school by matching each child with either an individual or a corporate sponsor. Many of the learners who have been part of the programme have passed matric and are now studying at tertiary institutions.

The organisation's vision is to produce leaders who are committed to creating a society that is non-racist, non-sexist, democratic and prosperous. In addition to the quality education and enrichment provided by the partner schools, SSP supports its learners by assigning a student programme officer to them and finding a corporate mentor for each pupil.

The SSP also runs a parallel programme that focuses on leadership development, study skills, life skills, career guidance and assistance with applications to tertiary institutions and bursaries for further studies. The mentors also help the learners cope and adjust in their new schooling environment and guide them throughout high school.

They run leadership development programmes that offer learners regular compulsory leadership workshops. This approach has produced an incomparable track record for SSP, with 94% of their scholars completing the programme (matric pass) and 91% going on to pursue a tertiary qualification.

Learners who wish to apply for the programme must be in Grade 6 and not more than 12 years old. The learners must have attained an overall average of 70% or more in Grade 5.

They must achieve a 70% minimum grade for Mathematics, English and Science. Their families must earn less than R200 000 in combined annual incomes. In addition, the applicants must show leadership potential and be community-service orientated.

Successful applicants will be placed in a year-long bridging programme that seeks to improve their abilities in English, Mathematics, Science and Technology. The scholar development programme consists of Saturday classes, academic camps and personal development workshops.

The SSP's focus for 2017 was going "Back to Basics".

Educational portal

The educational portal www.thutong.doe.gov.za offers a

range of curriculum and learner-support material, professional development programmes for educators, and administration and management resources for schools.

Thutong – meaning "a place of learning" in Setswana – features a searchable database of web-based curriculum resources for various education sectors, grades and subjects.

The portal is a free service to registered users, who must go through a once-off, no-cost registration process. The portal is a partnership venture between the DBE and various role players in the field.

The department also revitalised and revised the content of the portal. It has over 31 000 registered users and more than 22 000 curriculum resources.

Improving access to free and quality basic education

School fees are set at annual public meetings of SGBs, where parents vote on the amount to be paid. Parents who cannot afford to pay or who can only afford a smaller amount are granted an exemption or reduction in fees.

The threshold target allocation for no-fee schools for operational expenditure has increased to R880 per learner. The national per-learner target amount for Quintile 1 schools is R960.

Total expenditure for school allocation on no-fee schools at the national target level is projected to be in excess of R7,7 billion.

Early Childhood Development

In respect of ECD, the NDP underlined the need for access for all children to at least two years of pre-school education.

By mid-2016, approximately 1,5 million children were accessing ECD services, of whom 593 405 were receiving an ECD subsidy.

Government aims to provide the subsidy to all children accessing ECD services in registered centres. Over the MTEF period, R1,1 billion is allocated to ensure an estimated 113 889 more children receive the subsidy.

Many ECD facilities find it difficult to meet the minimum infrastructure requirements to become fully registered in terms of the Children's Act of 2005.

Over the MTEF period, R230,6 million has been allocated for minor upgrades to facilities that are conditionally registered to allow them to comply with norms and standards, and improve the quality of their services. Approximately 1 993 facilities will be targeted for minor upgrades by 2019/20.

The expansion of subsidies and the upgrades to ECD centres will be funded from 2017/18 through a new conditional grant to provinces, the ECD grant.

Government is committed to ensuring that ECD is linked to other development-based programmes, particularly within the context of the Comprehensive Rural Development Programme, and integrates other services that flow from different departments and relevant stakeholders.

This is done through an education campaign focused on women in rural areas, and selected peri-urban and urban areas such as informal settlements, which are generally regarded as focal points for Government's poverty and malnutrition eradication programmes.

ECD centres play an integral part in providing children with tools to cope socially, especially where there is a lack of parental supervision at home. More than 20 000 ECD practitioners have, therefore, been equipped with the necessary skills to nurture, instil discipline and care for children in ECD centres.

The DBE will continue to work with sister departments to formalise Grade R and will ensure that the provisioning of appropriately qualified and experienced ECD practitioners, as well as age-appropriate learning and teaching support materials, are prioritised.

Over the past few years, there has been an increase in the number of learners in Grade 1 who have attended Grade R. The medium-term goals for the sector will be to ensure that there are sufficient readers and other learning materials for Grade R, and that the qualifications of ECD practitioners are upgraded.

The Department of Social Development leads government departments regarding services to children under the age of four years. In terms of the Children's Act of 2005, it is the Department of Social Development's responsibility to manage the registration of ECD sites, monitor their functionality and impact, and provide a subsidy for those children where a need exists.

Early Grade Reading Programme

The programme aims to improve learner's reading proficiency levels in the Foundation Phase. The roll-out of an assessment tool, was set to begin in 2017 at 1 000 selected primary schools, and expected to benefit an estimated 120 000 learners in Grade 1.

For the 2017/18, this new programme was allocated R4,1 million, which will increase by R26 million over the outer two years of the 2017 MTEF period.

Education of learners with special needs

In July 2001, the then Department of Education gazetted White Paper 6, Special Needs Education: Building an Inclusive Education and Training System. This White Paper provided strategies for developing an inclusive system and increasing access to quality education for children experiencing barriers to learning.

The DBE's approach to inclusive education is geared toward promoting the democratic values enshrined in the Constitution. PEDs provide a wide range of education services to learners who, owing to a range of factors, experience barriers to learning and participation.

These factors include:

- autism
- behavioural problems
- visual and hearing impairments
- tuberculosis
- conflict with the law
- physical disabilities
- neurological and specific learning disabilities
- intellectual disabilities
- communication disorders
- epilepsy
- over-aged learners.

In November 2015, the Policy on Screening, Identification, Assessment and Support (SIAS) was passed in to ensure that no child will be refused admission to a school and that children who are exempted from school attendance are captured on a list so as to ascertain that they also have access to other government services.

By mid-2016, there were 453 special schools in the country,

with 18 of them still under construction. Only two of the 82 education districts did not have special schools.

The DBE will implement the first NSC examination on South African Sign Language ((SASL) at the end of 2018. Teachers have been trained for the implementation of the curriculum. The writing teams have completed 21 differentiated subjects for learners with severe intellectual disability for Grades R to 5. A national training was conducted in June 2017, followed by provincial training between July and September. The subjects would be introduced in 155 schools for learners with severe intellectual disability on a pilot basis in 2018. The expected outcome of the programme is the standardisation of the quality of curriculum delivery for learners with severe intellectual disability.

In addition, the Minister has established an advisory committee made up of stakeholders in visual impairment communities who are advising the DBE on the acceleration of the production of braille material given the limited capacity in the country; 223 textbooks have been adapted to braille and provinces source the textbooks directly from producers.

The following are key priorities in the inclusive education sector plan for 2017/18:

- Accelerated institutionalisation of the SIAS Policy and curriculum differentiation – to be facilitated by filling of posts in inclusive education at all levels
- Mobilising out-of-school children with disabilities – assess children in care centres, place learners on waiting lists and monitor admissions
- Strengthening the implementation SASL Curriculum Assessment Policy Statements at grade 12
- Preparing the system for the implementation of the technical occupational programmes – auditing schools, equipping workshops, training teachers
- Home Education Policy finalisation and implementation
- Progressive designation of full service school and special schools as resource centres – funding, infrastructure and transport
- Promulgation of funding and human resource provisioning
- The incremental establishment and capacity building of support structures at district, circuit and school levels will be

scaled up and monitored to ensure full-scale implementation by 2021. School managers will be capacitated to implement inclusive education from a whole school development perspective.

