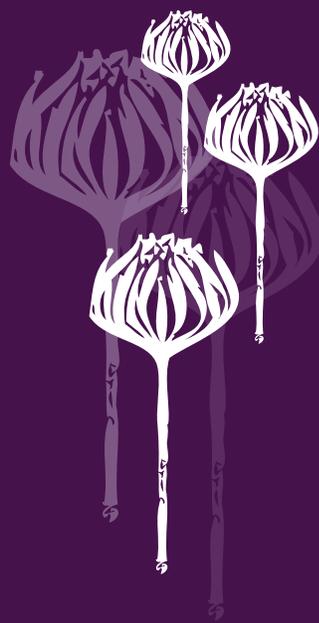


# Education



**SOUTH  
AFRICA**  
YEARBOOK  
2011/12

In response to government's decision to prioritise basic education, the responsibility for education was split into two ministries in May 2009. The Ministry of Basic Education includes all schools from Grade R to Grade 12, as well as mass adult literacy programmes, while the Ministry of Higher Education and Training deals with universities, the whole field of training, including post-school education and training, as well as coordinating the Human Resource Development Strategy for South Africa (HRD-SA).

Government places education and skills development at the centre of its policies and education spending remains government's largest expenditure item.

Among the closely monitored performance areas are the number of Grade 12 learners qualifying for university entry as well as those students' Mathematics and Physical Science pass rates.

In 2011, the national Grade 12 pass rate was 70,2%, compared to the 67,8% previous year.

Government aims to increase the number of Grade 12s qualifying to enrol for a Bachelor's Degree to 175 000 by 2014.

One way of doing this is to do an annual national assessment (ANA) that is standardised and internationally benchmarked. Analysis of the results of such assessments will inform the plans the department will adopt to improve the quality of learning and teaching.

In February 2011, more than six million primary school learners from grades one to six sat for the first ANA tests in Languages (home and first additional language) and Mathematics.

The results were released in April 2011 and showed several weaknesses in Numeracy and Literacy that need urgent intervention. Government aims to increase the pass rate for these tests from between 35% and 40% to at least 60% by 2014.

The Ten Point Plan for schools emphasises better quality learning and teaching in early childhood development (ECD) and primary schooling. The plan emphasises that teachers must be in class, on time, teaching and making use of textbooks, echoing the "triple T" of the Quality Learning and Teaching Campaign, a multistakeholder campaign, which underlines the importance of "teachers, textbooks and time" in improving learning.

Policy reviews and statements acknowledge South Africa's considerable successes. The aver-

age highest school grade completed for 20-year-old South Africans improved from 9,5 grades in 1995 to 11,2 grades in 2009 (with the highest being 12 grades, which would mean everyone completed Grade 12). By 2009, 98,5% of children aged seven to 15 and 98,8% of children aged seven to 14 were enrolled in a school (if compulsory schooling were fully implemented, the second statistic would be 100% – learners may legally leave school if they are 15 or turned 15 in the previous year).

Day-to-day attendance of learners is below what it should be. Around 200 000 children do not attend school at all, while others who drop out in grades nine, 10 and 11 represent lost opportunities for thousands of youths each year.

Public spending in South Africa on primary and secondary schooling as a proportion of gross national product compares well to what occurs elsewhere. In South Africa, the figure is 4%, against an average of 3,1% for developing countries and 2,9% in sub-Saharan Africa. Absolute spending per learner is also good in South Africa by international standards. At primary level, spending per enrolled learner is around US\$1 383, against US\$167 in sub-Saharan Africa and US\$614 in Latin America. Similarly, large differences are seen at secondary level, where the figures are US\$1 726, US\$376 and US\$594 for South Africa, sub-Saharan Africa and Latin America respectively.

Government is committed to raising the status of teachers in society through better in-service training, resulting in more motivated and capable teaching, coupled with further improvements in teachers' service conditions.

In July 2010, government announced plans to get more than 200 000 children between the ages of seven and 15 enrolled in schools by 2014, by increasing the number of no-fee schools and widening feeding schemes.

By February 2012, there were more than 12 million learners in 24 365 public schools and 1 486 private schools. They were taught by 365 447 teachers.

The Department of Basic Education finalised a comprehensive turnaround plan for improving the quality of learning and teaching in schools called Action Plan 2014: Towards the Realisation of Schooling 2025.

The action plan aims to improve all aspects of education such as teacher recruitment, learner

enrolment, school funding, mass literacy and numeracy, and overall quality of education through specific measurable targets.

The adoption in 2010 of an outcomes-based approach in implementing government's priorities ensures that the work of government is measured according to outcomes. The performance outcomes are politically determined positions of government to achieve greater and more focused development. The outcomes approach enables the Department of Basic Education to set measurable targets and deliverables for monitoring progress in addressing challenges in education.

## Legislative framework and policies

Since 1994, a number of policies have been implemented and legislation promulgated to create a framework for transformation in education and training.

The Constitution requires that education be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first *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. Nepa, 1996 therefore provided for the formulation of national policy in general, and Further Education and Training (FET) policies for curriculum, assessment, language and quality assurance. Nepa, 1996 embodies the principle of cooperative governance, elaborated on in Schedule Three of the Constitution.

The South African Schools Act (Sasa), 1996 (Act 84 of 1996), promotes access, quality and democratic governance in the schooling system. Its purpose is to ensure that all learners have

right of 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 effected in public schools countrywide.

The school-funding norms, outlined in Sasa, 1996 prioritise redress and target poverty with regard to the allocation of funds for the public schooling system. Sasa, 1996 has been 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 of Educators (SACE) regulate the teaching corps.

The South African Qualifications Authority (Saqqa) Act, 1995 (Act 58 of 1995), provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels.

The design of the NQF was refined with the publication of the Higher Education Qualifications Framework in the *Government Gazette* (No 928, 5 October 2007) to provide 10 NQF levels. The school and college level qualifications occupy levels one to four as in the original formulation, with plans to accommodate some of the college-level qualifications at Level Five. Higher Education (HE) qualifications in the new formulation of the NQF occupy six levels, namely levels five to 10. Levels five to seven are undergraduate and levels eight to 10 are postgraduate.

The National Curriculum Statement (NCS) grades R to 12, a policy statement for learning and teaching in schools, replaced the policy document, *A Résumé of Industrial Programmes in Schools, Report 550 (89/03)*. It embodies the vision for general education to move away from a racist, apartheid role model of learning and teaching, to a liberating, nation-building and learner-centred and outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels

and between institutional sites, and promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourages the development of curriculum models that are aligned to the NQF in theory and practice.

