

Education



The national curriculum is the culmination of 17 years of effort to achieve transformation.

The Preamble to the Constitution states that the Constitution aims to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights
- improve the quality of life of all citizens and free the potential of each person
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

No-fee schools introduced by government are starting to show effect.

The percentage of learners who reported that they paid no tuition fees increased from 0,8% in 2002 to 56,8% in 2012.

The provinces with the highest proportion of non-payers were Limpopo at 88,8% and the Eastern Cape at 73,5%.

The responsibility for education is shared by the departments of basic education (DBE) and of higher education and training (DHET).

The DBE deals with all schools from Grade R to Grade 12, and adult literacy programmes, while the DHET deals with universities, and other post-school education and training, as well as coordinating the Human Resource Development Strategy for South Africa (HRDSSA).

The DBE develops, maintains and supports a South African school education system for the 21st century in which all citizens have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving quality of life and building a peaceful, prosperous and democratic South Africa.

Despite challenges, there has been steady progress in education, with government systematically addressing the shortcomings that have hampered progress in the past. In the less than three years to go before the 2015 target, the DBE is set to fulfil the millennium development goals for expanding access to education.

Education and the curriculum have an important role to play in realising these aims. From 2012, the two national curriculum statements (NCSs) for grades R to nine and

In May 2013, the Department of Basic Education announced that all schools will offer an African language to all learners from grades R to 9 from 2014. It is perceived that African languages do not enjoy the same development and utility as English and Afrikaans. The department will, therefore, ensure that all African languages are equally developed and used by learners in the best interest of their learning and performance in their 12 years of schooling.

grades 10 to 12, respectively are combined in a single document and will simply be known as the NCS grades R to 12.

The NCS for grades R to 12 builds on the previous curriculum, but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

To respond to the call made by the National Development Plan (NDP) for intersectoral co-operation to improve educational outcomes, working with various partners, the DBE put in place an Education Collaboration Framework (ECF). Annually, companies spend just under R3 billion on education.

The ECF will implement targeted programmes, including district and systemic change interventions and innovation projects. A special education trust was set up. Since signing the National Economic Development and Labour Council (Nedlac) Accord on Basic Education, the department has entered into partnerships with over 100 private businesses.

Basic education

In 2013, there were about 11,9 million learners in more than 25 000 public schools, with 391 708 educators. Independent schools have 513 694 000 learners, taught by 33 187 educators in 1 583 schools.

Grade R enrolment has more than doubled, from 300 000 in 2003 to 705 000, which means it is well on track to meet government's target of having 100% coverage for Grade R by 2014. It is also encouraging that more learners are completing grades 9 and 12, and that the percentage of Grade 12 learners who qualify for Bachelor's degree studies has increased.

During the 2013 examinations, the overall matric pass rate improved to 78,2%, with 439 779 learners out of 562 112 passing, while the Physical Science pass rate improved to 67,4%.

On a similar note, 142 666 learners passed Mathematics in 2013, taking the pass rate to 59,1%, compared with 54% in 2012.

While the Free State was named as the best overall performer with a pass rate of 87,4%, the Eastern Cape – which has had problems ranging from the appointment of educators to infrastructure challenges – achieved a 64,9% average.

Legislation and policies

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

- 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*

In March 2013, the Deputy Minister of Basic Education officially launched an e-learning project at the Sunward Park High School in Boksburg which became the first public school to transform learning into a fully digital platform. More than 1 200 learners from grades eight to 12 use this digital educational platform to log into the school portal and download the textbooks specific to that grade and subject. At the start of the school year in 2013, the entire school, began using the e-learning tools.

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 of 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.
- 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. Sasa of 1996 was amended by the Education Laws Amendment Act, 2005 (Act 24 of 2005), which authorises the declaration of schools

In June 2013, the North West Provincial Government announced that it would write off over R42 million in youth bursary debt, for the benefit of young people from poor and disadvantaged backgrounds who had studied through the Office of the Premier Bursary Scheme. As from April 2013, provincial departments have been budgeting and administering their bursary programmes.

In November 2013, the Minister of Higher Education and Training hosted the Brazil, Russia, India, China and South Africa (BRICS) meeting in Paris, France, on the margins of the 37th session of the United Nations Educational, Scientific and Cultural Organisation (Unesco) General Conference. The aim was to strengthen collaboration between BRICS universities, partnerships and knowledge exchanges and investigate how information and communications technology could be used effectively to improve the quality of learning.

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 NCS grades R to 12 replaced the policy document, *A Résumé of Industrial Programmes in Schools, Report 550 (89/03)*.
- The *Education White Paper on ECD (2000)* provides 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 FET 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).

Action Plan 2014: Towards the Realisation of Schooling 2025

This action plan explains the 27 national goals that lie at the heart of the plan.

The future of basic education is informed by Action Plan to 2014: Towards the Realisation of Schooling 2025.

- Medium- to long-term interventions focus on:
- improving the quality of teaching and learning, with an emphasis on strengthening numeracy and literacy
 - undertaking regular assessments to track progress
 - improving ECD
 - ensuring a credible outcomes-focused planning and accountability system.

Annual National Assessment (ANA)

ANA is used to monitor levels and quality of learning outcomes.

Among the closely monitored performance areas are learners’ Mathematics and Physical Science pass rates and the number of Grade 12 learners qualifying for university entry.

Government aims to increase the number of Grade 12 learners who qualify to enrol for a Bachelor’s degree to 175 000 by 2014. One way of achieving this is through the ANA tests that have been standardised and internationally benchmarked. Analysis of the results of such assessments will inform the department’s plans to improve the quality of learning and teaching.