In 2017, the National Treasury introduced a new conditional grant for learners with profound intellectual disabilities. This grant is aimed at providing access to quality publicly-funded education and support to 8 000 learners with profound intellectual disabilities. The grant was allocated R78 million for 2017/18, which will increase to R190,5 million and R209 million for the 2018/19 and 2019/20 financial years respectively.

Educator development

Absa and the DBE has partnered to improve the financial management skills of thousands of education officials and members of SGBs at public schools across the country. The School Governing Body Financial Management Programme functions to strengthen financial management and improve accountability of schools.

The School Governing Body Financial Management Programme aims to:

- be at the level where everyone, even an SGB member from the most rural of areas, could easily understand it
- support and highlight the current financial processes within schools – it was therefore not meant to change any policies or processes within schools
- highlight the importance of proper governance procedures and financial management in running a school to perform well.

The initiative has already been implemented in four provinces: Limpopo, Mpumalanga, KwaZulu-Natal and the Eastern Cape.

School infrastructure

In November 2013, Government published the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure. This was the first time that Government had set itself targets of this nature in terms of school infrastructure.

These targets included the provision of water, sanitation and electricity to all schools as well as the eradication of

inappropriate structures, such as mud schools, asbestos schools and the “plankie” schools (schools that are old and do not have even the most basic of infrastructure such as running water, sanitation and electricity).

In acknowledging the backlogs and in a bid to fast-track the provision of school infrastructure, a multitude of programmes specifically targeted at the provision of infrastructure have been undertaken by Government.

The sector provides infrastructure through two programmes – the provincial infrastructure programmes and the Accelerated School Infrastructure Delivery Initiative (ASIDI).

The Provincial Schools Build Programme is implemented by provinces and it targets the provision of basic services, new schools, additions to existing schools, new and upgrading of services and maintenance. It is funded through the Education Infrastructure Grant and the provincial contribution through the equitable share.

Each PED is required to submit its infrastructure plan to the DBE on a set of scheduled dates. The PED identifies its targets in terms of the three-year MTEF and progress is monitored and reported on a quarterly basis.

ASIDI addresses schools infrastructure backlogs on all schools that do not meet the basic safety norms and standards. It is funded through the Schools Infrastructure backlogs grant.

The aim of the programme is to eradicate schools made entirely of inappropriate structures and to provide basic level of water, sanitation and electricity to schools that does not have these services.

The targets, as set out in the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, was to attain universal access to basic services provision.

Significant progress has been made in provision of the services in the sector. According to the norms and standards for the three-year target, all schools which did not have some form of sanitation facilities were prioritised.

By March 2018, ASIDI had delivered 189 schools replacing inappropriate structures, provided water to 666, sanitation to 453 and electricity to 372 sites around the country with the majority being in the Eastern Cape.

The provision of water and electricity requires an infrastructure

network that lies outside the provision of what the DBE can supply. In this regard, the department relies heavily and works closely with Eskom and the various municipalities.

Government employs a full team of experts who work to design and deliver these schools – which include science labs, computer labs, nutrition centres, rainwater harvesting tanks, decent sanitation, administration blocks with staff room and offices for educators as well as dedicated Grade R centres for the best foundation basis.

Infrastructure delivery continues to be funded through the Education Infrastructure Grant (EIG) and the ASIDI which were allocated R10,05 billion and R2,6 billion, respectively – and increase of 4,5% and 9,5% respectively from the 2016/17 financial year. As from the 2018/19 the EIG and ASIDI will be merged into the Infrastructure delivery programme, which will be funded at a total of R27,4 billion.

ICT infrastructure at schools

ICT has been significant in simplifying learning. In particular, ICT in education forms part of Government’s Operation Phakisa, which is designed to fast-track the implementation of solutions on critical service-delivery issues highlighted in the NDP.

Operation Phakisa ICT in Education aims to fast-track the development and distribution of education-related digital content, with a specific focus on 15 gateway subjects, including Mathematics, Science, and Accounting.

The monitoring of the programme is guided by the provinces; they are expected to finalise their provincial frameworks and provide monthly reports to the DBE by the 28th of every month.

Thus far, most provinces have provided their ICT sector plans and aligned them with the Operation Phakisa Framework.

Approximately 54% of the more than 25 000 schools had acquired connectivity through various technologies. A total of 31 800 teachers have been trained in various levels of ICT skills.

Devices and connectivity progress is monitored against the Universal Services Access Obligation project, which compels the country’s main four network operators (Vodacom, MTN, Cell C and Neotel) to connect schools and provide them with end-user devices.

The connectivity solution includes, for each school, a mobile

trolley with devices: 24 tablets for learners, three laptops for teachers, two printers, one projector, one server, a wireless access point and one e-Beam.

Operation Phakisa ICT in Education was allocated R7 million during the 2017/18 financial year. This amount will increase by R35 million over the two outer years of the 2017 MTEF period.

National School Nutrition Programme

The NSNP in South Africa caters for primary school and secondary school pupils, providing daily hot meals to over nine million children in more than 21 000 schools in all nine provinces.

About 64 000 volunteer food handlers continue to prepare meals for children; while 8 000 small, medium and micro-sized enterprises, locally-based community cooperatives, and other service providers continue to supply the prescribed NSNP foodstuff to schools.

Each meal served contains protein, starch and a fresh vegetable.

The NSNP annually embarks on advocacy and nutrition education campaigns such as National Nutrition Week, World School Milk Day and also a number of workshops.

Every day, 370 million children around the world receive food at school provided by their governments. More than half the children are assisted worldwide by the World Food Programme (WFP) with school meals live in Africa.

School meals encourage attendance and reduce drop-outs, keeping children well-nourished, focused and healthy, ensuring they become productive adults.

The WFP is working with the Government on a study commissioned by the African Union (AU) to document the impact of school feeding in AU member states. This study will be the entry point for discussing the next steps in scaling up and improving school feeding programmes in Africa.

The NSNP is a leading safety net programme in southern Africa. Both the WFP and the Government are committed to sharing technical knowledge and best practices from this programme with the wider region.

For the 2017/18 financial year, the NSNP was been allocated R6,8 billion – an increase of 5,9% from the 2016/17 allocation.

School enrichment programmes

Sport is set to become an integral part of the school curriculum, with different sporting codes to be offered at every school in South Africa. This will culminate in the annual National Olympics Championship, with stakeholders such as trade unions, universities and the South African Sports Confederation and Olympic Committee supporting the programme.

Some of the arts, culture and music flagship programmes the DBE coordinates, in collaboration with the Department of Arts and Culture, include the South African Schools Choral Eisteddfod, the National Indigenous Games, the Music and Movement Festival, and the National Language Festival and Concert.

To boost the South African Schools Choral Eisteddfod, the DBE trained 359 adjudicators, 509 conductors, 82 data capturers and 15 programme directors, most of whom were educators.

Learner health

Integrated School Health Programme (ISHP)

Key among the DBE's successes is the ISHP that will offer, over time, a comprehensive and integrated package of health services to all learners.

Health promotion aims to create a healthy school environment by promoting the general health and wellbeing of learners and educators, and by addressing key health and social barriers to learning to promote effective teaching and learning.

Its strategic objectives are to:

- increase knowledge and awareness of health-promoting behaviours
- develop systems for the mainstreaming of care and support for teaching and learning
- increase sexual and reproductive health knowledge, skills and decision-making among learners, educators and school support staff
- facilitate early identification and treatment of health barriers to learning
- increase knowledge and awareness of health-
- promoting behaviours.