*The Education White Papers on Early Childhood Education, 2001* provides for the expansion and full participation of five-year-olds in pre-school reception grade (Grade R) education, 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 Special Needs Education, 2001* describes the Department of Education's intention to implement inclusive education at all levels in the system by 2020. Such an inclusive 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 General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001), provides for the establishment of Umalusi. This body is responsible for providing quality assurance in general and FET, issuing certificates at the various exit points, controlling norms and standards of curricula and assessments, and conducting actual assessments.

## Budget allocation

The Department of Basic Education received a budget allocation of R6,166 billion for the 2010/11 financial year, an increase of R2,23 billion from the previous year. Additional funds were received for the following priorities, with expected growth in the budgets over the Medium Term Expenditure Framework:

- the supply of learners' workbooks: R750 million was allocated, reaching R1 billion in 2012/13
- the National Education Evaluation and Development Unit (Needu) was allocated R11,031 million
- the recapitalisation of technical high schools received an allocation of R80 million, building on the R5 million allocated in 2009/10
- spending by provincial education departments is expected to grow by 8,1% a year to R162 billion between 2011/12 and 2013/14 to

ensure the system responds to the educational needs of all learners.

Additional funds were granted for the following priorities:

- The National School Nutrition Programme (NSNP) Conditional Grant increased to cater for implementation of school feeding in Quintile Two secondary schools.
- Allocations to the Kha Ri Gude illiteracy programme increased from R468 million in 2010/11 to more than R520 million in 2012/13.
- Funza Lushaka bursaries to enable students to complete a full teaching qualification in an area of national priority, increased to R449,44 million in 2011/12 and will reach R893,867 million in 2013/14. Through the Funza Lushaka Bursary Scheme, the department produced close on 5 534 teachers in four years; over 65% are employed in Quintile One to Three schools, and serve the poorest of the poor.

## National and provincial departments of education

The role of the national department is to translate government's education and training policies and the provisions of the Constitution into a national education policy and legislative framework. It is the legislative mandate of the Department of Basic Education to develop and maintain national policies for the basic education sector. The national department has to work closely with provincial departments to ensure that provincial budgets and strategies support national policies.

The national department shares a concurrent role with the provincial departments of education for school education and ECD. However, it is not the responsibility of the national department to finance and manage schools directly but rather the task of the provinces. Together, national and provincial departments must meet the responsibilities set out in Chapter Three of the Constitution through cooperative governance.

Relations with provincial departments of education are guided by national policy, within which the provincial departments have to set their own priorities and implementation programmes.

## Outcomes focus

In 2010, as part of a major overhaul of government's planning systems, improving the quality of basic education was declared Outcome One of a total of 12 outcomes representing government's top priorities.

The Department of Basic Education has set a number of key targets and outcomes through Action Plan 2014: Towards the Realisation of Schooling 2025.

Schooling 2025 is expected to coordinate and guide all interventions in the basic education system to turn the system around. The plan establishes key outcomes and performance deliverables for the entire education system, including the national and provincial departments. The plan commits provinces and provincial education departments to clear, agreed-to outcomes and ensures that all in the system are accountable for attaining them.

Education systems will have to improve to achieve the targets. The turnaround strategies include a social compact with unions to achieve the goal to have all teachers in school doing their jobs.

## Targets

To address the challenges set by the turnaround strategies, the department established the following targets to be achieved by 2014:

- the number of Grade 12 learners who pass the national examinations and qualify to enter a Bachelor's Programme at a university will increase from 105 000 to 175 000
- the number of Grade 12 learners who pass Mathematics and Physical Science will total 225 000 and 165 000 respectively
- the percentage of learners in grades three, six and nine in public schools who obtain the minimum acceptable mark in the ANA for Language and Mathematics (or Numeracy) will improve from between 27% and 38% to at least 60%.

## Priorities

To support the achievement of the targets, the Department of Basic Education has set out the following priorities:

- by 2014, there will be universal access to Grade R for all age-appropriate children
- adequate learning and teaching material will be developed and distributed, particularly to those schools the department has identified
- standardised ANA of the quality of learning will take place in grades three, six and nine annually.

## Policy developments and programmes National Education Evaluation and Development Unit

Nepa, 1996 compels the Minister and the Department of Basic Education to monitor and report on the implementation of education policies and the system's progress.

In March 2011, the Minister of Basic Education, Ms Angie Motshekga, launched Needu, which is expected to identify the critical factors that inhibit or advance school improvement and to make focused recommendations for redressing problem areas that undermine school improvement.

Needu is a result of an agreement to establish an external agency that will evaluate the entire education system and report to the Minister on the state of education in South Africa, and in particular on the status of teaching and learning in all schools.

Its core responsibilities will be:

- 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 system-wide basis, the critical factors that inhibit or advance school improvement; and making focused recommendations for redressing the problem areas that undermine school improvement
- proposing appropriate sanctions to ensure that schools offer effective education for all learners
- assessing monitoring, evaluation and support structures and instruments regularly to ensure clarity and coherence in the ways schools and teachers are assessed and supported
- providing schools with evidence-based advice on how to pursue school improvement and in their particular context promote school improvement through good practice.

## Curriculum

The Department of Basic Education has undertaken a process of curriculum revision as a result of the main recommendations of the report prepared by the ministerial committee established in 2009 to review the implementation of the NCS.

Changes are ongoing with minimal disruption, to create relief and improve systems. The longer-term change to the curriculum requires coherent action and needs to be done properly. To provide short-term relief, the number of projects for learners was reduced, and portfolio files of learner assessments and the continuous task of assessment for Grade Nine learners done away with. Instead, the tests for grades three, six and nine will be set nationally, administered by schools and moderated externally. The department will make available exemplar question papers.

The Minister established three committees to enable smooth implementation of curriculum streamlining. The review committee raised questions about the lack of clarity in the NCS. The first committee's task is to provide clear guidelines of what teachers ought to teach on a grade-by-grade and subject-by-subject basis. The time frame for this committee will be two years rather than the one year proposed by the review committee. This will enable it to consult widely and test the statements with teachers.

Its work is supported by two other committees: one to plan for implementation of learning areas in the Intermediate Phase from eight to six, and the other to consider recommendations for improving the distribution and use of learning and teaching support material in schools.

The curriculum challenge is a comprehensive one. It requires ongoing research and development. Effective communication of all these changes is also critical. The Department of Basic Education began a curriculum newsletter, which is distributed to all teachers and officials. Its purpose is to ensure that all teachers and officials are kept abreast of changes and what to expect in future.

## Learning and teaching support material

One of the key priorities of Schooling 2025 is to develop and distribute learning and teaching material, especially learner workbooks. The Department of Basic Education has a plan in place to develop workbooks for grades one to six.

The R750-million workbook allocation in 2011/12 is expected to rise to R1 billion in 2012/13. This is a significant contribution towards assisting the department to meet its challenges in providing support for the curriculum.