The tests measure learners’ improvement in specific grades and subjects. Through ANA, all public schools and independent schools subsidised by government, conduct the same grade-specific language and Mathematics tests. The language tests cover learners’ home language and their first additional language, and educators mark the ANA tests using the departmental guidelines. The tests are moderated by officials of the various provincial education departments to ensure that similar standards are upheld across all schools. An allocation of R75 million to strengthen the existing programme and expand assessments to include Grade 9 was secured for 2013/14.

The programme was to be integrated and aligned with the Curriculum and Assessment Policy Statement (CAPS).

The results showed that while learner performance in literacy varied from “satisfactory” to “good”, the same could not be said about performance in numeracy, particularly in Grade 9.

The particularly low learner performance in Mathematics at the intermediate and senior phases justifies the steps the department has taken to focus on educators’ professional development and the provision of learning and

teaching support materials at the higher school grades.

The 2013 assessments were conducted in grades 1 to 6 and 9 and took place from 10 to 13 September in all public and state-funded independent schools. Over seven million learners sat for the tests.

In Grade 1, the national average performance in literacy was 60%. In Grade 2, the national average performance in literacy was 57%.

In Grade 3, the national average performance in literacy stood at 51%. In numeracy, learners performed at an average of 53%.

In Grade 4, the national average performance in language was 49% for Home Language and 39% for First Additional Language; the average for numeracy was 37%.

In Grade 5, the national average performance in language was 46% for Home Language and 37% for First Additional Language. In numeracy, the national average performance was 33%.

In Grade 6, the national average performance in language was 59% in Home Language and 46% in First Additional Language. For Mathematics, the average performance was 39%.

In Grade 9, the national average performance in language stood at 43% (Home Language) and 33% (First Additional Language); and in Mathematics, the national average was 14%.

National Curriculum Statement

The NCS grades R to 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 grades R to 12.

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

The NCS grades R to 12 consists of three documents, namely:

- curriculum and assessment policy statements for each approved school subject as listed in the National Policy Document pertaining to the programme and promotion requirements of the NCS grades R to 12
- national policy pertaining to the programme and promotion requirements of the NCS grades R to 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 to 12, which standardises the recording and reporting processes for grades R to 12 within the framework.

The CAPS for grades R to three and 10 were implemented in January 2012; grades four to six and Grade 11 in January 2013; and grades

seven to nine and Grade 12 are expected to be implemented in January 2014.

Curriculum and Assessment Policy Statement

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

It comprises the following:

- CAPS for all approved subjects
- National policy pertaining to the programme and promotion requirements of the NCS grades R to 12
- National Protocol for Assessment grades R to 12.

The department's continued focus is on the phased-in implementation of the revised CAPS. In 2013, the department moved to grades four to six and 11.

Intermediate and Senior Phase CAPS were distributed in 2012 to prepare for implementation in 2013 and 2014, respectively. The Senior Phase CAPS orientation programme for provinces started in March 2013, and ran until May 2013. The Grade 12 CAPS orientation was conducted in all provinces between February and April 2013.

The department expects to complete the process with a roll-out to grades seven to nine and 12 in the 2014 academic year.

In 2013/14, the department increased its focus on technical secondary schools. To improve facilities and equipment, R220,9 million was allocated for the recapitalisation of these schools. This will assist in addressing skills shortages and joblessness.

Budget and funding

The overall budget for 2013/14 for the DBE was R17,592 billion. The budget allocation to provincial education departments was R173,454 billion. It will reach R199,624 billion in 2015/16.

In August 2013, the Minister of Basic Education, the Free State Education MEC and the Kagiso Trust launched the Beyers Naudé School Development Programme in QwaQwa, in the Free State. The programme recognises the outstanding performance of secondary schools in their National Senior Certificate (Grade 12) examination, and excellent performance of primary schools in the Annual National Assessment. By September 2013, the programme had supported 167 schools in the Thabo Mofutsanyana District.

In 2013, nine secondary schools and one primary school, which had met the Beyers Naudé Programme's benchmark pass average, were honoured with brand new infrastructure worth R13 million including libraries, science laboratories and computer centres.

Umalusi was allocated R97,6 million in 2013/14 and will get R112,7 million in 2015/16 to cover its expanded mandate.

Kha Ri Gude received R549,7 million. This mass literacy campaign has reached over 2,9 million adults. To this, the department added R59,2 million allocated for the Extended Public Works Programme: Kha Ri Gude, as a contribution to job creation by recruiting and training volunteers.

Kha Ri Gude volunteers comprise 44 monitors, 203 coordinators, 3 703 supervisors and 38 407 volunteer educators, including 250 helpers for blind volunteers. In this way, the department contributes to the national effort to create jobs, end poverty and roll-back the frontiers of inequality.

An amount of R25 million was allocated in 2013/14 for the National Initiative to improve learning outcomes, which will reach R40 million in 2015/16.

The conditional grant for the National School Nutrition Programme (NSNP) increased by R266,6 million in 2013/14, to R5,173 billion. It will reach R5,704 billion in 2015/16.

The HIV and AIDS Life Skill Education conditional grant allocation was R213,5 million in 2013/14. Monitoring results from 2011 show South Africa has improved access from 39,3% in 2002 to 84,8% of Grade 1 learners.

In 2012/13 there were 12 433 949 learners in over 25 000 schools. In line with the drive to build an equitable system, in 2013/14 the department prioritised inclusive education.

The infrastructure allocation for 2013/14, transferred to provincial education departments through the Education Infrastructure Grant, was R6,630 billion. Over the Medium Term Expenditure Framework (MTEF) period, it will increase to well over R10 billion. Preliminary expenditure for 2012/13 for the Education Infrastructure Grant is at 96%.