The departments of basic education and health are jointly

implementing the ISHP that will extend, over time, the coverage of school health services to all learners in primary and secondary schools.

The programme offers a comprehensive and integrated package of services, including sexual and reproductive health services for older learners.

The Health Services Package for the ISHP includes a large component of health education for each of the four school phases (such as how to lead a healthy lifestyle and drug and substance abuse awareness), health screening (such as screening for vision, hearing, oral health and tuberculosis) and onsite services (such as deworming and immunisation).

The National Department of Health and the DBE continues to implement the ISHP, which contributes to the health and wellbeing of learners by screening them for health barriers to learning. In 2016/17, the ISHP exceeded its target to screen 28% of Grade 1 and 12% of Grade 8 learners.

A total of 3 330 926 learners has been screened through this programme since inception, and 352 766 learners were identified with health problems, and referred for intervention. The human papilloma virus (HPV) vaccine targeting girls in Grade 4 was introduced to protect them against cervical cancer – a major cause of death especially among black women.

The programme has been largely successful, reaching 420 356 targeted girls for the first dose HPV immunisation, and 327 460 for the second dose HPV immunisation coverage.

Alcohol and Drug Use Prevention and Management Programme

The DBE runs an alcohol and drug use prevention and management programme. The programme is integrated into the school curriculum via the Life Orientation/Life Skills subject area.

This is supported by co-curricular activities implemented through Peer Education programmes. The programme adopts a public health approach and involves interventions to creating an enabling environment for policy implementation, prevention interventions, early detection and treatment, as well as care and support.

The thrust of interventions by the department are on the

prevention of alcohol and drug use. However, partnerships are set up with other government departments and non-governmental organisations to facilitate access to treatment, care and support where required.

Care and Support for Teaching and Learning (CSTL) Programme

The CSTL Programme is a Southern African Development Community (SADC) initiative that was adopted by education ministers in 2008.

The goal of the CSTL Programme is to realise the educational rights of all children, including those who are most vulnerable, through schools becoming inclusive centres of learning, care and support.

The CSTL Programme intends to prevent and mitigate factors that have a negative impact on the enrolment, retention, performance and progression of vulnerable learners in schools by addressing barriers to learning and teaching.

South Africa is one of six countries (along with Swaziland, Zambia, Madagascar, the Democratic Republic of Congo and Mozambique) participating in the programme.

To realise its goal, nine priority areas were identified in Phase 1 of the programme. These were: nutritional support, health promotion, infrastructure, water and sanitation; safety and protection, social welfare services, psychosocial support, material support, curriculum support, co-curricular activities.

Over the next five years, during Phase 2, the CSTL programme will build on the experiences, successes and lessons learnt from the previous phases of CSTL. In this next phase of the journey, a number of the foundation strategies of CSTL will continue, as CSTL programmes in member states are consolidated and expanded.

However, there are certain critical challenges affecting children and youths – in particular those who are vulnerable and marginalised – and since these compromise their right to education, they will, in future programming, be given prominence and special attention.

To remain responsive and relevant, the specific challenges that demand attention as CSTL enters a new phase are twofold:

- HIV and AIDS: As the region most affected by HIV and AIDS,

education sectors in all member states, like other sectors, must respond to the enormous prevention, care and support demands that exist. This is clearly articulated in the SADC Regional Indicative Strategic Development Plan, in which HIV and AIDS is a priority area and the critical need for coordination and implementation across sectors is emphasised. For the 2017/18 financial year, the HIV and AIDS conditional grant was allocated R245,3 million – an increase of 6,3% from the 2016/17 allocation.

- Vulnerable groups of children and youths: While the groups that are assessed as vulnerable children and youths differ from country to country, every member state has, in common, the fact that large numbers of children and youths cannot realise their right to education for one or many reasons; at times simply as a result of belonging to an identifiable group. CSTL will adopt relevant, sustainable strategies – where necessary in partnership – to address these realities and to enable all children and youths to realise their rights to education, safety and protection, and care and support.

Peer Education Programme

Peer education is used as a strategy to role model health promoting behaviour and to shift peer norms on HIV and AIDS and other health and social issues as a support to curriculum implementation.

Physical education at schools

The DBE and the Physical Education Institute of South Africa (PEISA) hosted the the fourth Physical Education Symposium from 6 – 7 April 2018 as part of Physical Education Month. The theme for 2018 symposium was “Quality Physical Education in Action!”

The symposium was hosted by the Northern Cape Department of Education (NCED). During the symposium, the DBE, NCED and PEISA also hosted the first ever Physical Education Teacher Awards – recognizing excellence in the teaching of Physical Education.

This annual event is central to a series of established Physical Education advocacy and sector mobilisation campaigns. The DBE-PEISA annual calendar also includes the national Physical

Education Month and Physical Education Day celebrations, observed annually from 6 April to 10 May.

Learner Safety

The Safe Scholars programme aims to create a platform for further education around road safety for young learners between the ages of six and 13 who walk long distances to and from school. The aim is to reach children at a grass root level, which is imperative in developing responsible road safety behaviour that will last a lifetime.

The programme, sanctioned by the DBE, teaches the fundamentals of safe road practices and provides learners with reflective sashes which, thanks to the DBE, has been made a mandatory part of these children’s school uniform.

The Safe Scholars programme is an extension of Imperial Road Safety’s Scholar Patrol Improvement Project.

The Safe Scholars programme is supported by Imperial’s road safety mascot, Bongie – Buckle Up Buddy, a fun loving bush baby character that help to bring the message of road safety across in a way to which the children can relate. The mascot creates an active and fun method of learning that makes it easier for children to connect, engage with and remember road safety principles.

The Safe Scholars team ensure an engaging and interactive experience for the children through question and answer sessions, colouring in images and using stickers to reinforce road safety. Posters are put up around the school to serve as an ongoing awareness platform.

Funza Lushaka Bursary Programme (FLBP)

The FLBP – in its eleventh year, was allocated R1,1 billion for the 2017/18 financial year – an increase of 5% from the 2016/17 allocation.

The NDP enjoins the DBE to strengthen and expand the programme to attract learners into the teaching profession.

The number of applications for the bursary have grown from 2,801 in 2008 to 44,736 in 2013, and stood at 92,928 in 2017. Approximately 15,147 students were recruited and funded in the 2017 academic year.

A total of 91,8% of FLBP graduates are employed as teachers.

The majority of these graduates are teaching priority subjects they specialised in. The placement rate stands at 89%. The North West and the Northern Cape Provinces have the highest placement rate at 100% whilst the KwaZulu-Natal and Western Cape Provinces have the lowest placement rate at 81%. A total of 5,012 students were expected to graduate in 2017.

The DHET’s 2015 report titled “Relationships between teacher supply and demand and the size, shape and substance of teacher education in South Africa” revealed that by 2020, relative shortages in teacher supplies will still be evident, but that an absolute teacher supply shortage will no longer be a concern as the FLBP has made a considerable contribution to improving the attractiveness of teaching as a choice for many South African youth. The merit-based criteria for awarding the bursary have also contributed to a higher calibre of students entering initial teacher education programmes.

The roles and responsibilities of PEDs in the FLBP have been broadened to include the co-ordination of the identification, recruitment, selection, monitoring and supporting the programme

Secondary School Improvement Programme (SSIP)

Under SSIP, Grade 12 learners received extra classes on Saturdays and during school holidays.

