



# 2016/17 SOUTH AFRICA YEARBOOK

## EDUCATION

### Education: 1994 – 2016

Between 1994 and 2016, the education sector in South Africa received a major overhaul that led to visible and effective transformation.

The South African Government's commitment to the sector was demonstrated not only by the numerous pro-equity and pro-poor educational and other policies, but also by the substantial amount of resources that were made available to transform and maintain the sector.

One of the primary outcomes of these interventions was that access to education increased significantly, across population groups, age and gender.

Here are some highlights:

- the number of people attending an educational institution increased over time for people five years and older
- there were more females attending educational institutions than males
- across population groups, there was an increase of people attending an educational institution from 1996 to 2016
- the number of black Africans attending an educational institution increased from 10,5 million in 1996 to 14,8 million in 2016
- the Indian/Asian population had the lowest increase from 300 775 in 1996 to 323 986 in 2016
- the number of white people attending an education institution decreased from 980 474 in 2011 to 965 374 in 2016
- the proportions of males and females who attended educational institutions were similar in all provinces, indicating an almost even level of participation among females and males
- over time there was an increase in the number of people aged five years attending an educational institution
- the number of people aged five years and older attending private educational institutions increased over time across all provinces and South Africa as a whole
- the number of people aged five years and older attending public educational institutions increased slightly over time (between 2001 and 2016) across all provinces and South Africa as a whole
- the number of people who attained primary education and secondary education increased over time (1996 – 2016); 12,4 million and 8,3 million, respectively
- people who attained at least a Bachelor's degree increased greatly between 1996 and 2016 (by 824 564 000)
- there was an increase in the number of people who attained primary education, secondary education and Bachelor's degrees across all age groups
- there was a decrease in the number of people with no schooling across all age groups
- the number of people aged 75 years and older with no schooling decreased slightly by 31 876 000 within 20 years and those with at least a bachelor's degree increased by 23 756 000
- the number of youths, that is people aged 25 – 34 years, with at least a bachelor's degree doubled within a period of 20 years

- approximately 206 000 people aged 35 – 44 years acquired at least a bachelor's degree
- there was an increase of approximately 212 000 and 137 000 in the number of people aged 45 – 54 years and 55 – 64 years, respectively, who attained at least bachelor's degrees between 1996 and 2016.

Close to 17 million individuals (35%) were attending an educational institution in 2016. Provincial and gender differences in school attendance are minimal. Disparities in population groups, however, still do exist among those attending and those not attending an educational institution.

## Basic education

The Department of Basic Education (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.

## 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.

## Action Plan to 2019: Towards the Realisation of Schooling 2030

The Action Plan to 2019: Towards the Realisation of Schooling 2030 is a sector plan 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 Development Goals for access, participation, and gender equity.

In the post-2015 period, 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 the Department of Higher Education and Training (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.

## National Integrated Assessment Framework

In 2016, the Annual National Assessments (ANAs) was under review in response to general concerns levelled against it in the preceding two years.

In May 2017, the DBE announced that the 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 will 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 matriculants of 2016 recorded the highest enrolment of Grade 12 learners in the country's history, with 677 141 registered full-time and 150 183 part-time candidates sitting for the 2016 examinations. This was 9 216 more candidates from the number that sat in 2015.

Some 442 672 candidates passed the 2016 NSC examinations – the second largest number of candidates to pass the NSC examinations. The national pass rate without progressed learners is 76,2%, while the national pass rate with progressed learners is 72,5%.

In 2016 there were about 108 742 registered progressed learners, up from 65 673 in 2015. This is an increase of 43 069 (65,5%) from the number of progressed learners in 2015.

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) [SANEWS]

Of the progressed learners who wrote the 2016 NSC examinations, about 29 384 passed, which represents 27% of all progressed learners.

The number of candidates who qualified for admission to bachelor studies, those who attained diploma and higher certificates passes, and candidates who passed with distinctions, especially in the critical subjects, increased.

More girls than boys registered, wrote and passed the 2016 NSC than boys – a sign that gender disparities continue to be addressed.

The number of learners with special needs who entered, wrote and passed the 2016 NSC examinations, some passing with distinctions, also increased – a sign that South Africa's basic education is inclusive.