The national Department of Basic Education set aside R8 billion over a period of three years to replace mud and inappropriate structures. Some 119 new schools were completed in 2010 as multi-year projects.

In 2011/12, over 3 322 students were supported with bursaries to study at Higher Education and Further Education and Training (FET) institutions. Through Human Resource Development Council-initiatives, 90 FET college lecturers were trained at the universities of Fort Hare, Walter Sisulu and Nelson Mandela Metropolitan.

The Foundations for Learning Programme, implemented in 2011, focuses on strengthening Literacy and Numeracy. Learning and teaching packs for Grade R teachers were distributed to all 13 900 schools that offer Grade R. These packs included lesson plans for Literacy, Numeracy and Life Skills; learners' workbooks and resource books; and posters and story books. Lesson plans in Literacy and Numeracy for grades one to six teachers were also distributed.

By February 2012, 54 million workbooks were delivered to 26 000 schools compared to 24 million in 2011.

Procurement reforms, especially for textbooks, is a key element of the department's commitment to improve education. These reforms include the setting up of a national agency to handle all textbook procurement-related matters. Provincial departments will mainly deal with the distribution of textbooks. It is expected that the new approach will eliminate challenges, ensure a more competitive and transparent bidding process, timely delivery of the exact quantities and at the scheduled time.

## Educational portal

The educational portal [www.thutong.org.za](http://www.thutong.org.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 Department of Basic Education and various role players in the field.

Lakeside Primary School in Vryheid, KwaZulu-Natal, is a non-fee-paying school. Most of its 600 learners come from nearby informal settlements and a sub-economic housing complex. Here, learning is done using gaming technology. The school has partnered with Microsoft to use an Xbox360 and Kinect to teach learners in grades one to three Literacy and Numeracy. It saw an improvement in learners' confidence and vocabulary levels after the first week. By March 2011, six classrooms had been fitted with LCD screens, an Xbox and Kinect and a number of games to encourage learning.

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 lesser amount, are granted an exemption or reduction in fees.

The Education Laws Amendment Act, 2005 provided the legal foundation for introducing no-fee schools in 2007.

By February 2012, over eight million pupils in over 80% of public schools benefited from the no-fee school policy.

### **National Strategy for Mathematics, Science and Technology (MST) Education**

In 2005, the then Department of Education introduced the National Strategy for MST Education to increase the number of learners passing high-level Mathematics.

The primary objective of the Dinaledi Schools Project is to ensure that selected schools are supported to significantly increase the participation and performance of learners, especially African and girl learners, in Mathematics and Physical Science.

Since the project's inception in 2002 with 102 schools, the project has been expanded to 500 schools in all nine provinces. This number includes 18 schools that were adopted by the Department of Science and Technology as part of the Adopt-A-School initiative.

The Dinaledi Schools Project is one of many initiatives to improve learning outcomes in schools. The 500 Dinaledi schools continue to demonstrate that learners can perform well above

the national average with the necessary focus and support.

The 2010 National Senior Certificate (NSC) results showed a marked improvement in the Mathematics and Physical Science results achieved at Dinaledi schools compared to previous years.

Dinaledi schools contributed 47 760 of the 263 034 learners who wrote Mathematics in the 2010 NSC examinations, with 27 109 (57%) of the Dinaledi learners achieving a pass. Dinaledi learners also accounted for 32% of the total number of learners who achieved more than 50% for Mathematics, which was considered a pass at the previous higher grade level for the old senior certificate.

In Physical Science, 36 861 of the 205 364 NSC candidates attended Dinaledi schools, and of these, 21 925 achieved a pass. More than a third of these candidates achieved between 60% and 69%.

### **School-admission policy**

The Education Laws Amendment Act, 2002 (Act 50 of 2002), set the age of admission to Grade One as the year in which the child turns seven. However, the school-going age of Grade One was changed to age five if children turned six on or before 30 June in their Grade One year.

When applying for admission, parents must present the school with an official birth certificate and proof that the child has been immunised against communicable diseases.

For non-South African citizens, a study permit, temporary or permanent residence permit, or evidence of application for permission to stay in South Africa, is also required.

### **Early Childhood Development**

Quality ECD has the ability to improve learning outcomes throughout primary and secondary schooling. For this reason, expanding ECD has been a government priority for many years. The 2009 Medium Term Strategic Framework envisaged that by 2014, the process of universalising access to Grade R should be complete.

ECD is a general classification that refers to the process by which children from birth to age nine grow and flourish socially, physically, mentally, emotionally, spiritually and morally.

One of the priorities of the Department of Basic Education is to increase access to ECD provision through an accredited reception-year

programme as proposed in the *Education White Paper 5 (2001)*.

The non-profit sector plays a major role in ECD. Most of the early learning sites across South Africa have been initiated by the non-profit sector in partnership with communities.

The department's target is that, by 2014, all children should have participated in a Grade R programme before entering Grade One and at least 37% of children from birth to five years should have participated in an ECD programme.

Comprehensive early-childhood care and education include various health, social services and education programmes, brought together in the National Integrated Plan for ECD. The plan includes primary healthcare services, birth registration, child-support grants, and early stimulation offered at home in community programmes or at ECD centres.

The Department of Social Development coordinates the activities of the three partner departments, namely social development, health and basic education. The integrated plan includes the development of national early learning standards, the training of ECD practitioners, which is part of government's employment-creating Expanded Public Works Programme (EPWP), and the development of national norms and standards for Grade R funding.

The Department of Social Development leads government departments for services to children under the age of four years. In terms of the Children's Act, 2005 (Act 38 of 2005), it is the department'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.

In 2010, the department trained over 10 000 ECD practitioners through the EPWP.

The Department of Social Development launched the National ECD Awareness Campaign in June 2011, focusing on registering ECD facilities in rural areas and providing subsidies to eligible children.

By February 2011, more than 400 000 children accessing registered ECD facilities were being subsidised by government at a cost of between R12 and R25 per day. In 2011/12, the department expected to increase the number of subsidised ECD facilities from 16 250 to 17 000.

By February 2012, there were 19 331 ECD centres in the country. More than 848 000 chil-

Deputy President Kgalema Motlanthe opened the University of Johannesburg's newly refurbished Soweto Campus in February 2011. The facility serves as the centre for management sciences and education and includes the installation of new information technology, student accommodation, lecture halls, a student centre, law and health clinics, computer laboratories and sport facilities. The campus was custom-made to complement the strong development history of the Sowetan community and that of the university.

dren received ECD services and over 514 000 of them were subsidised by government.

## Education of learners with special needs

In July 2001, the then Department of Education gazetted the *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 department's approach to inclusive education is geared to promote the democratic values enshrined in the Constitution.

