DEPARTMENT OF HIGHER EDUCATION AND TRAINING

Revised Strategic Plan

2010/11 - 2014/15

AND OPERATIONAL PLANS FOR THE 2011/12 FINANCIAL YEAR

Post-school System Diagram

The diagram provides a schematic representation of the strategic plan in terms of short, medium and long term processes that need attention in the post-school education and training system. The ten rectangular blocks at the base of the diagram illustrate the processes required to ensure that the system works.

The ten building blocks are:

- System planning and resourcing
- Institutional and project funding
- Institutional support in the areas of operations, human resource development, programme and curriculum development and student and learner support
- Policy advisory bodies, such as the National Board for FET Colleges and AET, the National Skills Authority, the Sector Education and Skills Authorities
- Quality Assurance bodies, such as the South African Qualifications Authority (SAQA), Council on Higher Education (CHE), Higher Education Quality Council (HEQC), the Quality Council for Trades and Occupations (QCTO) and Umalusi
- Information systems to collect data and share information about the system and environment
- Strengthening the governance and management of institutions and entities
- Identifying and nurturing partnerships
- Ensuring strategic research capabilities as well as monitoring and evaluation of the system and its institutions
- International cooperation and migration to ensure that the quality of South African education and training is internationally benchmarked, to ensure that we are able to share best practice from abroad, to share our practices with the international community especially in countries that are in distress in Africa and to ensure that we are able to attract the best possible skills in our country and to retain the skills we have developed

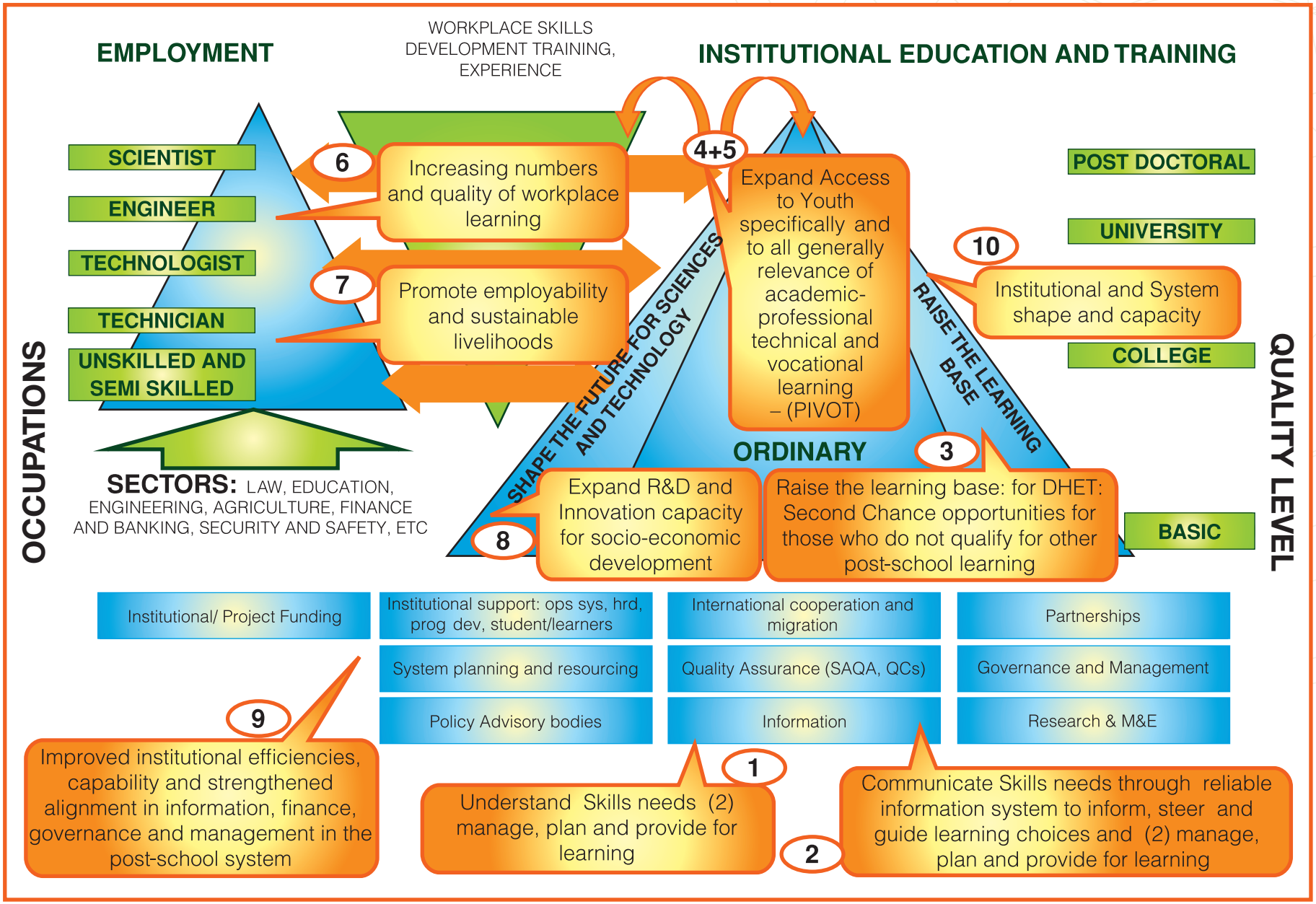
Our goal is thus to ensure that we build these as a strong foundation for our system.