### 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 Mathematics, Science and Technology subjects, improving the success rate in the subjects, and improving teachers' capabilities in teaching these three gateway subjects. The Mathematics, Science and Technology 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.

The 2016/17 allocation for Mathematics, Science and Technology Conditional Grant was R362,444 million; which will increase to R385,145 million and R407,483 million in 2017/18 and 2018/19, respectively.

### Budget and funding

The 2016 MTEF allocation for the DBE was R22,270 billion – an increase of 3,5% from the 2015 MTEF allocation. This can be broken down as follows:

- Administration: R377,9 million
- Curriculum Policy Support and Monitoring: R1,936 billion
- Teacher Education Human Resource and Institutional Development: R1,164 billion
- Planning Information and Assessment R12,5 billion
- Educational Enrichment Services increased: R6,292 billion.

### 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.

The Umalusi's total budget for 2016/17 was R139,6 million.

### 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 October 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. The prioritised focus areas include the following:

- Conducting a deeper investigation about why schools do not use DBE workbooks optimally This will involve focus group discussions in 2017 at school and district levels across the provinces.
- Compiling a report with proposals to maximise the use of workbooks by all teachers, due by December 2016.
- Investigating whether tuition time allocated to different subjects is sufficient.

### 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.

The council's total budget for 2016/17 was R68,2 million.

### 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 former 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.

An allocation of R3,188 billion has been allocated for the 2016 MTEF – equivalent to a 5% increase from the 2015 MTEF allocation. This amount is aggregated as follows: R1,008 billion for 2016/17; with R1,059 billion and R1,12 billion in 2017/18 and 2018/19, respectively.

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 is set to begin 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 DBE's African language pilot policy was implemented in 2014. The programme is a DBE initiative that was introduced in 10 schools per district, 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; in 2016/17, 973 schools were implementing the 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 2016.

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.

Team South Africa has won the 2016 International Schools Moot Court competition, held in The Hague in Holland. The city is home to the United Nation's International Court of Justice, headquartered in the Peace Palace, and the International Criminal Court.

The competition, held from 18 to 22 January, focused on the issue of crimes against humanity during a time of war. South Africa triumphed over Team USA in the final.

### 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 and has been implemented in South Africa since 2003 by the Wildlife and Environment Society of South Africa.

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](http://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.

The LEGO Foundation and Cotlands Learning Around You programme offer innovative online training with a play-based approach to learning. This allows children to better understand mathematical and language concepts and to become creative, solution-oriented learners.

Implemented by the DBE in partnership with UNICEF, the programme is accredited at the South African Council for Educators (SACE).

It will equip 150 000 professionals to effectively implement play-based learning based on the National Curriculum Framework. The initial testing phase has been completed and the programme went live in March 2017 at [www.playsa.org](http://www.playsa.org).

The Council for Education Ministers launched this free P.L.A.Y. online in-service training programme, with the aim to provide in-service training to 42 000 ECD practitioners, 23 000 Grade R educators and 85 000 Grade 1 – 3 educators over the next two years.

Upon completion, the trainees receive a certificate that earns them Continuing Professional Teacher Development points from SACE thus linking it to formal recognition and professional development.

### 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.

### 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 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.

### 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.

By the end of 2016, Absa had already spent more than R10 million to provide financial-management training to school managers, and more than 10 500 SGB members and 1 146 schools circuit managers had already completed the training.

These officials represented more than 2 700 schools in 38 districts in the four provinces. Training was to be rolled out to other provinces in 2017.

### 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 namely the provincial infrastructure programmes as well as 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 purpose of the programmes is for the eradication of schools made entirely of inappropriate structures and the

provision of 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 by 2016/17.

To achieve the goal, key milestones were set:

- 2014/15: 98% of all schools to have access to basic services
- 2015/16: 99% of all schools to have access to basic services
- 2016/17: 100% of all schools to have access to basic services.

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 the end of September 2016, some 408 schools were provided with sanitation.

As per the norms and standards for the three-year target, all schools must by now have access to some form of water supply. By October 2014, there were about 604 schools without some form of water supply that were identified. By September 2016, about 523 of those schools were provided with water.

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 relied heavily and worked closely with Eskom and the various municipalities.

According to the norms and standards for the three-year target, all schools must have access to some form of power supply. By September 2016, about 560 schools were provided with power supply.