Statistics for 2009 show that there were 124 535 learners with disabilities in ordinary schools and 111 619 learners with disabilities in special schools.

The national and provincial departments of education 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 impairment
- tuberculosis
- conflict with the law
- physical disabilities
- neurological and specific learning disabilities
- multidisabilities
- intellectual disabilities
- hearing impairments
- communication disorders
- epilepsy
- being over-aged learners.

## Educator development

A detailed national teacher-development action plan, including activities, timelines, responsibilities and output for the next five years, nested in a

longer-term plan to ensure a sustainable teacher-development system, was completed in 2010.

Between 2010/11 and 2014/15, the department will target at least 8 000 principals and deputy principals to complete the Advanced Certificate in Education: School Leadership and Management (ACE). In addition, all school leaders from under-performing secondary schools and their feeder primary schools completed specific stand-alone ACE modules.

The department aims to strengthen subject advisers' knowledge of the school curriculum and their skills by supporting teachers to implement the curriculum through specific programmes. The training of ECD and Foundation Phase practitioners took place through FET colleges.

To ensure equity in the provision of infrastructure to schools, the department published the *National Policy on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment* in June 2010 in the *Government Gazette*.

The aim of the policy is to:

- regulate and formalise the provision of school infrastructure
- provide guidelines towards equitable provision of an enabling physical teaching and learning environment for all learners
- indicate clear roles and responsibilities of all role players
- unify accountability in the provision of school infrastructure.

In April 2011, the Integrated Strategic Plan for Teacher Education and Development in South Africa for the period 2011 to 2025 was launched.

This plan is expected to:

- ensure that there are enough teachers to serve the needs of schools
- ensure that increasing numbers of high-achieving school-leavers are attracted to the teaching profession
- provide teachers with ongoing support to improve their education and skills.

Existing university-based teacher education will be strengthened; and new, dedicated institutions and campuses established where needed.

Where feasible, FET colleges engaged in the training of ECD practitioners will also be involved.

The department was also working on a plan for the education and development of lecturers for FET colleges and adult education and training practitioners.

From 2011 to 2014, the department is expected to increase the number of universities offering Foundation Phase teacher education programmes, specifically for the preparation of teachers who are able to teach in African languages.

The Department of Basic Education completed the curriculum and assessment policy statements and will be incorporating them into the Foundation Phase and Grade 10 in 2012. The department trained subject advisers and the provinces are continuing with the training of teachers. Based on the ANA results, there should be a more scripted approach to teacher development, including training and support to teachers to help them manage and use efficient methods to teach specific content areas that the assessment showed to be particularly challenging to learners.

The department is also strengthening the campaign to attract young people to the teaching profession through the Funza Lushaka Bursary programme.

In addition, as part of the efforts to strengthen accountability in the system, the department is working closely with the Education Labour Relations Council (ELRC) to develop performance-management contracts with principals and deputy principals.

## School management

District offices are a vital link between the education departments and schools. Not only are they central to the process of gathering information and diagnosing problems in schools, they perform a vital support and intervention function. This includes organising training for personnel, dealing with funding and resourcing bottlenecks, solving labour-relations disputes and many other functions. They are key to ensuring that school principals remain accountable to the provincial department and that accountability lines within the school to the principal and to the SGB are maintained. Districts are the provincial departments' main interface with schools.

## Education infrastructure

The National Education Infrastructure Management System is accessible to all provinces and is being used to provide information on infrastructure progress in education.

Better information is available as a basis for monitoring and planning. It provides historical

information, capability for data-updating, verification of data, automatic updating of learner numbers and a platform for data downloading to enable distribution to provinces.

Cabinet also mandated the department, on the basis of this information, to investigate innovative mechanisms to accelerate school-infrastructure delivery to deal with the significant remaining infrastructure backlogs and challenges.

The Department of Basic Education, the Development Bank of Southern Africa and the National Treasury worked together on developing appropriate financing models and capacity for the Accelerated School Infrastructure Improvement Programme.

The department developed the initiative to eliminate all backlogs in schools by 2014, including water, sanitation, electricity, fencing and inappropriate structures.

Provinces made progress in reducing infrastructure backlogs, which included libraries, computer centres and related facilities.

Schooling 2025 provides for short- to medium-term initiatives to procure resources for school-infrastructure development.

The department established a working relationship with provincial education departments to develop a national framework for quality education in rural areas.

The department announced a strategy aimed at partnering with the Ministry of Rural Development and Land Reform, as well as with other relevant ministries such as public works, water affairs and transport, to alleviate conditions at rural schools.

The department also developed an initiative that aims to achieve basic functionality levels in targeted schools' infrastructure within the 2010 to 2014 strategic plan period.

Provincial departments of education, within their normal school-building programmes, made significant progress in the eradication of backlogs.

In line with government's key objectives of delivering services to the public and in particular the poor, the Department of Basic Education has been working with the departments of water affairs and energy to implement and manage the provision of water, sanitation and electricity infrastructure in schools.

In 2011, government allocated about R8,2 billion to eradicate some 3 600 mud schools between 2011 and 2014.

## Equity in education expenditure

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

The Government's ESF promotes financial equity between provinces through the distribution of national revenue to provinces on the basis of relative need and backlogs. In the area of education, the size of the school-age population and the number of learners enrolled in public ordinary schools as well as capital-investment needs are taken into account.

The National Norms and Standards for School Funding, which became national policy in 1999, aim to achieve equality and redress poverty in schools in terms of non-personnel expenditure within a province.

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%.

To enhance the attainment of equity in funding ordinary public schools, the school-funding norms provide for full, partial and conditional exemption for parents who cannot afford to pay school fees, thus ensuring that learners with financial difficulties are never denied access to education.

Considering that about 88% of provincial education expenditure goes towards personnel costs, the distribution of personnel, in particular educators, is a key driver of equity within provinces.

Equity in this regard is promoted by the national post-provisioning norms. These norms have contributed to the narrowing of inequalities regarding educator-learner ratios, and the availability of more educator posts in historically disadvantaged areas.

## National School Nutrition Programme

The NSNP is one of the most important components of the Government's Programme of Action. It was specifically assigned the responsibility of addressing children's ability to learn by providing them with nutritious meals.

By February 2012, the NSNP was reaching 8,6 million learners, providing them with a healthy, nutritious and balanced lunch.

According to the *General Household Survey*, the percentage of five-year-olds attending educational institutions increased from 40% in 2002 to 63% in 2008. These figures include children in school-based as well as non-school education programmes.

This significant growth is the result of government's prioritisation of the reception-year programme.

Government's prioritisation of early childhood development (ECD) is also reflected in public expenditure on this programme, which is projected to grow over the medium term. This includes the Department of Basic Education's plans to build 1 300 Grade R facilities over the next three years in public schools.