The triangle on the left in the diagram represents the world of work and occupations; it is hierarchical to illustrate the quantum of these skills in the labour market with the ideal always being to ensure that the triangle is as flat as possible and as equitable as possible. At the base of the triangle the workplace is differentiated according to sectors of the economy.

The triangle on the right in the diagram represents the formal and institutional part of the system with its levels of qualifications and institutional forms. In this part of the system we need to ensure that we raise the knowledge and skills base of the population to ensure access to more people and address inequalities arising from issues of race, class, age, gender, geographic location, disability and other inequalities. Reflected on the left hand side of this triangle is the need to shape the future of the country, of its industry and economy by ensuring post university science and technology skills are expanded.

The inverted triangle in the centre of the diagram represents the interface between the world of work and the institutional education and training world. The areas joining the triangle on the left and right through the inverted triangle indicate that the boundary between the two needs to be more porous for life-long and continuing learning.

The numbers 1 to 9 in the oval shaped figures and the text balloons indicate the broad goals articulated in this strategic plan, in the Human Resource Development Strategy of South Africa and the National Skills Development Strategy III.


EMPLOYMENT
WORKPLACE SKILLS DEVELOPMENT TRAINING, EXPERIENCE
INSTITUTIONAL EDUCATION AND TRAINING
OCCUPATIONS
SCIENTIST
ENGINEER
TECHNOLOGIST
TECHNICIAN
UNSKILLED AND SEMI SKILLED
SECTORS: LAW, EDUCATION, ENGINEERING, AGRICULTURE, FINANCE AND BANKING, SECURITY AND SAFETY, ETC
6
Increasing numbers and quality of workplace learning
7
Promote employability and sustainable livelihoods
4+5
Expand Access to Youth specifically and to all generally relevance of academic-professional technical and vocational learning – (PIVOT)
SHAPE THE FUTURE FOR SCIENCES AND TECHNOLOGY
RAISE THE LEARNING BASE
ORDINARY
8
Expand R&D and Innovation capacity for socio-economic development
3
Raise the learning base: for DHET: Second Chance opportunities for those who do not qualify for other post-school learning
10
Institutional and System shape and capacity
POST DOCTORAL
UNIVERSITY
COLLEGE
BASIC
QUALITY LEVEL
Institutional/ Project Funding
Institutional support: ops sys, hrd, prog dev, student/learners
International cooperation and migration
Partnerships
System planning and resourcing
Quality Assurance (SAQA, QCs)
Governance and Management
Policy Advisory bodies
Information
Research & M&E
9
Improved institutional efficiencies, capability and strengthened alignment in information, finance, governance and management in the post-school system
1
Understand Skills needs (2) manage, plan and provide for learning
2
Communicate Skills needs through reliable information system to inform, steer and guide learning choices and (2) manage, plan and provide for learning

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DR BLADE NZIMANDE
MINISTER:
HIGHER EDUCATION AND TRAINING

PROF. HLENGIWE MKHIZE
DEPUTY MINISTER:
HIGHER EDUCATION AND TRAINING

MR GWEBINKUNDLA QONDE
ACTING DIRECTOR-GENERAL:
HIGHER EDUCATION AND TRAINING

1. FOREWORD BY THE MINISTER OF HIGHER EDUCATION AND TRAINING

1. FOREWORD BY THE MINISTER OF HIGHER EDUCATION AND TRAINING

Never before in the history of our democracy have we been better positioned to advance the vision of a truly comprehensive and differentiated post-school system, which is capable of contributing to the lives of individuals, to the economy and to broader society.

The Ministry of Higher Education and Training is aimed at achieving far-reaching outcomes and bringing about changes to improve the provision of post-school opportunities, especially for the youth, but also for adults. There is a window of opportunity for crafting a system that provides a myriad of opportunities and to have a meaningful impact on the lives of individuals, the economy and society.

Our broad mandate is clear. On the demand side, the system must ensure that the skills needed to drive our country's economic growth and social development are delivered at an increasing rate, because available, quality skills will enhance both investment and service delivery. On the supply side, the system must serve a growing number of both young people and adults; it must provide different entry points into, and pathways through the learning system; it must provide quality learning wherever learning takes place – be it at a college, a university or in the workplace; and, importantly, it must provide easy pathways across the different learning sites.