An amount of R1,956 billion in 2013/14 went to the Schools Backlog Grant, also called Accelerated School Infrastructure Delivery Initiative (Asidi). A further R3,170 billion for 2014/15 and R2,912 billion for 2015/16 were allocated.

The allocation for 2013/14 for workbooks was R859,3 million.

An allocation of R75 million to strengthen the existing ANA programme was secured for 2013/14 and will reach R160 million in 2014/15 and R167 million in 2015/16.

According to the *General Household Survey 2012*, which was published in August 2013, nationally, 74,1% of people aged seven to 24 were found to be attending educational institutions.

In 2012/13, the department extended the National Workbook Programme to cover grades seven to nine. The allocation for 2012/13 amounted to R811 million for expanding the distribution of workbooks to Grade nine learners.

For 2013, the Integrated Quality Management System was allocated R39,7 million.

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 department works closely with the departments of education of each province to ensure that provincial budgets and strategies are in line with and support national policies.

The national department shares a concurrent role with the provincial departments for basic schooling and ECD, but it is the responsibility of each provincial department to finance and manage its schools directly.

District offices are the provincial departments' 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 provincial department 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 council – 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.

At a CEM meeting in August 2013, it was decided that all provinces should strive to have a chair and a desk for every child.

Heads of Education Departments Committee

Hedcom comprise the Director-General (DG) of the DBE, the deputy DGs of the 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 sub-framework of qualifications for general and FET 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: the Senior Certificate, to be phased out by 2014; and the NSC, which replaced the Senior Certificate in 2008.
- In FET colleges: the National Technical Certificate (Level N3); the NSC (Vocational), which is being phased out; and the National Certificate Vocational (NCV), which commenced in 2007.
- 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, and assessment
- conducts research to ensure educational quality
- verifies the authenticity of certificates.

From October 2013, visually impaired matrics were able to read their results themselves after Umalusi introduced Braille certificates. This is not only for the class of 2012.

Even those who matriculated before 2012 can get their Braille certificates.

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 reliably inform and complement external evaluation.
- monitoring the different levels of school support and the extent to which there is considered action 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 May 2013, the department received the unit’s first national report for 2012 on the state of literacy teaching and learning in the Foundation Phase.

This independent evaluation provided evidence to support proposals on the need to remedy shortcomings in educational practice, eliminate barriers to quality education and develop the knowledge and professional capacity of educators. The department will engage Needu’s recommendations. For 2013/14, Needu was allocated R13,4 million.

In October 2013, the Medical University of South Africa’s former rector, Professor Ramaranka Mogotlane, was appointed as one of the four academics who would lead the long-awaited University of Mpumalanga (UMP). Mogotlane was appointed chairperson of the University’s Strategic Management Team and will be working with Tshwane University of Technology’s leader in Mpumalanga and Professor John Shongwe.

Planning and Delivery Oversight Unit

This unit was instrumental in the implementation of education policies and strategic interventions. Like Needu, it has enriched the diagnosis of bottlenecks in the value-chain inhibiting the attainment of high learning outcomes.

In 2012, through visits to over 2 000 schools, the unit monitored and recommended remedial measures for school readiness in 2013. Though the 2013 school year started with minor glitches, as part of the 94+ Projects for Madiba morale among educators and learners was good.

Under the stewardship of the Delivery Unit, the department attracted more than R40 million from its partners and society. This benefitted 98 earmarked schools, with a further 415 schools adopted through the Nedlac Accord's Adopt-A-School programme.

The Delivery Unit worked with a select cluster of districts to enhance the management and support extended to under-performing schools, in compliance with Section 58 B of the Sasa of 1996. The unit has identified and promoted sharing of good practice among all 86 education districts, through quarterly ministerial meetings with district directors.

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 constructive 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).

To guide learners to make the right subject and career choices, Nedbank's annual national career guidance programme, an initiative aimed at helping high school learners choose suitable careers, was held in Johannesburg in March 2013. In 2013, more than 25 000 learners were exposed to over 115 career choices from across 16 industries.

The council'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
- the ethics function; which ensures that educators adhere to the SACE Code of Professional Ethics
- the Continuing Professional Teacher-Development System, which recognises professional development undertaken by educators on their own initiative.

Educator unions

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 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

The department increased learner access to workbooks and coverage to improve literacy, numeracy and reading.

It provided workbooks to all learners in grades one to nine. Through savings from developing content in-house, the scope was expanded to cover Braille workbooks as well.

Close to 24 million copies of Workbook 1 were delivered to 23 115 schools by November 2012, for use in 2013.

By 2013, around 114 million full-colour national workbooks, which the Australian Council for Educational Research had confirmed were of a high standard, had been distributed to schools.

In terms of national policy, it's a key priority for every learner to have access to a minimum set of textbooks and workbooks.

The *Southern and Eastern Africa Consortium for Monitoring Education Quality 2011 Survey* put South Africa at 78% for literacy and 83% for Mathematics.

Prudence in the deployment of resources is key to the national endeavour for equality and inclusive development and growth. Addressing inequalities in education forms part of the rationale for centralising the procurement of books.

The development of the national catalogue of textbooks for grades seven to nine and 12 commenced in November 2012 and was completed in March 2013.

Satellite broadcasting programme

The satellite broadcasting service will broadcast Mathematics for grades eight and nine 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.

From May 2013, they were rolled out to 385 schools that are part of the Secondary School Improvement Programme.

The system provides for learners and educators to use landline and mobile phones, and social media platforms such as Facebook, Mxit and Twitter to communicate with the central broadcast studio to ask questions or make comments.

The satellite platform also provides on-the-job training for class educators who also attend further lessons in the afternoons.