SSIP has become an important element in improving the quality of education in Gauteng schools by giving support to educators and school managers to ensure better curriculum delivery.

SSIP, which is the major strategic intervention for progressed and high-risk learners, is ongoing every Saturday and everyday over the school holidays.

National Senior Certificate Learner Retention Programme (Second Chance Programme)

The National Senior Certificate Learner Retention Programme (Second Chance Programme) was introduced in January 2016 as a direct response to the NDP’s injunction that retention rates should be increased and drop-out rates reduced.

The Second Chance Programme provides support to matric

candidates who could not meet the pass requirements of the National Senior Certificate Examinations.

Candidates are subjected to strict conditions before they are allowed to sit for the Second Chance Programme.

The programme was allocated R45 million for the 2017/18 financial year, which will increase by R223,8 million over the two outer years of the 2017 MTEF period.

National Education Collaboration Trust (NECT)

The NECT also aims to advance the goals of the NDP of 90% of learners mastering at least 50% of the curriculum by 2030, and creating a better balance between unionism and professionalism.

The initiative will improve teachers' subject knowledge as well as inculcate effective daily teaching routines critical for quality education.

The first union to finalise a collaboration partnership with NECT is the South African Democratic Teachers' Union (SADTU).

SADTU is to identify the relevant lead teachers and principals to drive the initiative. The NECT would then step in to conduct the first level of training of lead teachers and principals and also provide the materials (hard and soft copies to each lead teacher/principal).

During the Phase 1 of this partnership, the NECT targeted 348 primary and secondary schools in Butterworth in the Eastern Cape and 437 primary and combined schools in Sekhukhune, Limpopo. The pilot phase involved 700 teachers – 390 from Limpopo and the balance from the Eastern Cape. This included 160 primary school principals.

The importance of public-private partnerships is a prevalent theme of the NDP.

For the 2017/18 financial year, the NECT was allocated R94,2 million – an increase of 30,7% from the 2016/17 allocation.

Higher education and training

The DHET was established in 2009 when the then Department of Education was divided into two sections.

The NDP and Government's 2014 – 2019 Medium Term Strategic Framework envisage that by 2030, South Africans

should have access to education and training of the highest quality, leading to significant improvements in what learners know and can do on completion of their education or training.

Over the medium term, the DHET will focus on expanding access to universities, expanding access to technical and vocational education and training colleges and improving their performance, boosting the development of artisans, and re-establishing and improving the governance of community education and training colleges.

Expanding the higher education system to produce mid- to high-level skills is an ongoing pursuit. The number of students enrolled in higher education institutions is projected to reach 1,1 million in 2020/21, moving towards the NDP's target of 1,6 million by 2030. Transfers and subsidies to universities for operations and capital projects account for the bulk of the department's spending, increasing from R31,6 billion in 2017/18 to a projected R45,1 billion in 2020/21, at an average annual rate of 12,6%.

This increase is due to an additional R11,3 billion that government has allocated to university subsidies over the medium term. This allocation is expected to cover the 8% tuition fee increase in the 2018 academic year for undergraduate students from families with a combined annual income of between R350 000 and R600 000, and ensure that university operating costs are adequately covered.

Allocations to the National Student Financial Aid Scheme are set to increase at an average annual rate of 51,6% from R10,1 billion in 2017/18 to R35,3 billion in 2020/21.

Over the medium term, the department also aims to improve the public skills development system by managing the performance of service level agreements with sector education and training authorities more effectively, and by providing funding to trade institutions and quality assurance institutions for occupational qualifications. These institutions play a pivotal role in ensuring that the increasing number of qualified artisans and the creation of more work-based learning opportunities for university and TVET college students meet the requisite quality standards.

In line with the NDP's objective of increasing the number of skilled individuals in the country, the number of qualified

artisans is projected to increase from 22 110 in 2017/18 to 25 000 in 2020/21, and the number of work-based learning opportunities created from 130 000 to 140 000 over the same period. The skills development levy is transferred directly to sector education and training authorities and the National Skills Fund, and is projected to increase at an average annual rate of 7,9% from R15,8 billion in 2017/18 to R19,8 billion in 2020/21. Sector education and training authorities offer skills programmes, learnerships, internships and apprenticeships, whereas the National Skills Fund provides funding for various skills development projects and bursaries for universities and TVET college programmes. An estimated 4 200 learners and 4 200 workers are expected to benefit from the fund over the medium term.

By 31 March 2020, seven teaching and learning support plans for TVET colleges will have been developed and implemented to upskill lecturers and provide a technical and practical training.

Community education and training colleges also fall within the realm of higher education, and primarily target youths and adults who did not complete or attend school. In line with the NDP's vision, the department will aim to expand the sub-sector. It is projected that enrolments at these institutions will increase steadily from 320 000 learners in 2017/18 to 350 000 learners in 2020/21. In contributing to improved governance and performance, previously developed regulations and policies for community education and training colleges will be implemented over the medium term, and annual oversight reports will be produced to monitor and evaluate their performance.

Legislation and policies

Some key policies and legislation relating to higher education and training in South Africa include:

- The Higher Education Act, 1997 (Act 101 of 1997), in accordance with which private institutions offering higher education must register with the DHET
- The Council on Higher Education, which was established in terms of the Higher Education Act of 1997.
- The Higher Education Amendment Act, 2008 (Act 39 of 2008), and the NQF Act of 2008, implied a significant change for the council.

- The National Student Financial Aid Scheme (NSFAS) Act, 1999 (Act 56 of 1999), which is responsible for administering and allocating loans and bursaries to eligible students; developing criteria and conditions for granting loans and bursaries in consultation with the Minister; raising funds; recovering loans; maintaining and analysing a database; and undertaking research for the better use of financial resources
- The FET Colleges Act, 2006 (Act 16 of 2006), regulates TVET to provide for the:
 - establishment, governance and funding of public TVET institutions
 - registration of private TVET institutions
 - quality assurance and quality promotion in TVET
 - transitional arrangements and the repeal of laws.
- The General and TVET Quality Assurance Act, 2001 (Act 58 of 2001), which provides for the establishment, composition and functioning of the General and TVET Quality Assurance Council. It also provides for quality assurance in general and TVET, providing for control over norms and standards of curriculum and assessment; the issue of certificates at the exit points; and the conduct of assessment and repealing the South African Certification Council Act of 1986
- SAQA Act, 1995 (Act 58 of 1995), which provides for the establishment of the NQF forms the foundation for a national learning system integrating education and training at all levels.

National Skills Development Strategy (NSDS)

The DHET is responsible for ensuring the development of a skilled and capable workforce to support an inclusive growth path.

The key driving force of the NSDS 3 (2011 – 2020) is improving the effectiveness and efficiency of the skills development system. It promotes the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression. The emphasis is particularly on people who do not have relevant technical skills or adequate reading, writing and numeracy skills to enable them to find employment.

The development strategy promotes partnerships between employers, public education institutions (TVET colleges,

universities of technology and universities) and private training providers to ensure that cross-sectoral and intersectoral needs are addressed.

The NSDS 3 is guided by, and measured against, several key developmental and transformation imperatives, such as race, class, gender, geographic considerations, age differences, disability, and HIV and AIDS.

NSDS 3 addresses the scope and mandate of the SETAs. The SETAs are expected to facilitate the delivery of sector-specific skills interventions that help achieve the goals of NSDS 3, address employer demand and deliver results. They must be recognised experts in relation to skills demand in their sectors.