Through ASIDI alone, the DBE has built and delivered 163 state-of-the-art schools since its inception in 2011. 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.

In addition to the provision of school infrastructure, the initiative has provided water to 617 schools, sanitation to 425 schools as well as electricity to 307 schools that previous did not have these amenities.

The department has handed over the following schools in 2016:

- Silverstream Primary School in Manenberg, Western Cape worth R60 million
- Mxhume Secondary School in Ndindindi Village outside Lusikisiki and Luxeni Secondary School in Manditshe Village outside Mthatha in the Eastern Cape, at R49 million and R22 million, respectively
- Bungu Junior Secondary School in Bungu Township outside Libode in the Eastern Cape, worth R24 million
- Lucingweni Primary School outside Mthatha in the Eastern Cape, worth R29 million
- Zamilizwe Primary School in Ludeke, Mhlontlo Rural, Eastern Cape worth R21 million
- Zamukulungisa Primary School in Qumbu, Eastern Cape worth R28 million



- Lower Tyira Primary School in Qumbu and Mhala Secondary School just outside iDutywa in the Eastern Cape, worth R23 million and R24 million, respectively
- Lower Ngcolokeni Primary School in Ngcolokeni Township just outside Qumbu in the Eastern Cape worth R23 million
- Gwentesh Primary School in Idutywa, Eastern Cape worth R18 million
- Mzwixolo Primary School in Qumbu, Eastern Cape worth R19 million
- Toevlug Primary School in Ventersdorp, North West worth more than R37 million
- Motaung Primary School in Ventersdorp, built at a cost of R45 million
- Ntsu Secondary and Bethlehem Combined Schools in Bethlehem, Free State built at costs of R53 million and R65 million, respectively
- Mawonga Primary School in Qumbu, Eastern Cape built at a cost of R20 million
- Kosana Primary School in Elliotdale, Eastern Cape, built at a cost of R22 million
- Mount View Secondary School in Hanover Park, Cape Town, built at a cost of R52 million
- Mangena Primary School in Kwambhayi, outside Lusikisiki in the Eastern Cape
- Vooruitsig Primary School in Uitsig, Western Cape, worth R66 million. This school marked the 170th state-of-the-art schools built as part of ASIDI since inception of the programme in 2011.

Infrastructure delivery – which in the 2016 MTEF period continues to be funded through the Education Infrastructure Grant (EIG) and the ASIDI – was funded at R38,281 billion. For 2016/17, ASIDI and the EIG have been allocated R2,375 billion and R9,614 billion, respectively; while R12,78 billion and R13,512 billion have been allocated for the EIG in 2017/18 and 2018/19, respectively.

### 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.

The monitoring of the Operation Phakisa ICT in Education 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.

The aim of making ICT a primary tool of teaching and learning is fast being realised – since the inception of the Operation Phakisa lab process, 2 430 schools (100,2%) had been connected out of 2 425 that were to be connected by end of September 2016.

Some 54% of the targeted 24 000 public schools had been connected by January 2017.

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.

As of September 2016, the DBE has also achieved milestones in digital content provision, including:

- giving access to the Open View High Definition platform to 951 schools
- making the learner component of the DBE Cloud live and online
- providing 120 digital titles of grades 4 – 9 Natural Sciences, Technology, Physical Science and Mathematics textbooks, as well as workbooks and 24 grades 10 – 12 Physical Sciences and Mathematics textbooks
- Supplying 12 Interactive Workbooks for Grade 1, and a further 12 were sponsored by the MTN Foundation for grades R – 4
- providing 258 district officials with ICT skills in partnership with Intel and the Department of Telecommunications and Postal Services.

### 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.

In the same period there were 55 620 volunteer food handlers who prepared meals for children; while 4 977 small, medium and micro-sized enterprises, co-operatives and other service providers supplied 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 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.

The NSNP was allocated R18,984 billion over the 2016 MTEF period, with R6,006 billion in 2016/17, R6,31 billion in 2017/18, and R6,672 billion in 2018/19. This is an increase of 5% from the 2015 MTEF 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 captureurs 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 ISHP implemented in partnership with the Department of Health was able to reach 882 151 learners between April 2015 and March 2016. Some 229 554 Grade 4 girls received the Human Papillomavirus (HPV) vaccination during August 2015.