In January 2013, the National Youth Development Agency gave R450 000 towards the *My Future, My Career* Project, which provides secondary school learners with career education screenings in cinema complexes. The initiative is run through a partnership between the Department of Basic Education, Primestars Marketing and Nedbank.

Eco-school programme

The Eco-Schools programme was established by the international non-governmental organisation (NGO), Foundation for Environmental Education in 1994, in response to a need to involve young people in environmental projects at local level.

Eco-Schools are required to involve students in different themes, including healthy living, nature and biodiversity, local and global environmental issues, resource use and heritage and culture.

Each school follows a seven-step change process and empowers its young people to lead processes and actions wherever they can.

Through commitment to the Eco-Schools seven-step process, improvements will be seen in the learning outcomes, attitude and behaviour of students; ultimately, the local community; and the local environment. Evidence of success in these areas will eventually lead to a school being awarded "The Green Flag".

By July 2013, the Eco-Schools programme was in action in more than 1 100 schools in South Africa.

Educational portal

The educational portal www.thutong.doe.gov.za offers a range of curriculum and learner-support material, professional development programmes for educators, and administration and management resources for schools.

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

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

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

Improving access to free and quality basic education

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

The threshold target allocation for no-fee schools for operational expenditure has increased

to R880 per learner. The national per learner target amount for Quintile 1 schools is R960.

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

Early Childhood Development

Over the next three years, R1,4 billion will be spent to support ECD programmes and implement the community-based Child Care and Protection Programme. This will increase access to ECD from the current 500 000 to 580 000 children, with a focus on rural areas. It is expected that more than 10 000 youths will be employed as a result of the programme.

Government is committed to ensuring that ECD is linked to other development-based programmes, particularly within the context of the Comprehensive Rural Development Programme (CRDP), 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 Department of Social Development (DSD) 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 – and the development of national norms and standards for funding.

The DSD leads government departments regarding 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.

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 department's approach to inclusive education is geared toward promoting the democratic values enshrined in the Constitution. 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 and hearing impairments
- tuberculosis
- conflict with the law
- physical disabilities
- neurological and specific learning disabilities
- intellectual disabilities
- communication disorders
- epilepsy
- over-aged learners.

Educator development

Through the Teacher Union Collaboration initiative, in 2012/13, teacher unions and their institutes implemented professional development programmes covering areas in which educators needed support. It was reported that over 58 000 teachers benefited from these programmes.

In 2012/13, the department completed an audit of the 114 district-based educator resource centres, and developed norms and standards for such. The department plans to make teacher centres vibrant hubs for teacher development activities at district level.

The department developed a National Education Human Resource Planning Framework to effectively manage the demand, supply and utilisation of educators.

With support from the United Nations Educational, Scientific and Cultural Organisation, the department commissioned a project to develop an instrument for evaluating the implementation of the post-provisioning norms. The department and has a responsibility to monitor compliance regarding teacher attendance, punctuality and proper use of school resources.

In May 2013, the department worked with the State Information Technology Agency and National Treasury to finalise implementation systems and processes, including modalities of using a centralised mechanism for procuring laptops for teachers. Funza Lushaka bursaries help attract new teachers for Mathematics, Science and languages. The department aimed to increase the number of bursars to 14 400 in 2013/14, at a cost of R893,9 million.

The implementation of the Integrated Strategic Planning Framework for Teacher Education and Development is making progress.

The CAPS has seen over 200 000 educators being familiarised with the new curriculum imperatives.

The DBE distributed 400 000 copies of educator guides to the workbooks and ensured the training of 200 Foundation Phase and Intermediate Phase advisors and specialist trainers.

Through its teacher support programmes with teacher unions, the programme contributed to the training of 55 922 union members in 2012/13.

In addition, the department concluded strategic partnerships with Vodacom, CISCO, Mindset, University of South Africa (Unisa), MTN and other partners to strengthen the capacity of teacher centres by improving Information and Communications Technology (ICT) and content for teacher development.

School infrastructure One-school-a-week

The Minister of Basic Education launched the One-School-a-Week campaign in July 2013, at the handover ceremony of Mandela Park Primary School in Mthatha, which coincided with the celebration of former President Nelson Mandela's 95th birthday.

The occasion was used to demonstrate Madiba's passion for education, especially his rallying call for business to invest in education by building schools in needy communities.

The department handed over a new school every week in the Eastern Cape, until November 2013.

The programme is a clear commitment to government's initiative to improve the quality of education. The programme aims to replace inappropriate school structures, and address the backlog of basic services and the provision of water and electricity.

The programme is part of the government's National Infrastructure Plan – Strategic Infrastructure Project (SIP 13) which involves the rebuilding of schools.

The department prioritised the Eastern Cape, in an attempt to eradicate mud schools. A project to rebuild 49 schools was initiated.

In October 2013, President Jacob Zuma opened and handed over one of the completed schools, Ethridge Junior Secondary, to the community.

In October 2013, the newly built Tshantshala Senior Primary School in Gugwini village, just

outside Lusikisiki in the Eastern Cape, was handed over and stands as a beacon of hope for the local community as they now know that their children have a decent place to learn. The new school has, among others, 14 classrooms and two water tanks. It was built at a cost of R9 million. Prior to the school being built, learners in Gugwini used to travel more than 10 km to attend school in neighbouring villages. The school has 134 learners and four educators.

Tshantshala joins the list of new schools that have been opened as part of the One-School-a-Week Campaign, which has seen the opening of Notsolo Senior Primary School, Mqokolweni Senior Primary School and Ndlovayiphathwa Senior Primary School as part of the programme.

In total, 16 schools have been built and handed over in the Eastern Cape.