The strategy emphasises the relevance, quality and sustainability of skills training programmes focusing on eight goals, namely:

- establishing a credible institutional mechanism for skills planning, and ensuring that the national need in relation to skills development is researched, documented and communicated to enable effective planning across all economic sectors
- increasing access to occupation-specific programmes targeting intermediate and higher-level professional qualifications
- promoting the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities
- addressing the low level of youths and adult language and numeracy skills to enable additional training
- encouraging better use of workplace-based skills development
- encouraging and supporting co-operatives, small enterprises, worker-initiated NGOs and community-training initiatives
- increasing public-sector capacity for improved service delivery and supporting the building of a developmental state
- building career and vocational guidance.

The DHET has been increasing access to higher education programmes by expanding spaces and options available at TVET colleges and universities.

The move is part of the department's plan to shift learner focus from traditional institutions such as universities and universities of technology to TVET colleges, where training is vocationally based.

In March 2018, the DHET launched 26 Centres of Specialisation (COS) aimed at prioritising 13 occupational trades in high demand to curb trade skills shortages as well as reduce unemployment and poverty in the country.

The COS are located at 26 TVET colleges across the country.

The colleges were selected through a vigorous process undertaken by teams of education and industry experts to identify trades that are in demand for the infrastructure programmes as well as for other strategic programmes such as the Oceans Economy Programme.

The selected colleges will be provided with resources to upgrade workshops and equipment to deliver effectively on selected skills.

The centres are also positioned to prepare students for the workplace or self-employment through the maintenance of close working relationships with employers in their areas of study.

Partnerships between colleges and employers will assist the institutions to locate opportunities for work-integrated learning and help them to place students when they complete their qualifications.

The trades which are highly needed to grow the economy include Electricians, Millwright, Boilermakers, Plumbers, Diesel mechanics, Fitter and turner, Pipe fitters and Welders, Riggers and Mechanical fitters among others.

Budget and funding

The department's budget for the 2017/18 financial year was R68.1 billion.

Free higher education

In December 2017, government announced the introduction of free higher education for the poor. As such, government will spend R57 billion on free higher education over the next three years – the largest largest reallocation of resources towards government's priorities over the medium term .

Government will phase in fee-free higher education and training to students from poor and working-class families. This means that all new first-year students with a family income below R350 000 per annum at universities and TVET colleges in the 2018 academic year, will be funded for the full cost of study.

This will then be rolled out in subsequent years until all years of study are covered.

Returning National Student Financial Aid Scheme (NSFAS) students at university will have their loans for 2018 onwards converted to bursaries. The move is expected to contribute to greater economic growth, the reduction of poverty and inequality while also enhancing earnings and increasing the competitiveness of the economy.

Additional government funding of R7,166 billion has been allocated in 2018 to fund bursaries for children of poor and working class families entering universities and TVET colleges – with R4,581 billion set aside for qualifying university students and R2,585 billion allocated for TVET college students.

The increase in funding for 2018/19 will support 458 875 students to receive tuition bursaries. Based on historical data and the enrolment targets for 2018/19, it is estimated that more than 90% of TVET college students will benefit.

University subsidies

Subsidies to universities will increase by R11,3 billion over the MTEF period. This amount covers an 8% increase in tuition fees for students from families with household incomes of between R350 000 and R600 000 a year.

Qualifying students will pay the tuition fee set in 2015, because government has absorbed the increases for the 2016, 2017 and 2018 academic years. The subsidy amount includes a general increase to cover university operating costs.

Higher subsidies for TVET colleges will cover 80% of the cost of providing programmes by 2022/23, from the current level of 54% of total programme cost.

Baseline funding of R4,4 billion for TVET infrastructure over the medium term will support refurbishment of existing campuses, and the purchase of workshop equipment and maintenance.

The 2018 Budget has allocated R351,1 billion for learning and culture.

Resources Universities

South Africa's higher education landscape comprises the

following institutions:

Cape Peninsula University of Technology
 Central University of Technology, Free State
 Durban Institute of Technology
 Mangosuthu University of Technology
 National Institute for Higher Education, Northern Cape
 National Institute for Higher Education, Mpumalanga
 Nelson Mandela Metropolitan University
 North-West University
 Rhodes University
 Sefako Makgatho Health Sciences University
 Sol Plaatje University (SPU), Northern Cape
 Tshwane University of Technology
 University of Cape Town (UCT)
 University of Fort Hare
 University of the Free State
 University of Johannesburg
 University of KwaZulu-Natal
 University of Limpopo (UL)
 University of Mpumalanga (UMP)
 University of Pretoria
 Unisa
 University of Stellenbosch
 University of Venda
 University of the Western Cape
 University of the Witwatersrand (Wits)
 University of Zululand
 Vaal University of Technology
 Walter Sisulu University, Eastern Cape.

In April 2017, the DHET announced a spending of R7 billion on a range of projects countrywide on university infrastructure.

The investment will be spent over the following two years on new student housing, laboratories, communications technology and other essential facilities, as well as essential maintenance and the further expansion of the new universities.

A further R2,5 billion has been targeted to historically disadvantaged universities over the next five years.

The number of students enrolled in universities is projected to increase from 1 020 000 to 1 053 000 over the medium term.

Further education and training

The NDP mandates the DHET to expand access to skills programmes that address the labour market's need for intermediate skills and include a practical component.

Over the medium term, the DHET will continue to increase the public provision of technical and vocational education and training by expanding skills training, work opportunities and work placements for artisans.

Enrolments in TVET colleges are anticipated to reach 1,1 million in 2018/19 from 900 000 in 2015/16, an increase of 150 000 over the medium term. Transfer payments to these colleges grow at an average annual rate of 5% over the period, in the TVET programme, from R1,3 billion in 2015/16 to R1,4 billion in 2018/19.

The DHET's top priority is to expand and improve the quality of TVET colleges. This will be done by focusing on the following key areas:

- reviewing the policy for the National Certificate (Vocational) and other programmes
- lecturer development, and improving student academic success
- college improvement plans
- capacity-building initiatives for student representative councils.

The expansion and improved performance of TVET colleges will also be supported by partnerships with the SETAs and funding from the NSF. This support will contribute to the projected increase in the number of new artisans registering for training each year, from 29 750 in 2015/16 to 32 750 in 2018/19, an increase of 3 000 over the medium term.

The DHET aims to improve learner throughput rates by developing five teaching and learning support plans for TVET colleges over the medium term. These plans aim to improve the skills of lecturers and the performance of students.

The DHET assumed full responsibility for the TVET college function from provincial authorities in April 2015. Additional administrative capacity was brought in to manage and oversee the 50 public technical and vocational education and training colleges and their 264 campuses across the provinces.

Adult education and training

The FET Colleges Amendment Act, 2013 (Act 1 of 2013) provides for the creation of a new institutional type, to be known as the Community Education and Training (CET) college, targeting youths and adults who did not complete school or never attended school.

It was projected that enrolments at community education and training colleges would increase gradually from 310 000 learners in 2016/17 to 340 000 learners in 2019/20. As the number of enrolments increases, expenditure in the CET programme is expected to increase at an average annual rate of 7% over the medium term, reaching R2,5 billion in 2019/20. The DHET plans to introduce new legislation over the MTEF period to regulate and improve the governance of the community education and training system.

Spending on compensation of employees constitutes the largest portion of the CET programme's budget, and is expected to increase at an average annual rate of 7,2% over the medium term, reaching R2,3 billion in 2019/20. The 17 939 employees in this programme are mainly community education and training educators based in the 3 276 former community learning centres, which now fall under nine established community education and training colleges.