As the Minister of Higher Education and Training I have been asked by the President to be the coordinating Minister for Outcome 5 of Government's 12 performance outcomes; namely "*A skilled and capable workforce to support an inclusive growth path*". The following outputs have been agreed upon for this outcome:

Output 1: Establish a credible institutional mechanism for skills planning, which includes the provision of information with regard to the demand and supply of skills, as well as a career guidance system for the country;

Output 2: Increase access to programmes leading to intermediate and high level learning, including the raising of skill levels of both youth and adults to access training;

Output 3: Increase access to occupationally-directed programmes in needed areas and thereby expanding the availability of intermediate level skills, with a special focus on artisan skills and other mid level skills;

Output 4: Increase access to high level occupationally-directed programmes in needed areas such as engineering, health sciences, natural and physical sciences, as well as increasing the graduate output of teachers;

Output 5: Increase research, development and innovation in human capital for a growing knowledge economy, with a particular focus on post-graduate degrees, deepening industry and university partnerships, as well as increased investment into research development and innovation, especially in the areas of science, engineering and technology.

The Department of Higher Education and Training needs to promote a rethink of the relationship between education and training in South Africa, in order for us to adequately prepare the post-school youth for the labour market. This requires a structured interface between universities, colleges, the Sectoral Education and Training Authorities (SETAs), quality councils and other training institutions, so that they may interact with one another in producing the knowledge and skills on which our society depends.

True to the nature of education and training, there will be tangible and visible activities and programmes to achieve these objectives, although the long-term effects and outcomes will only emerge over time. The spectrum of training spans from artisan training to producing researchers and enhancing innovation. This indicates the extent of the scope and will ensure that our focus is spread evenly.

Access to university education for many qualifying youth is still a serious problem due to inadequate infrastructure, lack of funding and rigid admission requirements by some of the universities. However, we are hoping to expand university enrolments over the next few years, including through the establishment of new universities in Mpumalanga and Northern Cape. In addition we will significantly expand the number of places available in Further Education and Training Colleges and other vocational institutions which must become colleges of choice rather than merely a place for students and learners who cannot make it to universities.

Growing such a system incrementally is a multi-faceted task, with tentacles that reach beyond the scope of this particular department. The foundation provided to learners while they fall within the scope of Basic Education is a vital factor for the success of the post-school system, and the nature of the demands to which we must respond and make a contribution, is evolving continually under the watchful eye of other government departments. My cabinet colleagues and I remain firmly committed to ensuring that our efforts combine and align themselves to facilitate optimal benefits for our country.

The system that we develop must educate and train our citizens so that they, in turn, are able to work towards meeting the economic and social needs of the country. In practice this means that the silos must be broken down and people must be able to traverse from learning to work and from work to learning throughout their lives. Establishing which skills are needed to undertake this work depends on inputs from all government departments responsible for other strategies – a process that the Deputy President has undertaken to lead in conjunction with the Human Resource Development (HRD) Council.

This Council, comprising leaders drawn from business, the community, unions and government, has adopted a National Human Resource Development Strategy, which will assist us in prioritising the challenges we face and steering the institutions that fall within the scope of the system we oversee. Our role as the secretariat of the HRD Council will ensure that there is strong alignment between its work and ours.

The primary goal of this administration is to improve access to institutions of learning, as well as success for poor and rural students in particular, by moving from a racially-based elitist system to a more inclusive system. The transformation of higher education and, more especially public higher education, implies that it should play a central role in responding to the dual challenges of equity and development. Quality and good governance remain key pillars, while we aim to promote a strong interface with those sectors that provide an inflow into the higher education system and an outflow into society and the labour market.

This strategic plan explains how all this will be achieved via a long-term, as well as a one-year perspective, by means of systematic programmes and interventions. Embedded in all programmes of our Department are the following five key issues:

- HIV/Aids
- Disability
- Gender

- Race
- Class

In responding to the realities and needs of our society, all of the Department of Higher Education and Training's programmes will be geared towards addressing these problems.

Government must play an important, if not leading role, in creating the framework for the achievement of the goals stated above. However, government cannot address this challenge alone. Therefore it must lead a process of building strong partnerships with stakeholders and social partners, especially labour, employers and communities.

There must be a sense of shared responsibility towards the achievement of the goal of a skilled and capable workforce to achieve an inclusive growth path.

We commend this Strategic Plan for 2010 to 2015 to Parliament, and also to the people of South Africa.

DR BLADE NZIMANDE

MINISTER: HIGHER EDUCATION AND TRAINING

2. MESSAGE FROM THE DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING

2. MESSAGE FROM THE DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING

It is a pleasure and a privilege for me to take this opportunity to comment on the mandate of the new Ministry of Higher Education and Training established in 2009. As the Department of Higher Education and Training we aim to promote and ensure access to higher and vocational education and skills development training opportunities, which will in turn contribute towards improving the quality of life of all citizens of our country.

As a new Department, focusing on post-school education, which includes adult education, vocational and further education, workplace skills development, developing artisanal skills, and higher and university education, we face enormous challenges in achieving our objectives. These include creating greater access to post-school learning and training opportunities for young people in our country, reducing barriers related to class, race, gender, disability and other inequities. Furthermore, access to post-school learning should not be restricted to certain communities or class of people only, but rather cater for the rural communities and the people of disabilities, equally so.