Government's target is to ensure that, through the combination of public, private and subsidised Grade R programmes, all five- to six-year-old children should have access to Grade R programmes by 2014. A successful ECD programme will ensure that the education system is free from underprepared learners and will reduce the risk of failure or drop-out at formal school level.

## School safety and enrichment

In May 2011, Sport and Recreation South Africa announced the School Sport Programme to ensure active participation in various sporting codes in all schools across the country. The programme was launched at the end of June 2011.

The department's goal is to ensure that there is sport in each school in South Africa, which will culminate in the National Olympics Championship every year. All strategic stakeholders, including trade unions, universities and the South African Sports Confederation and Olympic Committee, support this programme.

According to the Department of Basic Education, sport is going to be an integral part of the school curriculum in future. This includes establishing a well-coordinated and seamless school sport system, and access to and delivery of school sport irrespective of ability in all schools.

The department coordinates and strengthens the delivery of national extramural/extracurricular school-enrichment programmes, not only to promote mass participation in sport by young people, but also to enhance social transformation and cohesion.

Some of the arts, culture and music flagship programmes the department 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.

Business Against Crime and the Centre for Justice and Crime Prevention (CJCP) focus on eliminating crime and violence in schools. In

2011, the department, in partnership with the United Nations (UN) Children's Fund (Unicef) and SuperSport television channel, implemented the Sport for Development Pilot Programme in nine school communities affected by increasing levels of crime, violence and vandalism.

Since 2007, the department has intensified efforts to ensure that all schools are safe and secure for both learners and teachers.

The following measures were introduced and implemented:

- The CJCP was appointed by the department and Unicef to conduct a baseline audit to collect information to guide the design and implementation of operational plans to support provinces in curbing crime and violence.
- The department identified 585 schools (65 schools per province) presenting with high levels of crime and violence, and from these one school per province was identified to become part of a ministerial pilot project to create safe, caring and child-friendly schools.
- Interventions were designed and implemented to meet the specific safety needs of the identified schools. Although the initial focus is on the nine ministerial schools, it is envisaged that the provinces will roll out this programme to more schools.

## Values

The Values Initiative continues to focus on all forms of discrimination in education within a broader framework of human rights.

The department finalised the Bill of Responsibilities for the Youth of South Africa, developed in partnership with the National Religious Leaders Forum. It is a mirror of the Bill of Rights, indicating the responsibilities that young people have as they claim the rights afforded them by the Constitution.

The department, in partnership with the Department of Arts and Culture, allocated 2 000 national flags through the Flag in Every School Project, which aims to ensure that all schools fly the national flag with pride.

## Gender equity

One of the key programmes of the Directorate: Gender Equity in the Department of Basic Education is the Girls Education Movement (Gem), which was launched in 2003.

This programme aims to ensure that female learners not only access education, but that their

retention and achievement rate increases. It is founded on three pillars, namely career mentorship, skills development and advocacy. The Gem Skills Development Programme aims to address gender disparities through education and advocacy.

The movement has also incorporated boys, where young people in schools form clubs known as girls and boys education movement clubs. These clubs are the department's avenue to instil in young people constructive values and empower them with information pertaining to life-skills competencies to cope with different social problems, including learner pregnancies, gender-based violence, HIV and AIDS, and sexual harassment.

The *Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools* were developed in 2008. They support schools and school communities in responding to cases of sexual harassment and sexual violence perpetrated against learners and educators within schools, and those that come to the attention of school authorities. The document also sets out standard measures to be taken to respond to situations of alleged and actual sexual violence and harassment across school communities, as well as assisting victims with reporting procedures and seeking intervention and support.

The *Measures for the Prevention and Management of Learner Pregnancy* were also developed and distributed to public schools. The measures are intended to provide an environment in which learners are fully informed about reproductive matters and have the information that assists them in making responsible decisions. It also provides affected learners with information pertaining to their rights to education and support.

## **Kha Ri Gude Mass Literacy Campaign**

The Kha Ri Gude (Tshivenda for "let us learn") Mass Literacy Campaign was launched in February 2008, to enable 4,7 million adults above the age of 15 years to become literate and numerate in one of the 11 official languages. Achieving this goal will enable South Africa to reach its UN: Education For All Commitment made at Dakar in 2000, namely that of halving the country's illiteracy rate by 2015.

Initiated and managed by the Department of Basic Education, Kha Ri Gude delivers across all nine provinces. The campaign enables adult

learners to read, write and calculate in their mother tongue in line with the Unit Standards for Adult Basic Education and Training (Abet) Level One, and also to learn spoken English. The specifically designed campaign material teaches reading, writing and numeracy and integrates themes and life skills such as health, gender, the environment and civic education. The material has been adapted for use in Braille in 11 languages, and for use by the hearing impaired.

The campaign makes specific efforts to target vulnerable groups. In 2011, 80% of the learners were women, 8% people with disabilities, 25% were youth, and 20% were above the age of 60.

Kha Ri Gude provides visually impaired learners with a range of assistive devices, including braillette boards and Perkins brailers for use in class. Learner packs include a full set of material in Braille and a talking calculator. The large-scale printing of Braille material is made possible by Kha Ri Gude owning one of the two high-bulk printers available in South Africa.

Between the inception of the programme and March 2011, approximately 1,5 million learners became literate. From 2010 to March 2011, 609 199 learners successfully completed the programme.

## **Statutory bodies Council of Education Ministers**

The CEM, consisting of the Minister of Basic Education, the Minister of Higher Education and Training and 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 consists of the Director-General (DG) of the Department of Basic Education, the deputy DGs of the department and the heads of provincial departments of education.

The committee facilitates the development of a national education system, shares information and views on national education, coordinates administrative action on matters of mutual interest and advises the department on a range of specified matters related to the proper functioning of the national education system.

## Quality assurance: Umalusi

Umalusi is a statutory organisation that sets and monitors standards for general and further education and training in South Africa with the purpose of continually enhancing the quality of education and training.

Umalusi's key functions are:

- evaluating qualifications and curricula to ensure that they are of the expected standard
- moderating assessment to ensure that it is fair, valid and reliable
- conducting research to ensure educational quality
- accrediting educational and assessment-providers
- certifying learner attainments.

All examination processes for qualifications offered by schools, Abet centres and FET colleges have been quality assured. Accreditation, monitoring and visiting the sites of private providers of education and training continue across schools, Abet centres and FET colleges. Existing assessment bodies (public and private) are monitored, while new applications for accreditation are processed.