Programmes and projects

Thusanani Foundation

Thusanani Foundation is a non-profit organisation aimed at bridging the ever widening educational and technological information gap between rural youths and their urban counterparts to create an equal opportunity for all to access and succeed in institutions of higher learning (both universities and TVET colleges). The Thusanani Foundation does this through an integrated and holistic approach tailor-made to address the socio-economic, educational, infrastructural and technological needs of rural and township high schools.

Since 2011, the Thusanani Foundation has evolved from a two-man initiative into a registered organisation with volunteers in six institutions of higher learning across South Africa, reaching out to over 35 000 high school learners in rural KwaZulu-Natal, Limpopo, Eastern Cape, Free State and some Gauteng

townships.

Operating on a budget of R300 000 a year for the first three years, the foundation managed to attract a range of partners and funders to ensure that the 541 students who are currently in 20 South African universities are fully funded through bursaries and loans. Fifty percent of these students are women and over 50% of funded through the NSF.

The foundation currently has 1 200 volunteers and they are working towards assisting 1 000 students.

In partnership with universities, TVET colleges, non-governmental organisations, Government and the private sector, the foundation aims to reach out and empower over 100 000 rural and township youths by 2017.

Due to lack of access to accurate information, technology and educational resources, many talented young South Africans living in rural and township areas either do not consider or are unable to access institutions of higher education and many other post-schooling opportunities. There is a very big educational information gap that exists between rural high school learners and their urban counterparts.

This lack of information and motivation creates a spirit of hopelessness and discouragement among rural youths, which in turn impacts negatively on their academic performance and results.

To achieve its core objective, Thusanani Foundation offers the following services to rural and township youths:

- career guidance and motivational mentorship programmes
- promotion and improvement of performance in Mathematics, Science, Engineering and Technology
- winter and spring school revision programmes
- facilitation of admission into institutions of higher learning and TVET colleges
- higher education funding opportunities awareness
- promotion of vocational and artisan skills
- continuous on-campus social and academic support programmes
- industry-based mentorship and professional development
- entrepreneurship and leadership development.

National Skills Fund

The mission of the National Skills Fund (NSF) is to provide funding for national skills development towards a capable workforce for an inclusive growth path.

Over the five-year strategic period from 2015/16 to 2019/20, the NSF's allocation of funds will be focused on the education and training, including bursaries and scholarships, occupational programmes, skills programmes, workplace-based learning and worker education. The remainder of the funds will be allocated to developing and expanding the capacity of the Post-School Education and Training system, as well as skills infrastructure development and skills development research, innovation and communication.

The NFS will continue to fund initiatives that develop skills that considered national priorities such as those of artisans. Through this, the fund aims to contribute to reducing the skills gap and creating greater opportunities for out-of-school youth in need of skills interventions.

It will also support initiatives aimed at enhancing quality in the post-school education and training system. Through its work, the fund aims to fulfil objectives of the NDP and outcome 5 (a skilled and capable workforce to support an inclusive growth path) of government's 2014-2019 medium-term strategic framework.

The fund aims to assist 4 200 learners in acquiring skills through community-based initiatives such as entrepreneurial development; and educate 4 200 workers through initiatives such as the provision of bursaries, and occupational training and skills development programmes. Spending on these initiatives is through transfers and subsidies, mainly to private skills development providers and higher education and training institutions, and accounts for 96% (R15,1 billion) of the fund's total projected expenditure over the medium term.

This spending is set to decrease from R10,2 billion in 2017/18 to R3,7 billion in 2020/21 in line with the expected decrease in income from the skills development levy, which is the fund's primary source of revenue.

National Student Financial Aid Scheme

The National Student Financial Aid Scheme is responsible for providing loans and bursaries, 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 of funded students, undertaking research for the better use of financial resources, and advising the minister on matters relating to student financial aid.

The NSFAS act will be reviewed in line with the announcement of fee free higher education and training. The National Student Financial Aid Scheme aims to support the targets of government's 2014 – 2019 medium term strategic framework, specifically outcome 5 (a skilled and capable workforce to support an inclusive growth path), through strategic objectives aligned with the scheme's mandate. The need for increased student funding and improved loan recoveries has taken centre stage in the context of factors such as escalating university fees, student protests, and poor recoveries by scheme.

The focus of the scheme over the medium term will continue to be on ensuring access to higher education and training for students who cannot afford to pay for their own studies. The scheme will also continue implementing its funding and recovery strategies, and research plan.

The R37,2 billion that government appropriated to the scheme in the 2017 MTEF period has been supplemented by a further allocation of R43,3 billion over the medium term for the implementation of the recently announced policy of fee free higher education and training for poor and working class students.

As a result, expenditure on student bursaries is expected to increase at an average annual rate of 55,7% from R10,1 billion in 2017/18 to R38,1 billion in 2020/21. This allocation will fund undergraduate university and TVET college students from households with a combined annual income of up to R350 000 – starting in 2018 with students in their first year of study, and extending to second, third and fourth year students in subsequent years. For these students, all tuition fees, prescribed study materials, meals, accommodation and/or transport costs will be fully paid for.

More than 340 000 students at universities and over 420 000 full-time equivalent students at TVET colleges will be funded through this new bursary scheme in the 2018 academic year.

Meanwhile, returning NSFAS students from families with

household incomes below R122 000 per year in their second, third or fourth year of university study in the 2018 academic year will also be supported. These students will have their loans converted into bursaries under the same conditions as when they first received the financial support.

NSFAS will also receive an additional R105 million over the MTEF period to cater for the additional administration costs of the expanded bursary scheme.

A projected 1 123 212 undergraduate students in universities and 1 137 204 students in TVET colleges will be supported by this allocation over the medium term. This represents a 23% average annual increase in the number of university students provided with financial aid, and an average annual increase of 74,3% in the number of TVET college students provided with financial aid.

Transfers from the department, which amount to R95,4 billion over the medium term, constitute 94,3% of the scheme's total projected revenue. The scheme also derives revenue through administration fees charged for bursaries administered on behalf of various government departments and public entities, amounting to an estimated R74 million over the medium term; and interest earned on outstanding student loans and funds held in call accounts prior to disbursement, amounting to an estimated R5 billion over the same period. The scheme's total revenue is expected to increase at an average annual rate of 33,9%, from R16,7 billion in 2017/18 to R40,2 billion in 2020/21.

Ikusasa Student Financial Aid Scheme

The Ikusasa Student Financial Aid Programme was piloted in 2017 at six universities and one TVET college across South Africa.

The scheme funds students who come from families with income levels above the NSFAS threshold, but who cannot afford post-school education.

The pilot programme funded students studying in a number of general formative degrees, as well as seven professional qualifications and one artisan qualification for the duration of their studies.

Funding to enable the pilot has been sourced mostly from the private sector.

The universities and tertiary institutions participating in the pilot phase were: the University of Venda, Wits University, University of Pretoria, University of KwaZulu-Natal, Tshwane University of Technology, UCT and Orbit TVET College.

Role players

South African Qualifications Authority

SAQA, which is recognised nationally and internationally, focuses on upholding the principles of the NQF, including ensuring access, quality, redress and development for all learners through an integrated national framework of learning achievements.

The authority's main responsibilities include:

- registering qualifications and part-qualifications on the NQF
- maintaining and developing the National Learners' Records Database as the key national source of information for human resources and skills development in policy, infrastructure and planning
- maintaining and developing the authority's role as the national source of advice on foreign and domestic learning and qualifications
- conducting research
- monitoring and undertaking evaluation studies that contribute to the development of the NQF and a culture of lifelong learning
- registering professional bodies and professional designations on the NQF.