The department ensures high quality, relevant educational programmes, and responsiveness to national social and economic priorities. In my view, these imperatives include a set of ethics and values that respect and promote our constitutional values, as well as a willingness to support empowerment and enrichment programmes. We are putting systems in place to ensure cooperation and alignment with all educators, around the same objectives, which is to educate and skill, so that our graduates secure decent jobs or they become excellent entrepreneurs.

The Higher Education and Training Ministry would like to urge the youth to continue with unwavering support and commitment to Higher Education and Training as well as skills development. Young men and women of South Africa are now ready to be called upon to further study, comprehend and implement national, provincial and local strategies towards improving the living circumstances of every South African.

This is an African journey of hope; hope that in time, we will arrive at the future when our Education for all is a hope for the realisation of an aspired, non-racial, and non-sexist South Africa. Education can no longer be for its own sake. Knowledge should more and more be used to create the society we would all like to leave as a legacy for future generations, and further help in the transformation of the labour market and removing barriers associated with the labour discrimination and marginalisation that the labour force is exposed to.

Private higher education is an emerging and growing sector in many developing countries and South Africa is no exception. Several studies on the different aspects of private higher education have been conducted in the past few years in South Africa. As a result, a picture of the nature of the sector and its size and shape has emerged. The Ministry of Higher Education and Training recognises that private provision of higher education can play an important role in expanding access to higher education by responding to the labour market opportunities and student demand. The key challenge lies in expanding the role of educationally sound and sustainable private higher education institutions and rooting out poor quality and unsustainable operators in higher and further education.

Our experience has shown that the viability of any successful institution rests on five factors: innovation, quality assurance, strong leadership, organisational strength and financial viability, and the Department of Higher Education and Training is no exception to those values.

Finally, I wish to thank Minister Blade Nzimande for his leadership, his guidance and care, and also his commitment to creating a conducive working environment for the entire higher education and training community. Furthermore, I wish to thank him for his commitment to the transformation agenda of Higher Education and Training in the country.

PROF. HLENGIWE MKHIZE

DEPUTY MINISTER: HIGHER EDUCATION AND TRAINING

3. INTRODUCTION BY THE ACTING DIRECTOR-GENERAL

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In 2009, government adopted the Medium Term Strategic Framework (MTSF) for 2009/10 to 2014/15. Strategic priority Number 4 of the MTSF is to *strengthen the skills and human resources base,* and the particular responsibility of the Department of Higher Education and Training (DHET) *is to develop a skilled and capable workforce to support an inclusive growth path.* (Outcome 5 of the 12 outcomes of government).

The MTSF guided the five-year strategic plan and resource allocation of DHET in accordance with the Medium Term Expenditure Framework (MTEF). The DHET works from the premise that economic growth and development, including the large-scale creation of decent work and investment in quality education and skills development, are at the centre of government's approach.

DHET's goal is to create a vibrant and responsive post-school education and training system that will contribute to a growing, appropriately transformed economy.

By reviewing the progress every year, decisions can be made to remove blockages, resolve issues and ultimately improve the delivery on the expected outcomes. The programmes of our department must interface with the range of social and economic development strategies across all spheres of government. We are creating necessary synergies with the National Industrial Policy Framework; the Industrial Policy Action Plan; the Anti-Poverty Strategy; the Rural Development Strategy; the New Growth Path and the Department of Science and Technology's "Ten Year Innovation Plan". The over-arching framework for all our work is the Human Resource Development Strategy for South Africa (HRDSA), led by the Deputy President and managed by the Department of Higher Education and Training.

Central to the realisation of the goals of the HRDSA is the alignment of its subordinate strategies. One of these is the National Skills Development Strategy (NSDS) which directs the skills levy. DHET has launched the NSDS III framework of the National Skills Authority (NSA) to map a way forward on this part of the Higher Education agenda.

The approach adopted in the finalisation of this new SETA landscape was that of ensuring the broad coverage of skills development in all key sectors of our economy, and to ensure that each SETA is located as close as possible to its relevant economic sector. Whilst appreciating the necessity to transform the

SETAs as primary instruments to facilitate skills development in our economy, at the same time we do not want to introduce changes that would disrupt the closeness of each SETA to its relevant economic sector. Our considerations are also informed by the New Growth Path recently adopted by government, as well as the imperatives of the Industrial Policy Action Plan 2 (IPAP 2).

Furthermore, there is a noticeable absence of adequate career guidance and information that contributes to high dropout rates in post-schooling career choices. I am pleased to announce that the South African Qualifications Authority (SAQA) helpline centre for comprehensive national career advice has been operational since July 2010. This model of service provision will be accessible to learners and students across the system.