Accelerated Schools Infrastructure Development Initiative (Asidi)

The Asidi project has become part of the Presidential Infrastructure Coordinating Commission, which is aimed at rolling out infrastructure delivery in the country.

Government's contribution to replacing inappropriate school structures through Asidi has become a significant milestone for the expansion of access to basic education for all South African children.

The new schools complement the DBE's efforts to fight inequality in education.

The R8,2 billion public-private programme aims to eradicate the 496 mud schools in the country, provide water and sanitation to 1 257 schools and electricity to 878 schools by March 2016.

The department plans to replace 200 inappropriate schools, of which 132 are in the Eastern Cape, 30 in the Free State, three in KwaZulu-Natal, three in Limpopo, five in Mpumalanga, one in the Northern Cape, one in North West and 25 in the Western Cape. These are long-term school projects. The department aimed for 25% completion by the end of 2013/14, which meant providing sanitation to 873, water to 448 and electricity to 369 schools.

In October 2013, government handed over six fully furnished timber-frame classrooms to Bhekimfundvo Primary School in Swallows Nest, near Dundonald in Mpumalanga. The environmentally friendly classrooms were donated by the state-owned company (SOC) South African Forestry Company Limited (Safcol). Kwezilethu Senior Primary School in Mthatha, built under the Asidi programme, was handed over in August 2013. In total, about 50 schools are to be built through the Asidi programme to accommodate more than 10 000 learners in the Eastern Cape.

On 5 October 2013, the Deputy Minister of Basic Education wished all teachers a Happy World Teachers' Day, praising the vital role of educators in education and development. The theme for 2013 was "A Call for Teachers".

The R8,2 billion public-private programme aims to eradicate the 496 mud schools in the country, provide water and sanitation to 1 257 schools and electricity to 878 schools by March 2016.

National School Nutrition Programme

The NSNP is changing the face of the education system across the country. Over eight million learners in 21 467 public schools are benefiting from the programme. Over 54 000 volunteers prepare and serve the meals.

The NSNP has been transformed from a simple cold meal to a daily hot, cooked meal.

The grant for the programme has increased from R2 666 million in 2013/14, to R5 173 billion and the department estimates that it will reach R5 704 billion in the 2015/16 financial year.

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 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.

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

School safety

The Partnership Protocol Agreement was renewed by the ministers of basic education and police in August 2013. The main objective of the agreement is to establish safe school committees across the country. The implementation of the protocol agreement began in 2013, with 18 309 schools linked to police stations. School safety committees were also established.

The protocol is headed by the police's Visible Policing Division and the DBE's School Safety

In 2013, the Department of Higher Education and Training established the National Institute of Humanities and Social Sciences. This initiative was to ensure that the humanities and social sciences were not neglected while focus was on developing the economy and providing scientific, industrial and commercial skills.

and Enrichment Programme, in acknowledgement that the issue of crime and violence in schools is a shared responsibility.

In March 2013, the DBE and LeadSA launched the Stop-Rape Campaign.

Learner health

Integrated School Health Programme

Key among the department's successes is the Integrated School Health Programme that will offer, over time, a comprehensive and integrated package of health services to all learners.

The target for 2012/13 was to provide health screening to 500 000 learners. However, over 650 000 learners benefited from health services.

In 2013/14, the department aimed to provide health services to 750 000 learners in grades 1, 4, 8 and 10, as well as learners repeating grades in Quintile 1 and 2 primary and secondary schools. Services would also be extended to special schools.

In 2013, the department developed the National Strategy for the Prevention and Management of Alcohol and Drug Use among Learners in Schools and will promote learner-based interventions together with community activities to raise awareness of the impact of alcohol and drug abuse on schools.

Higher education and training

The DHET is responsible for post-school education and training in universities, colleges and adult education centres. The department has been building a single, coherent, differentiated and articulated post-school education and training system.

This will contribute to overcoming the structural challenges facing society, by expanding access to education and training opportunities and increasing equity, as well as achieving high levels of excellence and innovation. Entry into institutions of higher learning is through a Grade 12 pass or a Grade 12 pass with exemption.

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
- 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

- 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 scheme also advises the Minister on student financial aid, in general, and performs other functions assigned to it by the Minister
- FET Colleges Act, 2006 (Act 16 of 2006), regulates FET to provide for which:
 - establishment, governance and funding of public FET institutions
 - registration of private FET institutions
 - quality assurance and quality promotion in FET
 - transitional arrangements and the repeal of laws
 - matters related
- General and FET Quality Assurance Act, 2001 (Act 58 of 2001), which provides for the establishment, composition and functioning of the General and FET Quality Assurance Council. It also provides for quality assurance in general and FET. This includes 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
- South African Qualifications Authority (Saq) 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 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 tech-

nology and universities), private training providers and sector education and training authorities (Setas), 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.

NSDS 3 provides a stronger base for the Setas and the DHET, 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 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 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 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 department has been increasing access to higher education programmes by expanding spaces and options available at FET 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 FET colleges, where training is vocationally based.

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
- Sol Plaatje University, Northern Cape
- Tshwane University of Technology
- University of Cape Town
- University of Fort Hare
- University of the Free State
- University of Johannesburg
- University of KwaZulu-Natal
- University of Limpopo
- University of Mpumalanga
- University of Pretoria
- Unisa
- University of Stellenbosch
- University of Venda
- University of the Western Cape
- University of the Witwatersrand
- University of Zululand
- Vaal University of Technology.
- Walter Sisulu University.

University enrolments have increased by 12% from 837 779 in 2009 to 938 200 in 2011, which is in line with the aim to increase enrolments to 1,62 million by 2030, as envisaged by the NDP. Overall, the number of university graduates for this period increased by 11%.