## Education Labour Relations Council

The ELRC serves the public education sector nationally. It is a statutory council, initially established by the Education Labour Relations Act (LRA), 1993 (Act 146 of 1993), but now draws authority from the LRA, 1995 (Act 66 of 1995). The ELRC was primarily established with the aim of maintaining labour peace within public education. This is achieved through processes of dispute prevention and resolution.

The ELRC is integrally involved in initiatives to prevent disputes from arising within the public education sector. This is achieved by facilitating the process of constructive collective bargaining between the educator unions and the Department of Basic Education as the employer. The ELRC also conducts various workshops to increase the level of awareness and understanding of sound labour-relations procedures.

Disputes are generally resolved through the processes of conciliation and arbitration. While the bargaining council is guided by its own constitution in resolving disputes, the framework for this is governed by South Africa's labour legislation.

## South African Council for Educators

The SACE is a professional council that aims to enhance the status of the teaching profession and promote the development of educators and their professional conduct. The SACE was established in terms of the SACE Act, 2000 (Act 31 of 2000).

The council's functions are to:

- register educators
- promote the professional development of educators
- set, maintain and protect ethical and professional standards.

Educators are required to register with SACE before they are employed by any authority. The SACE 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, among other things, the Professional Development Portfolio Project that 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; and celebrating World Teachers' Day to acknowledge the work of educators.

The ethics function ensures that educators adhere to the SACE Code of Professional Ethics.

The Continuing Professional Teacher-Development System recognises professional development undertaken by teachers on their own initiative. In 2010, the system was tested in 144 schools nationwide over 18 months and was expected to roll out to the profession in 2011.

## Educator unions

The majority of educators are organised into six educator unions, namely the National Professional Teachers' Organisation of South Africa, the National Teachers' Union, the South African Teachers' Union, the Professional Educators' Union, Cape Professional Teachers' Association and the 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 provides for longer salary bands so that they do not reach a plateau in their salaries too soon in their careers.

It also provides for a new category of posts of 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.

The Education Management Service (EMS) will assist in ensuring that duties and responsibilities are clearly distinguished. The roles of principals are clearly separated from those of classroom educators and specialists. Educators employed in the EMS, whether school- or office-based, will sign performance agreements with their supervisors. Their new salaries will consist of a flexible remuneration package.

## Higher education and training

The aim of the Department of Higher Education and Training is to develop and support a quality higher and vocational education sector, and promote access to higher and vocational education and skills development training opportunities.

The department was established during the national macro reorganisation exercise in 2009 to create a single and coherent post-school education and training system structured to meet the aspirations of youth and adults, and became operational with its own budget in April 2010. The department consists of functions inherited from the former Department of Education, such as university education, FET at college level, and adult education and training (excluding basic literacy and numeracy). It is also responsible for functions related to skills development, including providing oversight of and strategic direction to the National Skills Fund (NSF), coordinating the sector education and training authorities (Setas),

In March 2011, the Deputy Minister of Basic Education, Mr Enver Surty, launched the Bill of Responsibilities Campaign in partnership with Lead SA and the South African Interfaith Council.

The Bill of Responsibilities was introduced in March 2008 as a guide that must draw the attention of learners and schools to the fact that rights come with responsibilities and must be exercised without violating the rights of others. It is a practical document outlining the responsibilities and obligations corresponding with the rights found in the Bill of Rights, in Chapter 2 of the Constitution.

The Department of Basic Education developed a teacher's guide to assist schools in promoting rights and responsibilities among the young.

and providing oversight of the Institute for the National Development of Learnerships Employment Skills and Labour Assessments, transferred from the Department of Labour.

The NSF enables government to drive key skills strategies as well as meet the training needs of the unemployed, non-levy-paying entities, cooperatives, non-governmental organisations (NGOs), community structures and vulnerable groups. As such, it promotes strategic partnerships and innovation in project delivery.

The department is responsible for developing the country's education and training institutional capacity and resources into a coherent but diverse and differentiated post-school learning system, serving adults and youth within the framework of the HRD-SA.

The department's budget for 2011/12 was R9,1 billion. Universities received R19,5 billion and R4,3 billion was allocated to FET colleges.

While the public university system is relatively stable and growing, governance and management aspects within certain HE institutions remain a challenge.

The college system is expected to expand and achieve the goal of one million students by 2014.

Over the 2011 Medium Term Expenditure Framework period, R14,29 billion was allocated as subsidies to FET colleges. Of this, R1,42 billion was earmarked for the expansion of FET college student enrolment, especially to increase artisans. Particular attention will be given to expanding access to students in rural areas.

The reach of FET colleges' bursaries tripled in 2011. Some R1,235 billion was available to financially needy yet academically capable students, meaning that 100% of eligible students from poor

and working-class households enrolled in the National Certificate (Vocational) and 191 were totally exempted from college fees.

The importance of information and communications technology in HE and training is increasing. The department aims to intensify a consultative process on an e-education policy for the post-school education and training system.

e-Learning has the potential to fast-track open and distance education and training, which will enable access for vulnerable groups, including the disabled and learners from rural communities.

The Techno-Girls Project is aimed at exposing vulnerable young girls from rural and poor families. Girls who have gone through the programme will increase the number of girls in critical and scarce skills, such as Engineering, Mathematics and Technology.

The HE landscape consists of the following institutions:

- University of the Witwatersrand
- University of Cape Town
- Rhodes University
- University of Stellenbosch
- University of the Western Cape
- University of Zululand
- University of Venda
- University of the Free State
- North West University
- University of Pretoria
- University of KwaZulu-Natal
- University of South Africa (Unisa)
- Tshwane University of Technology
- Durban Institute of Technology
- Central University of Technology, Free State
- Mangosuthu University of Technology
- University of Johannesburg
- University of Limpopo
- Nelson Mandela Metropolitan University
- Walter Sisulu University
- University of Fort Hare
- Cape Peninsula University of Technology
- National Institute for HE, Northern Cape
- National Institute for HE, Mpumalanga
- Vaal University of Technology.

President Jacob Zuma announced in his State of the Nation Address in February 2012 that a total of R300 million had been allocated for preparatory work towards building new universities in Mpumalanga and the Northern Cape.

HE and training is also referred to as tertiary education. The HE band provides the highest level of education. Entry into HE is through a Grade 12 pass or a Grade 12 pass with exemption.

Private institutions offering HE must register with the department in accordance with the HE Act, 1997 (Act 101 of 1997).

## Transformation of universities

A ministerial committee was established to review the funding framework of universities and make recommendations, taking into account the needs of universities over the next 15 years. It will also consider ways of improving the funding framework to strengthen rural institutions and ensure that historically disadvantaged students are supported within the system. The Ministry also allocated R686 million for 2010/12 to address accommodation needs, including more student residences on campuses.