We have to assist students and learners to move between learning and work. The skills levy funds will be used to incentivise firms to open up structured workplace learning for college students as well as for university and university of technology students. The State Owned Enterprises and other large employers have a special role to play in this regard. Based on the current student enrolment data, for the period 2010 to 2011, students enrolments will increase by 56% in 2011 through Further Education and Training Colleges, universities, learnerships and short skills programmes, and more growth is expected throughout the cycle of this strategic planning period. The post-school system responds to the need for skills in the country and the following broad areas have been identified as critical areas for further study at any of our 23 universities or 50 public FET Colleges:

- Engineering Sciences, Animal and Human Health Sciences, Natural and Physical Sciences and Teacher Education
- Social Sciences, Humanities, Business Studies, Information Technology
- Artisans and technicians in our country in a variety of areas

The public post-school system provides various pathways for study in all these areas.

There are 50 public Further Education and Training Colleges with over 263 campuses or teaching sites across the country. The public FET Colleges offer a variety of courses in the National Certificate (Vocational) or NC(V) and also NATED or “N” courses that include practical work experience.

In his statement on 8 January 2011, President Jacob Zuma gave an indication of the approach that will be adopted by this administration in gradually introducing free education for the poor to undergraduate level in universities and colleges. Students who qualify for assistance from the National Student

Financial Aid Scheme (NSFAS) will receive awards to cover the cost of their studies. Final year students in universities will be offered the incentive of loans being converted to full bursaries if they complete all the requirements for graduation in the same year. In another important path-breaking development, students in FET Colleges who qualify for National Student Financial Aid Scheme (NSFAS) loans will be exempted completely from paying academic fees. This ought to further ease access to the colleges for students from poor families, as well as to help the country to meet its needs for intermediate and technical skills.

The Funza Lushaka Bursary Scheme of the Department of Basic Education (DBE), which is administered by the NSFAS through the Department of Higher Education and Training (DHET), offers full cost bursaries to capable young people who are interested in serving the country as teachers in priority subjects and phases, particularly in rural and poor schools. The bursary scheme will benefit all qualifying students studying at public FET Colleges and universities in the country.

Participation in programmes at adult education centres is free and is available for young people and adults who have not completed their schooling. A General Education and Training Certificate (ABET Level 4) or a Grade 12 certificate can be undertaken at such a centre.

Finally, I wish to thank Minister Blade Nzimande for the robust engagement with which he leads the Department in all spheres of our work, as well as for his supportive leadership in the challenges that we face as the Department in serving the needs of all South African citizens.

MR GWEBINKUNDLA QONDE

ACTING DIRECTOR-GENERAL: HIGHER EDUCATION AND TRAINING

4. VISION AND MISSION STATEMENT

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VISION STATEMENT

Our vision is of a South Africa in which we have a differentiated and fully inclusive post-school system that allows all South Africans to access relevant post-school education and training, in order to fulfill the economic and social goals of participation in an inclusive economy and society.

MISSION STATEMENT

It is the mission of the Department of Higher Education and Training to develop capable, well educated and skilled citizens that are able to compete in a sustainable, diversified and knowledge-intensive international economy, which meets the developmental goals of our country.

The department will undertake this mission by reducing the skills bottlenecks, especially in priority and scarce skills areas; improving low participation rates in the post-school system; correcting distortions in the shape, size and distribution of access to post-school education and training; and improving the quality and efficiency in the system, its sub-systems and its institutions.

5. A 20-TO-30-YEAR STRATEGIC PERSPECTIVE

5. A 20-TO-30-YEAR STRATEGIC PERSPECTIVE

GREEN PAPER PROCESS

The Green Paper process will provide an enabling and overarching conceptual framework for the Department of Higher Education and Training (DHET) and will provide the required guidance for the development of the system of post-school education and training in the country.

The Department of Higher Education and Training (DHET) was formed in May 2009 and the DHET is now the government department responsible for all post-school education and training. Its areas of responsibility, which are discussed below, were previously located in the former Department of Education, the Department of Labour and the provincial departments of education. Considerable progress has been made in drawing together the various threads in the DHET. It is envisaged that the Green Paper will provide an overall conceptualisation of the work of the department and the institutions for which it is responsible, set out principles on which the department's work is based, and set out the priorities for each of the sub-sectors of the post-school system. It is envisaged that the Green Paper will be completed and released for public comment in 2011. Following public consultation, the work on the White Paper will commence by 2012.

CONTINUITY AND CHANGE

The DHET's long-term strategic plans for the post-school education and training system will optimise continuity and change. The foundations were laid in the solid work of the past 20 years, but future possibilities will require versatile and creative strategies.

The challenges that we face cannot be addressed within the limited perspective of five years. The work we have set out to do, as outlined in this strategic plan, forms part of a longer-term horizon that was imagined over many years of public debate; and ongoing debate must continue to mould our vision of the future.

A COMMITMENT TO INCLUSIVE CONSULTATIVE PROCESSES

Consultative processes across this newly unified sector were historically fragmented and new conversations must be created in an atmosphere of mutual trust, so as to seek a unifying common public good for a coherent system, despite diverse and often competing interests. We believe that it is through vibrant and inclusive debate, in which the best ideas should gain support, that this vision will be built. We can only sustain this project over the next decades and succeed in the task if it has the support of those who are expected to implement it and benefit from it.