The rate at which the number of postgraduates increased was higher than that of overall graduations. Research master's graduates increased by 26%, and doctoral graduates increased by 15%, from 1 373 in 2009, to 1 576 in 2011.

Linked to the expansion of the university system is the establishment of Sol Plaatje University in the Northern Cape and the University of Mpumalanga. An amount of R2,1 billion was earmarked for the development of the universities over the next three years.

In April 2013, the Minister of Higher Education and Training launched a R10-million construction skills development and job creation project, in partnership with the Construction Sector Education and Training Authority and the Cape Agulhas Municipality. The project contributes to reducing high unemployment and poverty rates, and uplifts the lives of local communities in and around Bredasdorp.

Both universities were expected to open their doors in 2014 in selected academic programmes, using existing buildings.

In 2013, progress was made in separating the Medunsa campus from the University of Limpopo and establishing a new university incorporating that campus.

This will be a comprehensive university of health and allied sciences, including veterinarian science and dentistry.

The Siyabuswa Teacher Education campus was launched in 2013. It is managed as part of the University of Johannesburg, but will later be transferred to the new university in Mpumalanga.

Processes to establish new teacher education campuses in KwaZulu-Natal, Eastern Cape and Limpopo continued in 2013. The department expected to exceed 14 000 new teacher graduates by 2015.

A policy on the professional qualifications for lecturers in technical and vocational education and training was finalised and gazetted in 2013. This policy established, for the first time, a coherent set of qualifications for college lecturers, such as:

- In Mpumalanga, the former Ndebele College of Education, Siyabuswa campus, was re-opened through a formal agreement between the DHET, the Mpumalanga Department of Education and the University of Johannesburg.
- In KwaZulu-Natal, a project have been initiated regarding the establishment of a new teacher education programme at the former uMzimkhulu College of Education site.
- In Limpopo, discussions have been initiated with senior staff at the University of Limpopo and provincial education department regarding the establishment of a new teacher education campus.
- In the Eastern Cape, two potential sites for new teacher education campuses had been identified, the first being the former Cape College of Education, and the second being a school in a township in Grahamstown, which is facing closure, due to dwindling student numbers.
- Additional developments include the decision by Nelson Mandela Metropolitan University to locate foundation-phase teacher education at the Missionvale campus and the possible location of a foundation-phase programme at the Whittlesea campus of Walter Sisulu University.

Further Education and Training

The department's top priority is to expand and improve the quality of FET colleges, soon to be

renamed Technical and Vocational Education and Training (TVET) colleges.

For the 2012 academic year, the set target was 550 000 student enrolments. However, 657 690 students enrolled, representing an increase of 54% over 2011. Over the 2013 MTEF period, R17,4 billion was allocated to ensure that FET college enrolments continued on this trajectory. This includes investment in FET college infrastructure to turn college campuses into learning, ICT, sports, entertainment and business incubation centres.

In 2012, the department provided financial assistance through the NSFAS to 187 497 FET college students, exceeding the projected 180 826 students for that year.

To cater for the expansion in student enrolments in FET colleges, the department set aside R6,3 billion over the 2013 MTEF period, beginning with R1,988 billion in 2013 and culminating in R2,2 billion in 2015.

This will enable the department to ensure greater access to education and training opportunities for 702 430 poor and academically capable young people over the MTEF period.

Post-school education and training institutions are unevenly distributed across the country, with rural areas being particularly poorly served.

To correct this unequal spatial distribution, the President announced the availability of R2,5 billion for infrastructure expansion and refurbishment, in 2012. The department also committed to establishing 12 new campuses, in 2012.

Construction of these campuses started in 2013, with the first student intake expected in 2014. In addition, two existing campuses are being upgraded.

This represents the first phase of the expansion of FET college infrastructure and should cater for up to 28 000 additional students in 2014.

The R2,5 billion for capacity-building and programme expansion allocated to FET colleges was to focus on expanding enrolments (R2 billion), building institutional capacity (R365,5 million), and upgrading equipment (R192 million).

Building the institutional capacity of the colleges is essential. The DHET is drawing on the expertise of professional councils for assistance.

During 2012, the department developed the FET College Turnaround Strategy, which focused on building college capacity in management, governance and leadership, financial management, human resource management, teaching and learning, as well as student support services.

With the assistance of the South African Institute of Chartered Accountants (SAICA), the department appointed 50 chartered accountants as chief financial officers at FET colleges.

In partnership with SAICA, the department also appointed 20 human resources specialists to help clusters of colleges to set up human resource systems, procedures and policies to ensure smooth and effective human resource management and development in each college.

The department agreed to a partnership with the Engineering Council of South Africa to improve the FET curriculum, make it more relevant to the world of work and facilitate articulation into higher education.

The DHET developed FET college-based mathematics and science foundation programmes that would enable young people to take up university studies in the engineering, science and technology fields. This programme is expected to be piloted from 2014 onwards.

During 2013/14, the department ensured that each college had structures that enabled a learning institution to function optimally. This included filling all vacant senior management posts, appointing college councils and electing student leadership. These measures aimed to create management, governance and leadership stability in FET colleges.

An analysis of the funding framework for FET colleges and public adult learning centres concluded that the framework was inconsistent with the vision of an integrated, yet differentiated post - school education and training system. To remedy this anomaly, a ministerial committee to advise the Minister was set up on how best to fund the TVET System (FET colleges) and envisaged community colleges, both from the fiscus and levy funds.

At the beginning of 2013, the Minister published a notice in the *Government Gazette*, which effectively transferred authority over FET

In September 2013, learners at the Sindekile Intermediary School in Parys, Free State, received a brand new art-media classroom equipped with 21 computers and an interactive board which would be utilised for school projects.