Grade 4 girls also received the HPV vaccination and health education from 16 February to 11 March 2016.

Some 1 111 705 learners received health services. On 4 June 2015, the World Health Organisation approved the donation of seven million Mebendazole tablets for the deworming programme.

The DBE launched the National School Deworming Programme for the first time in February 2016, reaching five million learners in quintiles 1 – 3 primary schools in improving health and well-being.

### Alcohol and Drug Use Prevention and Management Programme

The DBE currently implements 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.

As part of the Department of Basic Education's aim to foster a culture of reading among learners and raise awareness of the importance of reading aloud as part of children's literacy development, the department and national Nalibali reading-for-enjoyment campaign read aloud with thousands of children on World Read Aloud Day in February 2017.

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.
- 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.

The programme was allocated R230,849 million in 2016/16; R245,308 million in 2017/18 and R259,536 million in 2018/19 – a total allocation of R735,693 million over the 2016 MTEF period, signifying a 4% increase from the 2015 MTEF allocation.

### 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 (DBE-PEISA) hosted the third annual Physical Education symposium in April 2017 at the High Performance Centre at the University of Pretoria in Tshwane.

The symposium formed part of a series of the DBE-PEISA established physical education advocacy and sector mobilisation campaigns.

It was attended by educators, curriculum education specialists, institutions of higher learning, teacher unions, SGBs, private partners and sponsors, government officials and representatives of other interest groups.

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

In October 2016, Imperial Road Safety in partnership with the DBE announced that its Safe Scholars Programme had reached its 1 000th school and had educated over one million learners around safe road usage.

The programme, sanctioned by the DBE, aims at generating awareness around road safety for learner pedestrians.

It 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.

Safe Scholars, which had set out to reach 300 schools and a quarter of a million students since inception in 2015, had by mid-2016 witnessed more than quadruple this figure with 1 039 schools, 1 026 985 learners, as well as the distribution of 47 850 sashes.

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

In 2016, the Funza Lushaka Bursary Programme was in its 10th year running.

Spending on this programme increased from R991,084 million in 2015/16 to R1,044 billion in 2016/17, an increase of 5,3%. An amount of R1,096 billion and R1,159 billion was allocated to 2017/18 and 2018/19, respectively. Over the 2016 MTEF period, the total allocation for the Mathematics, Science and Technology Grant is R3,299 billion.

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

During 2016/17, 13 980 Funza Lushaka bursaries were awarded to student teachers for the Initial Teacher Education programme – the set target was exceeded by 980.

The DBE has successfully placed 93% of Funza Lushaka graduates in schools, exceeding the set target of at least 85% of these graduates.

Some 6 107 Funza Lushaka graduates, who are 30 years of age and younger, were also successfully placed. This represents 71% of the set target.

### Kha Ri Gude Mass Literacy Campaign

In September 2016, the DBE was awarded the United Nations Educational, Scientific and Cultural Organisation (UNESCO)

International Literacy Award for their Kha Ri Gude Mass Literacy Campaign.

The UNESCO jury appreciated the Kha Ri Gude programme for its well-developed mass literacy campaign that applied scientific research on how illiterate adults read.

Since its inception in 2008, the programme had taught urban and rural-based adults in 11 official languages, including Braille, and to date it has reached 4,7 million South Africans, mostly women.

The Kha Ri Gude campaign received a reduced allocation of R450,5 million in 2016/17 – the campaign’s final year of implementation.

### 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.

In the 2016 academic year, the Gauteng Department of Education provided extra tutorial support to 73 054 Grade 12 pupils.

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

SSIP was awarded a 2014 UN Public Service Award for improving the delivery of public services.

### 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 subject to strict conditions before they are allowed to sit for the Second Chance Programme.

The Second Chance Programme was allocated R150 million over the 2016 MTEF period, with R45 million for 2017/18, which will increase by R223,8 million 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.

The NECT was allocated R271,837 million over the 2016 MTEF – an increase of 35,9% from the 2015 MTEF allocation. Some R72,12 million was allocated for 2016/17, with R94,226 million and R105,491 million allocated for 2017/18 and 2018/19, respectively.

### Higher education and training

The DHET was established in 2009 when the former Department of Education was divided into two sections: Basic Education and Higher Education and Training.

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.