For this reason, in 2010/11 the Minister lead a policy process to seek consensus across the system on a vision for the future. This will culminate in a legislative review. This system must then be built systematically over time; building on established foundations.

LONG-TERM GOALS GUIDING THE MEDIUM-TERM FRAMEWORK

We have some understanding of the challenges we face, and these challenges must be rigorously examined so that relevant solutions can be found. Our Strategic Plans for the next five years, which may be reviewed after the intensive processes of consultation with stakeholders across the sector as indicated above, are a medium-term response to long-term challenges. If we can agree on current challenges and where we desire to be in 20 years time, we must then agree on appropriate policies and intervention mechanisms that will systematically and effectively get us there. The long-term goals below form the basis of our current five-year plans, but will also constitute the basis for engagement with stakeholders.

BROAD OVERARCHING CHALLENGES IN THE POST-SCHOOL EDUCATION AND TRAINING SYSTEM

Our long-term goals must be guided by our understanding of our current context and its relationship to the structural consequences of apartheid - in particular the devastating systemic impact on the human resource potential of our country. Structural challenges include skills bottlenecks, especially in priority and scarce skills areas; low participation rates; distortions in the shape, size and distribution of access to post-school education and training; as well as quality and inefficiency challenges in the system and its sub-systems and in institutions. If we are to meet the economic and social goals of participation in an inclusive economy and society, these challenges will have to be addressed so that we are equipped to compete in a more sustainable, diversified and knowledge-intensive international economy, which will meet the developmental goals of our country.

ACHIEVEMENTS SINCE 1994

In 1995, South Africa embarked on the ambitious effort of overhauling the education and training system that was inherited from the apartheid government. Prior to this process, the vocational and technical component of the system consisted of 152 technical colleges located in various education departments. The 152 technical colleges were governed, managed, and funded in different ways. In addition, they served different population groups and their location was determined by apartheid planning. Although there was evidence of some quality provision, college programme offerings were of poor quality and were largely seen as unresponsive to the needs of the economy. The challenge was therefore to transform the existing racially-divided technical colleges into a coherent system that would address the vocational education and training needs of a democratic and developmental South Africa in the 21st Century. The period from 2002 to 2006 saw the consolidation of the merger process, which saw the amalgamation of the 152 colleges into 50 overarching college administrations, dispersed across approximately 254 college campuses. In addition, the completion of this process saw the development and training of college councils, the appointment of principals at each of the 50 colleges and the development of common administration and management systems across the various sites of the colleges.

In April 2005, the allocation of R1.9 billion for the re-capitalisation of public FET Colleges over the period 2006/07 to 2008/09 was announced. Of this amount, R50 million was allocated to the planning requirements that were necessary for the re-capitalisation of the 50 colleges. Through the re-capitalisation grant, 18 455 lecturing and support staff were trained. A more efficient and extensive Information Technology (IT) infrastructure was also introduced, based on the experience gained from implementing a Connectivity Pilot Project in KwaZulu-Natal. Norms and standards for all IT equipment, software, and architecture were developed and utilised throughout the sector to ensure that the IT expenditure would be aligned to the Connectivity Programme. The LAN and WAN of 201 sites over a three year period, which are within the 50 FET Colleges, were upgraded. The funding was also used for large-scale upgrading, refurbishment, alteration and modernisation of workshops, classrooms, laboratories, and offices while new workshops, resource centres, laboratories, offices and classrooms were also built where this was necessary.

With regards to the content provided by FET Colleges, the policy on the National Certificate (Vocational) qualification and the related curriculum policy framework was gazetted in March 2006. The National Certificate (Vocational) at Levels 2, 3 and 4 sets out the minimum requirements for the attainment of the national vocational certificates. In July 2006 after a lengthy process of consultation with government, industry, professional bodies, SAQA and Umalusi, the subject and assessment guidelines for the initial 11 priority programmes were finalised. In 2009, the policy which sets out the minimum admission requirements into Higher Certificate, Diploma and Degree studies requiring the NC(V) Level 4 was gazetted.

In the light of this demand and in keeping with our commitment to avail quality education and training for all South Africans, Government introduced an FET College Bursary Scheme administered by the National Student Financial Aid Scheme in 2007. By 2010, Government had spent just under R1 billion, which has benefited 172 706 students from poor and working class households by facilitating their access to education and training opportunities in FET Colleges.

NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

There has been a ten fold increase in NSFAS since 1999 and in 2008, the Minister appointed a Task Team to review the NSFAS. The report was made public in 2010 and following a consultative process as well as a briefing to Cabinet, several key recommendations are being implemented. Some of the broad recommendations cover the following:

- The strengthening of governance and administration of NSFAS
- Reviewing the NSFAS loan recovery practices to ensure compliance with legislation
- An audit of the NSFAS student loan book

2011 sees an increased injection of funds to NSFAS to cover final year students at universities with an academic incentive of a 100% conversion of the year's loan to a bursary if they qualify to graduate within the year, as well as an expanded 100% bursary programme in the FET Colleges to cover both NATED courses as well as NC(V).