This was as a result of Kenny Theoane, who represented the Free State at the National Baswa Le Meetse competition in 2011, coming first in the Poster Category.

Baswa Le Meetse is one of the projects of the Department of Water and Environmental Affairs' 2020 Vision Programme aimed at educating learners about water resource management and promoting water sector careers, to address the scarce skills challenge.

Through this programme, learners are able to transfer knowledge and skills to their families and communities. Ultimately, efficient use and protection of this natural resource will be instilled and, hopefully, learners will choose water sector careers.

college management staff from the provincial departments of education to the DHET, with effect from 1 April 2013.

To finalise the migration during the course of 2013/14, parties in the ELRC, General Public Service Sector Bargaining Council, and FET Colleges Bargaining Unit negotiated to finalise the collective agreements that would guide and manage the transfer of lecturers and support staff from the employ of the colleges to the DHET.

In October 2013, the Deputy Minister of Trade and Industry launched the Centre for Entrepreneurship (CEF) at the King Hintsa FET College for Agriculture in Butterworth, Eastern Cape.

The centre forms part of the Department of Trade and Industry's programme to establish platforms with FET colleges to develop local entrepreneurs who will go on to establish and sustain viable and competitive businesses.

Seed funding of R3 million was allocated towards setting up the first phase of the centre.

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. With time, the Public Adult Learning centres will be absorbed into the CET colleges, additional facilities and staff will be provided and the offerings will be extended to provide vocational or community-oriented programmes.

In 2013, the report of a task team which made recommendations for the community colleges, was published for public comment. During the course of 2013, the department identified selected centres to pilot the first community colleges in 2015.

Budget and funding

The department's budget was R34,3 billion for 2013/14, excluding funds from the skills levy.

The skills levy, which is channelled through the Setas and the National Skills Fund (NSF), is expected to increase at an annual average rate of 9,1% over the three years from R11,4 billion in 2012/13 to R14,8 billion in 2015/16.

About one million young people leave school every year and should be absorbed into post-school education or directly into the

workforce, if they are not to be unemployed.

Some 3,5 million school leavers between the ages of 15 and 24 in the first quarter of 2013, were not absorbed into employment, education or training, and many adults also found themselves in a similar predicament.

One of the highest priorities of the department is to ensure that the large numbers of young people are given post-school education and training opportunities that will improve their employability.

Policies to achieve the objectives are set out in a *White Paper on Post-School Education and Training*.

Teaching and learning are at the heart of the university system. An amount of R575 million was allocated to all universities for teaching development grants, to assist in improving graduate outputs, and R205 million for foundation programmes to improve the success rates of students from disadvantaged educational backgrounds.

In 2013, a teaching development policy frame-work was implemented; programmes were initiated to support the academic and professional development of lecturers in universities; and R177 million for research development was allocated to all 23 universities to develop the research capabilities of university staff, especially those institutions with low numbers of staff with postgraduate degrees.

The department extended the infrastructure grant to universities from two to three years, increasing the R3,8 billion to R6 billion over the period 2012/13 to 2014/15, including amounts aimed at overcoming backlogs at historically disadvantaged institutions.

Through co-funding, institutions will contribute a further R2 billion over this period, to bring the total investment in university infrastructure to R8 billion.

From 2012/13 to 2014/15, some R1,652 billion was allocated for universities to build and refurbish student residences, with 86% of this funding allocated to historically disadvantaged institutions and campuses. The department engaged with the Public Investment Corporation and Development Bank of Southern Africa to make available additional funding for student accommodation.

In 2013, government increased funds allocated to FET college students to R2 billion. This programme gives effect to the introduction of free education, whereby all qualifying National Certificate Vocational and N4 to N6 (Nated) students are exempt from paying at all public FET colleges.

A solid plan of effective Mathematics, Science and Technology (MST) teaching in schools was developed in June 2013, when experts in these fields met with the Minister of Basic Education. The objective of the roundtable discussion was to strengthen the National MST Strategy to improve learner performance.

Programmes and projects

- The Minister of Higher Education and Training emphasised the country's need for more artisans by declaring 2013 as the "Year of the Artisan", in February 2013.
- About R1 trillion has been allocated for SIPs – which include building of roads, schools, universities, harbours, power stations and other social and economic infrastructure.
- The National Institute of Humanities and Social Sciences was up and running by the end of 2013.
- The work of the Minister's Advisory Panel on African languages was at an advanced stage. The panel would report on strengthening the study of African languages and developing them as languages of scholarship in line with the constitutional requirement that their status be elevated and their use promoted.
- The higher education HIV and AIDS programme, "First Things First," is a dedicated national programme to develop and support the HIV mitigation programmes at South Africa's public higher education institutions. To this end, the "First Things First" programme was launched in February 2013, in the FET sector at the Mnambithi FET college in Ladysmith, KwaZulu-Natal.
- For 2013, the department updated the *Apply Now!* booklet and in June 2013 distributed it to all high schools in the country. As the final phase of the "Apply Now!" campaign, the department raised awareness about the Central Applications Clearing House facility.
- This facility was successfully implemented at the beginning of 2013 as a precursor to the Central Application System. The service advised prospective students of the various educational opportunities within the post-school system and helped direct them to available spaces in the system.
- The department developed and tested the IT system for the Central Applications Service during 2013/14, and will pilot the system for phased implementation from 2015.

Role players

South African Qualifications Authority Saqa, which is well 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

In March 2013, the National Teaching Awards – to recognise the nation's hardworking and dedicated teachers – were held in Midrand. President Jacob Zuma pledged government's commitment to restoring pride in what is universally acknowledged as the mother of all professions.

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.