A report on unbundling and developing health sciences at Medunsa and the University of Limpopo was published in the *Government Gazette* and submitted in 2011. As a result, work to separate the University of Limpopo and Medunsa was underway by late-2011. It was envisaged that, in the long term, Medunsa would become part of a new single-purpose Health and Allied Sciences University, and that a new medical school would be established in Polokwane to cater for growing needs there.

While the public university system is relatively stable and growing, governance and management aspects within some HE institutions remain a challenge.

The Ministerial Committee for the Review of the Provision of Student Housing was expected to submit a final report at the end of June 2011.

## Further Education and Training

The number of young people who are neither studying nor working is estimated to be over three million in the 18- to 24-year age group alone. In response, the Department of Higher Education and Training has to expand educational opportunities for adults outside the universities and FET colleges.

Government, through the department, has developed a strategy to increase the ratio of young people who are in education, employment or training by 2014/15.

The aim of this strategy is to strengthen the education and training system's capacity to provide pivotal programmes to a growing number of young post-school learners as well as adults at turning points in their careers.

Pivotal programmes are professional, vocational, technical and academic learning programmes, which meet critical needs for economic growth and social development.

These programmes generally combine course work at universities, universities of technology or colleges with structured learning at work through, among other things, professional placements, work-integrated learning, apprenticeships, learnerships and internships.

The FET sector with its 50 colleges and 160 campuses nationally is the primary site for skills-development training.

The FET college system carries about 220 000 students in the public colleges and less than 100 000 in private colleges.

## Statutory bodies

### National Board for Further Education and Training (NBFET)

The NBFET provides the Minister with independent and strategic advice on matters relating to the transformation of FET. It was launched in June 1999 in terms of Nepa 1996. The board may, on its own initiative, advise the Minister on any aspect of FET, as well as:

- national FET policy, goals and priorities
- norms and standards, including those regarding funding
- norms and the terms, purposes and conditions of earmarked grants
- reports on FET from provincial advisory bodies.

### National Student Financial Aid Scheme (NSFAS)

The NSFAS, established in terms of the NSFAS Act, 1999 (Act 56 of 1999), 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 scheme also advises the Minister on student financial aid in general, and performs other functions assigned to it by the Minister.

By February 2012, South Africa's higher education and training system had:

- 11 universities: traditional universities that offer Bachelor degrees and have strong research capacity and high proportions of postgraduate students
- six universities of technology: vocationally oriented institutions that award higher certificates, diplomas and degrees in technology; and have some postgraduate and research capacity
- six comprehensive universities: offering both Bachelor and technology qualifications, and focusing on teaching but also conducting research and postgraduate studies
- 50 Further Education and Training colleges with over 269 campuses spread across the nine provinces, which offer the National Certificate (Vocational) and the Report 191 known as the "N courses" and a number of short skills programmes.

Over the medium term, the scheme will be restructured based on the recommendations made after a 2009/10 review of the organisation and its operations. This will include strengthening the scheme's financial and oversight capacity.

The number of students assisted through bursaries and loans increased by 19,1%, from 113 519 in 2007/08 to 135 208 in 2009/10. In 2010/11, this was expected to increase by 39% to 187 500 students. Growth is expected to continue over the medium term, resulting in 450 674 students receiving support by 2013/14.

The NSFAS was expected to disburse R5,4 billion in loans and bursaries during 2011/12, double the R2,7 billion disbursed during 2010. In 2011, further assistance was also given to final-year university undergraduates and FET students who qualified for the NSFAS.

In May 2011, the Minister announced further changes to make HE more affordable. In the past, NSFAS charged interest on student loans throughout the study period. This resulted in students being in debt when leaving university.

In future, the NSFAS will not start charging interest on student loans until 12 months after a student has graduated or left university. This will apply to all NSFAS loans to students registered from 1 April 2011 onwards.

To enable the NSFAS to grant loans to students who have completed their studies but not received their certificates or graduated due to outstanding debt, an amount of R200 million was provided. This will enable about 25 000 students to receive their certificates and enter the job market.

In July 2011, South Africa hosted the Education International Sixth World Congress. Educators from across the globe attempted to address challenges in education to help bring about a better world. The theme of the congress was *Building the Future through Quality Education*.

All students who met the requirements for graduation between 2000 and 2010 and were eligible for NSFAS loans could apply for this special funding through their student financial aid offices. In cases of scarce skills, consideration was given to Honours students.

A further R50 million was provided for postgraduate students who required financial assistance to complete their Honours, Masters and Doctoral degrees. These students entered into loan agreements with NSFAS. The money they repay will fund future postgraduate students.

### **Quality assurance Quality Council for Trades and Occupations (QCTO)**

The QCTO has the mandate to address the quality of training in and for the workplace, and to ensure that such training and knowledge is accredited and certified, including proper recognition of prior learning. The National Artisan Moderating Body was established under the QCTO's umbrella.

The QCTO is expected to bring the needs of industry closer to the education and training system. This is an effort to meet the aspirations of youth and adults and ensure that education, training and skills-development initiatives respond adequately to the country's social and economic needs. It will ensure that qualifications are not only linked to labour-market needs, but also build on qualifications from other institutions. More learners from HE and FET institutions need to proceed seamlessly to the skills-development system and workplace, with easy pathways across the different learning sites.

To achieve this, the QCTO is expected to work closely with Saqa, Umalusi and the Council on Higher Education (CHE).

### **South African Qualifications Authority**

Saqa is a statutory body originally set up in terms of the Saqa Act, 1995. It is well-recognised nationally and internationally. Since April 2009, the authority has been in existence under the

NQF Act, 2008 (Act 67 of 2008), which replaced the previous Act. Under the new legislation, the organisation continues to focus 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 are:

- 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 resource 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, 2008, the executive functions for setting standards and quality assurance will move to the three quality councils.

The NQF and Career Advice Service was launched in January 2011 under the auspices of Saqa. The project has a website, a career advice help line, guidance material and a weekly radio programme in partnership with SABC Education. Broadcasting on nine regional radio stations in nine languages reached about 2,3 million South Africans in 2010/11.

### **Council on Higher Education**

The CHE was established in terms of the HE Act, 1997 (Act 101 of 1997). The HE Amendment Act, 2008 (Act 39 of 2008), and the NQF Act, 2008 implied a significant change for the council, which was previously an advisory institution, monitoring and evaluating the achievement of South African HE policy goals and objectives. The council now also functions as a quality council for HE.

To ensure that quality HE is delivered, the council's priorities over the medium term will be to implement the HE qualifications framework by generating and setting standards and other quality assurance functions; and monitoring and evaluating the achievement of South African HE policy goals and objectives.

## Higher Education South Africa (Hesa)

Hesa is the voice of South Africa's university leadership as it represents vice-chancellors of public universities. Since 2005, Hesa has provided strong and effective representation for its members. Its mandate is to facilitate the development of public policy on HE and encourage co-operation among universities, government, industry and other sectors in South Africa.