In terms of the NQF Act of 2008, the executive functions for setting standards and quality assurance will move to the three quality councils.

SAQA must advise the Minister of Higher Education and Training on NQF matters in terms of the NQF Act of 2008. SAQA must also perform its functions subject to the Act and oversee the implementation of the NQF and the achievement of its objectives.

SAQA offers leadership in the implementation of the national qualifications framework. The authority's focus over the medium term will continue to be on monitoring and evaluating the qualifications system. This is in line with outcome 5 (a skilled and capable workforce to support an

inclusive growth path) of government's 2014 – 2019 medium-term strategic framework. Over the medium term, the authority intends making the national qualifications framework more visible to and understood by the general public. It will do this by disseminating information on social media platforms and through structured communications to all government institutions through the Government Communication and Information System.

To maintain the comprehensiveness of the framework, the authority will continue to classify, register and publish qualifications and part qualifications. The authority aims to continue prioritising the recognition of professional bodies and their designations, and the verification of local and foreign qualifications.

The authority is set to receive 51,6% (R211,5 million) of its revenue over the medium term through transfers from the department, increasing at an average annual rate of 4,6%. Other revenue is generated through fees for the evaluation and verification of qualifications, amounting to a projected R183 million over the period, and from collaborations with international institutions, estimated at R8,2 million.

The authority's total revenue is expected to increase at an average annual rate of 6,6% from R118,7 million in 2017/18 to R143,6 million in 2020/21.

Quality Council for Trades and Occupations (QCTO)

The QCTO is a quality council established in 2010 in terms of the Skills Development Act, 2008 (Act 37 of 2008). Its role is to oversee the design, implementation, assessment and certification of occupational qualifications on the Occupational Qualifications Subframework.

The QCTO is one of three quality councils responsible for a part of the NQF. Collectively, the councils and SAQA all work for the good of both the learners and employers. Another important role of the QCTO is to offer guidance to service providers who must be accredited by the QCTO to offer occupational qualifications.

Following the format of the organising framework for occupations, occupational qualifications are categorised into

the eight major employment groups:

- managers
- professionals
- technicians and associate professionals
- clerical support workers
- service and sales workers
- skilled agriculture, forestry, fisheries, craft and related trades
- plant and machine operators and assemblers
- elementary occupations.

Its vision is to qualify a skilled and capable workforce; its mission is to effectively and efficiently manage the occupational qualifications subframework to set standards, develop and quality assure national occupational qualifications for all who want a trade or occupation and, where appropriate, professions.

The QCTO will continue focusing on its core functions of certifying occupational qualifications; providing quality assurance; and evaluating, assessing and verifying the qualifications provided by registered providers of skills and training programmes. This is in line with outcome 5 (a skilled and capable workforce to support an inclusive growth path) of government's 2014 – 2019 medium-term strategic framework, which highlights the need for an integrated approach to skills development.

Over the medium term, the council expects to evaluate and approve more than 150 occupational qualifications per year; develop and assure the quality of leading trades, occupations and professions; and accredit skills development providers. The council will also monitor its quality assurance partners against compliance standards.

For these activities, spending in the occupational qualifications management programme is set to increase at an average annual rate of 25,8%, from R19,5 million in 2017/18 to R38,7 million in 2019/20.

The council is set to generate 78,6% (R318.5 million) of its revenue over the MTEF period through programme quality assurance assessments undertaken by sector education and training authorities. Transfers from the department constitute 21,4% of total projected revenue, increasing at an average annual rate of 4,3% from R26,9 million in 2017/18 to R30,5 million in 2020/21.

The council's total revenue is expected to increase at an average annual rate of 18,2%, from R95,3 million to R157,5 million, over the same period, driven largely by income from sector education and training authorities, which are mandated to transfer 0,5% of their income from the skills development levy to the council.

Council on Higher Education

The Council on Higher Education is responsible for quality assurance and the promotion of higher education. In line with the NDP's vision of a South African higher education system that meets the knowledge and high-level human resource needs for 2030 and beyond, and outcome 5 (a skilled and capable workforce to support an inclusive growth path) of government's 2014 – 2019 medium-term strategic framework, the council works to ensure that all institutions provide high quality education and training.

Over the medium term, the council will continue researching higher education sector issues such as the state of the academic profession, governance and management challenges, and the role played by private higher education institutions in Africa. The council will also monitor the state of higher education in South Africa by reporting on indicators such as student enrolment and completion rates, completion rates by qualification type and field of study, and the staff composition and financial performance of public universities.

The council plans to provide two proactive advice reports to the Minister each year over the medium term, and develop four qualification standards to ensure the relevance, comparability and currency of qualifications offered by public and private higher education institutions.

The council is set to receive 90,3% of its revenue over the MTEF period from the department, increasing at an average annual rate of 3,7% from R50,7 million in 2017/18 to R56,5 million in 2020/21. The remaining revenue is derived mostly from costs recovered from the accreditation services that the council provides to public and private universities, amounting to an estimated R13,5 million over the same period.

Universities South Africa (USAf)

USAf is the voice of South Africa's university leadership as it represents the vice-chancellors of public universities. The body was also refocused and rebranded in keeping with international conventions for similar organisations.

To that end, this association will strengthen and enhance the work started by Higher Education South Africa (as USAf was formerly known), which established in 2005 with the merger of the South African Universities Vice-Chancellors Association and the Committee of Technikon Principals.

Its mandate is to influence and contribute to policy positions regarding higher education, advocate and campaign for an adequately funded university sector, facilitate effective dialogue among universities, Government, business, parliament and other stakeholders on issues affecting universities and coordinate sector-wide engagement on major issues such as transformation, differentiation, internationalisation, etc.

USAf commissions and disseminates research on key issues with implications for universities; provides value-adding services to member institutions; speaks on behalf of universities on major issues with implications for their well-being, strengthens the creation of a Higher Education Governance System based on the principles of cooperative governance, institutional autonomy and academic freedom.

USAf seeks to ensure that:

- quality teaching takes place in all institutions
- adequate resources are allocated to universities
- deserving students gain access to universities regardless of their social, cultural and economic background
- universities contribute significantly to the socio-economic and cultural development of South Africa
- higher education policy is evidence-based, informed by research of the highest quality
- university sector is sufficiently internationalised to benefit from a mobile global student and academic talent pool
- South Africa understands the value of universities in the economy.

Human Resource Development Council of South Africa (HRDCSA)

The HRDCSA is a national, multi-tiered and multi-stakeholder advisory body under the leadership and stewardship of the Office of the Deputy President of South Africa. It is managed by the Ministry of Higher Education and Training.

HRDCSA was established in March 2010. Membership is based on a five-year tenure and it is represented by a number of government ministers and senior business leaders, organised labour and representatives from academia and civil society who serve on the council.

One of the council's key responsibilities is to build the human resource development base required to ensure a prosperous and inclusive South African society and economy, focusing on the development of strategy and the creation of a platform where social partners can engage to find ways to address bottlenecks in the development of human resources and skills in South Africa.

In essence, it must ensure that all relevant policies, programmes, projects, interventions and strategies are streamlined and optimised to support overall Government objectives rather than merely sectoral imperatives.

The HRDCSA is supported by a Technical Working Group, which is co-chaired by business and labour. It emulates council's structure, but is supported by a team of experts consisting of technical task teams that are appointed on an issues basis to provide expert input in respect of all matters pertaining to human resources.