Planning for the expansion of the higher education system to produce mid-level to high-level skills in line with Government priorities is ongoing. Transfers to universities are the department’s largest spending item, projected to reach R33,5 billion in 2018/19.

Over the medium term, the DHET aims to improve the public skills development system through institutions such as the Institute for the National Development of Learnerships, Employment Skills and Labour Assessments and the Quality Council for Trades and Occupations.

These institutions are key to increasing the number of competent artisans and creating more work-based learning opportunities for higher education students.

The number of competent artisans is projected to increase from 20 110 in 2015/16 to 23 110 in 2018/19, and work-based learning opportunities from 110 000 to 140 000.

Over the medium term, expanding skills training, work opportunities and work placements for artisans will be supported by the Skills Education Training Authorities (SETAs) and the National Skills Fund (NSF).

The SETAs roll out skills programmes, learnerships, internships and apprenticeships. They also establish partnerships with TVET colleges, universities, and the labour market to provide opportunities for workplace experience. The number of TVET colleges that enter into partnership agreements with SETAs per year was expected to increase from 40 in 2015/16 to 52 in 2018/19.

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.

In addition to formal higher education such as provided by universities, an estimated 18 million adults requiring learning outside of universities and TVET colleges. Re-establishing and improving the governance of community education and training colleges the 2013 White Paper for Post-School Education and Training provides for the establishment of community education and training colleges

### 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.

### Budget and funding

For the current MTEF, the DHET's budget increased at an annual average 9,8%, from R42 billion in 2015/16 to R55,3 billion in 2018/19. The R49,2 billion for 2016/17 was an increase of R7,3 billion, 18% more than the 2015/16 budget cycle.

### 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.

Key to the DHET's strategy of expanded university access are its new institutions. In 2016/17, the newly established Sol Plaatje University and the University of Mpumalanga admitted an estimated joint increased intake of 776 students, bringing the joint total of the two institutions to 2 010 students.

The Sefako Makgatho Health Sciences University entered its second year of operation with an intake of 1 300 students. South Africa's ninth medical school, at the University of Limpopo, opened its doors in January 2016 to its first 60 students.

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.

By mid-2016, construction at three of the 12 planned new TVET college campuses was underway.

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 NSF continues to play a vital development role. Its successes include the following:

- cutting-edge medical and veterinary facilities opened in 2016, allowing the University of Pretoria to considerably increase its student intake in these fields
- integrated learning facilities for engineers at the University of Johannesburg
- renewable energy training facilities at the Cape Peninsula University of Technology to train wind turbine technicians.

The NSF has budgeted over R16,5 billion towards skills development and infrastructure over the medium term, with over R6,1 billion for 2016/17. The funds will benefit 43 000 students a year and allow the construction of new TVET campuses.

The NSF allocated R800 million for NSFAS scarce and critical skills bursaries, and R245 million to the National Research Foundation. This benefitted over 13 500 undergraduate and over 1 200 postgraduate students.

### National Student Financial Aid Scheme

The DHET's contribution to the NSFAS over the medium term will grow at an average annual rate of 17,9%, from R6,4 billion in 2015/16 to R10,6 billion in 2018/19, to support more university students, as well as provide students with debt relief.

The department's transfer payments to the scheme account for 17% of its total transfers and subsidies budget. To increase the number of academically deserving poor students accessing higher education, the NSFAS received R4,6 billion in 2016/17. Some R2,5 billion was for short-term debt relief for 1 753 unfunded or inadequately funded students who were at universities in the 2013, 2014 and 2015 academic years, and R2 billion was for unfunded new and continuing students in the 2016 academic year.

### 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.

## 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.

## 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 disseminate 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.

## 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.

The DHET subsidised 26 universities and 50 TVET institutions in 2016. The main mandate of higher education libraries is to facilitate access to information that meets the teaching, learning and research information needs of institutions' communities.

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

By mid-2016, a process was underway to nominate 12 South African universities to participate in BRICS-NU, which will be anchor universities for collaboration.

Significantly, the agreement stresses the role of TVET colleges in attracting young people to the labour market.

The agreement follows a meeting in Brazil earlier in 2016, where member states agreed to promote the strengthening of internationalisation of higher education and academic mobility, vocational and technical education, as well as to ensure inclusive and equitable quality education and lifelong learning opportunities for all.