Hesa provides services to member universities in five main areas, namely:

- strategic research
- policy advocacy and stakeholder engagement
- sector support, including providing university leaders and their institutions with a supportive network and opportunities for collective action
- special programmes to strengthen institutions' capacity
- value-adding services, including scholarships and international programmes.

## National Skills Development Strategy (NSDS 3)

The NSDS 3 was launched in January 2011. It draws on lessons learned from NSDS I and II. The key driving force of this strategy is improving the effectiveness and efficiency of the skills development system. It represents an explicit commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression. The emphasis is particularly on those 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 (FET colleges, universities of technology and universities), private training-providers and Setas, to ensure that cross-sectoral and inter-sectoral needs are addressed. The NSDS 3 will be guided by, and measured against, several key developmental and transformation imperatives: 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

In August 2011, the National Artisan Moderation Body was formally launched to ensure coordination of artisan development nationally and thereby achieve a single, common national standard across all sectors for artisan development.

The Quality Council for Trades and Occupations started developing new occupational artisan trade qualifications and a curriculum.

be recognised experts in relation to skills demand in their sectors. NSDS 3 provides a stronger base for the Setas and the Department of Higher Education and Training, through service level agreements, to set targets that align with sector skills needs and ensure an improved focus on the core Setas' mandate.

The strategy emphasises the relevance, quality and sustainability of skills training programmes to ensure that they contribute to reducing poverty and eradicating inequality. It focuses 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 occupationally-specific programmes targeting intermediate and higher-level professional qualifications
- promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities
- addressing the low level of youth and adult language and numeracy skills to enable additional training
- encouraging better use of workplace-based skills development
- encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO 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.

In 2011, the department also undertook a comprehensive review of the NSF's spending priorities to reprioritise its funding allocations in line with the goals of NSDS 3 and the overarching HRDS for South Africa.

In July 2011, skills development and education received a significant boost through the signing of the National Skills Accord and Accord on Basic Education and Partnerships with schools that will, among other things, see 30 000 new artisans receiving training. The accords are a partnership between business, government, labour and the community.

This follows on engagements after the release of the New Growth Path, designed to create five million jobs in the next decade. Skills and education are key elements in the growth path. The Skills Accord has eight key commitments designed to drive training and development and, under it, up to 30 000 new artisan students were expected to enter training in 2012.

Government will contribute 31% of the funds, while 13% will come from state-owned enterprises and 56% from the private sector. It will also provide opportunities for training in a work environment for at least 16 000 lecturers at Further Education and Training colleges, which will be phased in.

Business and labour have committed to ensuring that the funding of training is available through the Skills Development Levy. Business also undertook to improve spending on training beyond the 1% compulsory training levy.

The accord stipulates that business will urge companies to spend between 3% and 5% of their total salary bill voluntarily on training. The National Skills Fund will be used effectively to support skills that address the priorities of the growth path.

Organised labour, business as well as community organisations committed to a target of between 100 and 200 schools to be supported in the Adopt-a-School initiative.

## Human Resources Development Council of South Africa (HRDCSA)

The HRDCSA, which was launched in March 2010, represents a milestone in fighting unemployment and growing the economy.

It advises government on sector mobilisation and on an HRDS, managed through the Ministry of Higher Education and Training.

The council's priorities are to:

- accelerate the annual introduction of artisans into the economy
- ensure greater access to FET opportunities
- support the jobs fund by developing worker education and on-the-job training programmes
- review sector skills plans.

## Sector education and training authorities

Government's adoption of the New Growth Path recognises that poverty, inequality and social inequities stem from the exclusion of the majority from the labour market.

The South African labour market is plagued by skills shortages that impede the economy's potential growth. In this regard, as part of its ongoing efforts to improve the new Seta landscape, the Department of Higher Education and

Training initiated interventions to increase access to training and skills development opportunities.

The launch of the new Seta landscape led to the restructuring of the Setas in April 2011, to improve governance, administration and increase training levels overall. A standard constitution for all Setas was introduced to ensure consistency and alignment with regard to the Setas' functioning.

Setas were reduced from 23 to 21, in an effort to streamline them and their work. Measures were also taken to strengthen the manner in which they are governed.

During 2010, 23 517 apprentices were registered by the Setas compared to 17 228 in 2009. Also in 2010, 11 778 apprentices were certificated partly because the number of learners who passed their trade tests has been increasing over the past four years. This indicates that the target of 10 000 artisans a year is being met.

The number of learners entering artisan training is expected to increase further over the next five years due to commitments made by or expected from both business and the Setas. In 2010, the learnership and other learning programmes registered by the Setas had increased from 109 351 in 2009 to 120 615.

## National Skills Authority (NSA)

The NSA is an advisory body, established in terms of the Skills Development Act, 1998, to advise the Minister of Higher Education and Training on:

- policy, strategy, implementation and NSF allocations
- liaising with Setas about policy, strategy and sector skills plans
- implementing the NSDS
- reviewing the accounts and balance sheet of the NSF annually
- receiving and using information from the Skills Development Planning Unit.

## National Skills Fund

The NSF is funded by 20% of the skills-development levies collected by the South African Revenue Service (Sars) (of which 2% is paid to Sars as collection fees and 2% is allocated for administrative costs). One of the NSF's key tasks is to advise the Minister on the Seta landscape and the NSDS. The Minister of Higher Education and Training, on advice from the NSA, allocates subsidies from the NSF. The DG of Higher Education and Training is the accounting officer of

the fund. The fund is to be used to target gaps and complement resource shortages for national priorities. Funds were set aside for competitive grants/bids from community-initiated skills development projects and other initiatives in line with the objectives and goals of NSDS 3.

## **Libraries Library and information services (LIS) sector**

South Africa's growing LIS sector includes a national library, public/community libraries, school libraries, special libraries, government libraries and HE libraries.

The Department of Basic Education recognises the necessity for school library resource provision and addressed this during 2010, holistically through the development of the *National Guidelines for School Library and Information Services*. The guidelines are part of the broader strategy, which is expected to contribute to ensuring that

each school has a functional school library and information service.

The nine provincial library authorities provide, in partnership with local governments, extensive public-library services. Public libraries, among other things, increasingly render community and general information services, and provide study material and facilities for school and tertiary students.

## **Libraries in the Higher Education sector**

The HE libraries hold the bulk of South Africa's scientific and scholarly information resources and fulfil more than half of all interlibrary loan requests. Pressure on HE libraries includes redistribution of educational resources and rising prices.

These libraries have responded by forming consortia, looking at access and exploring digital resources.

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## Suggested reading

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