Nine technical task teams form the pillars of the HRDCSA plans, to drive forward the work of the five-point plan.

The HRDCSA Secretariat provides strategic, technical, administrative and logistic support, and assumes responsibility for, among other aspects, management of the multi-sectoral response to human resource development matters and of the allocated funds designated to fulfil HRDCSA's functions in terms of the multi-sectoral HRD implementation plan.

The Provincial Coordination Forum was established with the mandate of creating a link between the HRDCSA and activities at provincial level. It encourages provinces to form their own councils in the premiers' offices in view of the fact that all provinces have their own unique human resource issues.

Sector education and training authorities

SETAs were re-established by the Ministry of Labour in March 2005, to help implement the NSDS and to increase the skills of people in particular sectors. SETAs replaced and extend the work of the old industry training boards and are accredited by SAQA.

SETAs encourage skills development in specific economic sectors such as agriculture, banking and finance, arts and culture, construction, the chemical industry, education and training, energy and water, the food and beverage industry, health and welfare, local government, manufacturing and engineering, media and advertising, mining, safety and security, wholesale and retail, public services and others. Currently, there are 21 SETAs that focus on promoting skills development in their respective sectors.

The SETAs focus on providing skills development and training to people employed or seeking employment in their sectors. They are tasked with developing skills development plans in response to the skills needs in their sectors.

They then ensure that training in their sectors is of appropriate quality and at the skills levels needed. In addition, SETAs provide information on quality education and training offered by employers within their sectors.

Over the medium term, the 21 sector education and training authorities will continue to focus on strengthening skills training programmes in the labour market. The authorities place particular emphasis on artisan development, apprenticeships, learnerships, internships, bursaries and partnerships with TVET colleges, universities and employers. Through their work, the authorities contribute to the realisation of outcome 5 (a skilled and capable workforce to support an inclusive growth path) of government's 2014 – 2019 medium-term strategic framework. The number of bursaries awarded by the authorities to unemployed individuals to undertake higher education and training studies is projected to increase from 12 560 in 2017/18 to 14 113 in 2020/21.

The number of bursaries awarded to workers is set to increase from 8 809 to 9 898 over the same period. Sector education and training authorities support university and TVET college students whose qualifications have a practical component by

facilitating their placement in workplaces.

The number of university students placed in workplaces is expected to increase from 21 969 in 2017/18 to 24 377 in 2020/21, while the number of TVET college students placed is expected to increase from 12 563 to 14 116 over the same period.

An estimated 408 201 unemployed people and workers are expected to enter various skills programmes run by the authorities over the medium term. The skills programmes are funded through payments made to employers for training and developing the skills of their workers or of unemployed people, in line with the skills development levy.

Employers who contribute to the levy and provide skills development opportunities can claim back some of their contributions from the authorities. All the authorities, except the Public Service Sector Education and Training Authority, generate revenue from the skills development levy collected by South African Revenue Service and transferred to them as a direct charge against the National Revenue fund.

The Public Service Sector Education and Training Authority is set to receive a transfer of R337,2 million over the medium term from the department. Revenue from the skills development levy for the 20 other authorities is expected to increase at an average annual rate of 7,9 %, from R12,6 billion in 2017/18 to R15,9 billion in 2020/21, constituting 96% of their total revenue.

National Skills Authority (NSA)

The role of the NSA is to:

- strengthen the capacity of the NSA and the Secretariat
- provide advice on the National Skills Development policies to the Minister and make inputs /participate in other DHET-related policy development processes
- review skills development legislative framework to support integration of education and training and the national priorities of Government
- develop capacity of skills development stakeholders and systems
- commission and initiate research, development and innovation to promote beneficiation and business enterprise development opportunities

- monitor and evaluate the work of the SETAs and the implementation of the NSDS III
- promote skills development and profile the work of the NSA through communication and marketing
- support post-school education and training to realise national priorities.

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

This institute develops and implements an integrated learner registration management information system that is linked to provinces and regional structures.

To achieve its objectives, the INDLELA has the responsibility to:

- develop and maintain a database of learning programmes, including apprenticeships, learnerships and skills development programmes and training providers
- implement the national artisan development programme
- develop and implement a strategy to support the SETAs in the achievement of NSDS targets in relation to learning programmes
- ensure geographic access to and coordinate artisan trade testing nationally
- implement an efficient and effective policy and process for the Organising Framework for Occupations
- develop and implement accreditation and quality assurance systems for artisan skills development providers.

Work Integrated Learning

Linking the education and training institutions and the labour market is a priority. Workplace training is generally more effective if on-the-job training is combined with theoretical study and also because practical experience gained during training or immediately afterwards increases a student's chances of finding employment.

Government departments and agencies at national, provincial and local level as well as state-owned enterprises have increasingly been creating Work Integrated Learning programmes to ensure practical skills development in sync

with theoretical knowledge by increasing their intake of young people for apprenticeships, learnerships and internships.

Libraries in the higher education sector

South Africa prides itself in having 26 higher education libraries (academic libraries), delivering services to approximately 1 020 000 students and 38 118 academic staff. The location of these higher education institutions and the population they serve is spread over nine provinces.

Higher education institutions, though largely autonomous, fall under the auspices of the National Ministry of Higher Education.

In their endeavour to live up to this mandate, several considerations are made to ensure that the bigger picture is encapsulated in shaping relevant Library and Information Services (LIS).

These include the NDP, individual higher education institutions' niche areas, and national and international LIS trends.

Academic and research libraries are increasingly playing a pivotal role in the support of teaching, learning and research. Technology, library space and design, dynamic user services and staff development have emerged as strong drivers for change in academic libraries.

The national research imperatives and the demand for more quality graduates have also influenced how academic and research libraries respond and align themselves to these institutional strategic imperatives.

Academic libraries in South Africa have emerged as intensely technologically enabled and driven environments. An assessment of the sector indicates that the predominant focus is aimed at strategic alignment of services and the broader information services environment.

Digital literacy has been introduced to support students with media literacy, information and communication technologies literacy, digital scholarship and communications and collaboration in an academic context.

This will enable students to participate in digital networks for learning and research, use of digital devices, study and learn in e-environments, and participate in emerging academic and

research practices in a digital environment.

Web tools such as Twitter, Facebook and other social media tools and applications greatly impact on the academic library environment.

These are considered as value-added services, or potentially value-adding applications for raising the visibility of institutional research output and communication with students as well as marketing.

South African academic and research libraries have recognised the importance of the global Open Access Movement for the dissemination of knowledge and cultural heritage, and increasing the visibility of its research output with the rest of the African continent and the world.

Many academic libraries have taken the lead in facilitating Open Access initiatives including its mandates, institutional repositories, observing Open Access Week and facilitating their institutions becoming signatories to the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities.

International cooperation

The DHET has signed a joint agreement with education ministers from Brazil, Russia, India, China and South Africa (BRICS) to develop a solid framework for future cooperation in education.

The agreement was signed in Moscow, Russia, in November 2015 and includes areas such as general education, educational policy strategy, TVET colleges and higher education.

It also commits the BRICS partners to support joint research projects, encourage more collaborative programmes at postgraduate, doctorate and postdoctorate levels and co-publishing of scientific results by BRICS universities.

The BRICS Network University (BRICS-NU) is a network initiative that presupposes real participation of 54 universities with all the resources (lecturers, materials, campus facilities). Within the frames of the BRICS-NU activities, it is planned to develop and launch completely new graduate programmes in six priority areas.