A STRATEGY FOR HUMAN RESOURCE DEVELOPMENT IN SOUTH AFRICA

The growing complexity of the workplace, accelerated by the dynamic impact of globalisation on national economies, production and trade, requires greater flexibility and capacity in the workforce in order to adjust speedily to the rapid changes in technology, production, trade and work organisation. South Africa needs to develop as a 21st century economy, but we have gaps in critical skills required for a range of social and economic development strategies currently being implemented by all spheres of government. These include the National Industrial Policy Framework (NIPF); the Industrial Policy Action Plan (IPAP); the Anti-Poverty Strategy; the Rural Development Strategy; the Technology and Innovation Plan and the New Growth Path. Skills shortages in a number of occupations and economic sectors inhibit growth and investment. These include skills shortages in Science, Engineering and Technology (SET) fields with regard to sectors such as energy, medium and high-technology manufactured goods, and agricultural biotechnology.

These skills shortages coexist with a relatively high level of unemployment and are indicative of a mismatch between the supply of, and demand for skills. Employers report difficulties, in that the knowledge, skills and capabilities that people bring from their educational experience are insufficient or incongruent to the needs of the workplace. Levels of economic and social entrepreneurship in the informal sector are low.

South Africa requires a significant increase in human resource capacity to ensure that future generations will have the requisite capabilities, knowledge and know-how to generate income and reduce poverty in households and communities. The long-term planning required to meet these needs to implement economic development and social change will be fostered by the HRDSA.

The goal of the long-term HRDSA will be to contribute to human development, including building capabilities for generating sustainable economic growth, as well as capacities related to social values, good citizenship and to wider development objectives. The Strategy will encourage optimal responsiveness from education and training activities and resources to the country's developmental needs, and to the demand for skilled human resources. The long-term goal of the Strategy will be for the South African population to achieve high levels of capability across the knowledge spheres of the sciences and humanities, contributing to the growth of all economic sectors and the development of society. It will aim to provide the requisite spaces and quality of educational services to ensure that the majority of the relevant-age cohorts, who complete basic education and training with high literacy and numeracy levels, are well served by the further and higher education systems and the occupational learning system which promotes life-long learning.

The National Skills Development Strategy III will guide the resources of the SETAs and the National Skills Fund towards the long-term goals of the HRDSA.

ACCESS

A strategic priority of the HRDSA is to address the demand for quality further and higher education, which is to be accessible in all provinces and at all locales. It is clear that the capacity of the system must be substantially increased to provide greater access to post-school youth between the ages of 16 and 24, and more in particular those who have left the schooling system. Estimates are that currently 2.8 million or more 18-to-24 year-olds are not in employment, education or training. The National Plan for Higher Education set a target of 20% participation in the higher education rate by 2016. The National Plan for FET commits government to increasing participation of the youth and adults in FET Colleges, to reach one million by 2014.

There are huge social expectations that the post-school system will promote a more equitable and socially inclusive society. This goal is consistent with social justice. If the Department of Basic Education succeeds in raising the number of school graduates ready to meet the challenges of further education and training, this will create additional pressure for access, and capacity will have to be increased incrementally to meet the anticipated needs of the country and the aspirations of its citizens.

We believe that our planning should be guided by the aim that by 2030, at least 50% of young people in the 18-to-24 age group should be studying in universities and colleges. This will require additional capacity in both the college and university sub-systems, but will mean a massive expansion of the college system in particular.

Access to, and success in post-school education is strongly differentiated by race, gender, class and geographic location. Inequalities in education and training outcomes must be significantly reduced over the next 20 years. The demographics of the system should progressively reflect an improved equality in relation to access to opportunities, success and retention rates, as well as in educational outcomes in all parts of the system. As the quality of the education base improves, race, class and geographic location will cease to be the driving determinants of access. Economic barriers to participation in ongoing education and training will be significantly reduced. Challenges of throughput inefficiencies will give way to greater success and participation. All higher education and training institutions will have inclusive institutional cultures, respectful of difference, and supporting learning and development. Institutions will prepare students for a democratic, diverse society - students who are socially conscious, who have a sense of citizenship and respect for human rights and democratic values.

The conception of ‘post-school’ constitutes a challenge of a particular type in a society that is still grappling with the persistent consequences of apartheid education. Too many adults have not had any schooling or the opportunity to achieve anywhere near their full potential, and too many young people have no ‘school-leaving’ qualifications of any value.

A strategic priority of the HRDSA is to ensure that all adults (unemployed and employed) have access to education and training opportunities, which will enable them to acquire a minimum qualification at Level 4 of the NQF. This will mean that we must ‘raise the base’ by providing learning opportunities to those who wish to study further, but who currently do not meet the entry requirements for doing so. The numbers for whom we need to ‘raise the base’ are large and will include the 40% (on annual average) of Grade 12 students who fail the Senior Certificate Examinations. Public and private investment is not

consummated by the satisfactory completion of basic education, measured by failure in the NSC for an annual average of 280 000 Grade 12 school-leavers. Cloete (2009) estimated that the education and career progression has come to a *cul de sac* for two million young adults who attended school, but have not successfully completed their 12 years of schooling.