Quality Council for Trades and Occupations (QCTO)

The QCTO addresses the quality of training in and for the workplace, and ensures that such training and knowledge is accredited and certified, including proper recognition of prior learning.

The National Artisan Moderation Body is responsible for coordinating artisan development in South Africa. Plans are in place to establish offices in the engineering campuses of public FET colleges.

Higher Education South Africa (HESA)

HESA is the voice of South Africa's university leadership as it represents the vice-chancellors of public universities. Its mandate is to facilitate the development of public policy on higher education and encourage cooperation 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

According to the annual *Times Higher Education* BRICS and Emerging Markets Rankings for 2014, which ranks universities in emerging markets according to 13 performance indicators, including teaching, research volumes and research influence, five South African universities feature in the list of top 100 universities: The University of Cape Town was ranked the top university in Africa, the University of the Witwatersrand ranked 15th on the list, Stellenbosch University was ranked 21st, with the University of KwaZulu-Natal and the University of Pretoria rounding off South Africa's showing in the rankings in 45th and 78th position, respectively.

- 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.

To obtain admission to university study for Bachelor's degrees, with the old Senior Certificate, a candidate had to pass four subjects with 40% and two with 33,3%.

In the case of the NSC, admission to Bachelor studies requires a pass in four subjects with 50% and in the remaining subjects with 30%, provided that the home language is passed with 40% and the language of learning and teaching with 30%. The NSC required a candidate to complete seven subjects, while the old Senior Certificate requires six subjects.

The department benchmarks its question papers as a credible mechanism for ensuring that national question papers are internationally comparable and are of the highest standard and quality.

Human Resource Development Council of South Africa (HRDCSA)

The HRDCSA is a national, multi-tiered and multi-stakeholder advisory body.

One of its key responsibilities is to build the human resource development base required to ensure a prosperous and inclusive South African society and economy.

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 co-chaired by business and labour. It follows the council structure, but is supported by a team of experts comprising technical task teams appointed on an issues basis to provide expert input, in respect of all matters pertaining to human resources.

In September 2013, the Portfolio Committee on Higher Education and Training conducted oversight visits to Wits University and Further Education and Training (FET) institutions in Gauteng and KwaZulu-Natal.

The visits were part of the committee's ongoing countrywide oversight programme, aimed at assessing student enrolment and challenges faced by the institutions; allocation of the National Student Financial Aid Scheme of South Africa bursaries/loans to students; transformation plans and admission policies at the identified institutions.

Since the beginning of 2013, the committee has conducted oversight visits at several institutions of higher learning, including North-West University, the University of Venda, University of Limpopo – Turfloop Campus, and all FETs in Limpopo, Mpumalanga and North West.

HRDCSA held its first meeting of its second term in Pretoria, in September 2013. New council members were also introduced at the meeting.

The Minister of Higher Education and Training used the meeting to present recommendations from the Economic Development Department, and the HRDCSA Technical Task Team on the Alignment of the Human Resource Development Strategy, to the NGP, as well as skills planning.

The council signed off the work that had been by the Technical Task Team on the alignment of the HRDS to the NGP and accepted the recommendations as presented.

The Skills System Review Technical Task Team presented its work on the review of the Skills System in South Africa.

The meeting approved the formalisation of the Public Sector Skills Committee as a coordinating structure to ensure that the public sector has the capacity to meet priorities of a developmental state.

The Department of Public Service and Administration introduced the National School of Government, which will be responsible for education, training and development programmes in a uniform public service, as well as to develop a professional, responsive and capable public service driven by the imperative of a developmental state.

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.

The new Seta grant regulations came into operation on 1 April 2013, and require Setas to focus funding on structured workplace learning and experience, and promoting partnerships between education and training institutions and employers.

This will help institutionalise this work within the post-school education and training system.

Work Integrated Learning Partnerships and Innovation

Linking the education and training institutions and the labour market is a priority. This is because 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.

In 2013, the department established a dedicated unit for this purpose. The unit engages

with employers in both the private and public sectors as well as with Setas to promote and institutionalise work-integrated learning.

Government departments and agencies at national, provincial and local level as well as SOCs started to increase their intake of young people for apprenticeships, learnerships and internships.

National Skills Authority (NSA)

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

- 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

In 2013, for the first time in its history, the NSF reached a stage where its annual disbursements were on par with annual income. In addition, all of the fund's R7 billion historic reserves were earmarked for specific skills development projects of national priority.

Most of the expenditure was for improving infrastructure and programmes for expanding capacity, and improving quality in the production of skills in engineering, medical and veterinary sciences, renewable energy, various trades and rural development.

National Student Financial Aid Scheme

NSFAS is the department's primary tool for ensuring, poor students have access to post-school education. Since 1991, NSFAS has assisted 1,4 million students and many NSFAS alumni play important roles in the country's economy and society.

The board and staff of NSFAS continue to implement the recommendations of the Ministerial Review Committee Report of 2010

Equality Scholarships, worth about R100 000 each, will be awarded to the top 10 matriculants from Quintile 1 and 2 schools who choose to attend Wits University. The programme would supplement the Vice-Chancellor's Scholarships, awarded to the 10 best learners from all schools, and will enhance Wits' current suite of equity programmes, which includes the Targeting Talent programme, the Bale Scholarship programme for young women, the Go to University to Succeed outreach campaign and the Leadership, Education and Development Programme.

and have made significant progress in the turnaround process to enable the entity to deliver on its mandate.

The department's allocation to NSFAS for 2013/14 amounted to R5 769 billion. This included R3 693 billion for loans and bursaries to universities and R1 988 billion for bursaries for FET colleges.

Libraries in the higher education sector

The higher education 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 higher education libraries includes redistribution of educational resources and rising prices.

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