The magnitude of this pool requires that we re-think delivery modalities to provide maximum access to 'raise the base' with minimal resources. Training programmes, linked to work placements, must be accelerated. After expanded delivery modalities have been determined, we will set an additional target for the number of young people whom we will bring to NQF Level 4 equivalence by 2030.

SIZE AND SHAPE OF THE POST-SCHOOL SYSTEM

The post-school learning system is dominated by a public perception that opportunities for personal advancement can only be met through access to university. Diversity in post-school options must be increased and vocational colleges promoted as a viable and an attractive alternative. Linkages between formal vocational education and workplace opportunities must be strengthened. The post-school system must be supported by an institutional base that is both diverse and differentiated, as well as being conceptualised as an integrated and coherent whole in which meaningful learning pathways are developed across institutional and workplace education and training forums. The differentiation of the system must recognise the unique role and identity of the sub-systems, and the further differentiation of mission and purpose of institutions within these sub-systems. Funding frameworks must be developed to move towards these differentiated goals for the post-schooling system.

Support must be provided to individuals as they navigate transitions between sub-systems and between basic and post-school education and training. A high quality, integrated and responsive career guidance and information system will support the goals of the DHET, in relation to equity, access, success rates and overall development.

PLANNING, COORDINATION AND MONITORING

The university, vocational college and skills sub-systems were planned with insufficient integration of the holistic needs of the economy across these sectors as inter-related components of the post-school education and training system. In order for the system to be relevant to national development, it must be in alignment with long-term development requirements. The role of the HRDSA will be key, as will effective co-planning with the Planning Commission, and key partner departments such as the Department of Science and Technology (DST), the Department of Trade and Industry (DTI), the National Youth Development Agency and the Department of Rural Development and Land Reform.

Strategic priority nine of the HRDSA is to generate annual data on the demand for priority skills, in order to guide measures for supply, including HET and FET enrolment planning, SETA sector skills plans, and managing the immigration of skilled persons. We need to do this and more. What is needed is knowledge and planning instruments for the system as a whole – strategic intelligence for strategic decision-making for the post-school system.

For the first time, DHET brings both the supply side and the demand side of the labour market together in one department. One of its central challenges is to function at the interface between these two 'worlds' in a way that both enhances meaningful dialogue between them, as well as pointing the way forward in a manner that is consistent with broader government goals. This is DHET's mandate within a broader governmental context where long-term planning, high levels of intergovernmental coordination and effective policy integration are being promoted. A fundamental precondition for the execution of this function is an improved understanding of each 'side', as well as of the discourses and disjunctures between them. This necessitates the DHET to build the 'strategic intelligence' of the system, which will reach across the divides of individual programmes within the Department and beyond the Department, into every corner of the labour market (both public and private). To meet this need we will establish an expanded Management Information System (MIS) for the DHET, based on strategic information, generated by new research but also through the improved integration and utilisation of existing data bases. The primary objectives of enhanced information availability are to acquire greater specifications of the contours and dynamics that characterise the system of education and training, for which the new DHET is responsible; and to use this information base in order to:

- Guide improved policy and strategy formulation, implementation, monitoring and evaluation
- Populate career information systems with data which enables learners to improve the quality of their programme selection

- Support the planning of capacity-building amongst those in institutional, sectoral, sub-system and national locations, who are charged with the responsibility to undertake planning
- To enhance policy and strategy coordination across previously divided sub-systems

Efficient and effective administrative and planning systems will be in place to support the development of an integrated higher education and training system. Support will also be provided by an integrated Higher Education and Training Information System (HETMIS), containing learner unit records, and linking all relevant institutions and organisations. The integrated information system will support credible planning, coordination, budgeting and monitoring across the system. A vibrant and responsive legislative framework will also be in place to ensure that the system can comply with national and international demands and priorities. The link between planning and performance will be strengthened.

QUALITY AND RELEVANCE

Another strategic priority of the HRDSA is to create an environment within which the occupational learning and the further and higher education systems can focus on continuous improvement in the quality of educational inputs and outputs, and increase the level of throughput. This is necessary in order to develop a skilled and capable workforce to support our inclusive growth path, and will require the support of a diverse set of higher education and training institutions and programmes.

The DHET plans to promote the notion of PIVOTAL programmes, namely Professional, Vocational and Technical, as well as Academic Learning Programmes, which embrace both an institutional as well as a workplace/community dimension, such as professional engineers and artisans, as well as social workers and rural extension officers. These programmes have moved to centre stage, following the highlighting of the critical skills scarcity in many of the occupations towards which they are geared.

The profile of PIVOTAL programmes has also been raised because it is finally possible to do so. Prior to the establishment of the DHET, institution-based learning and workplace-based learning frequently fell under the mantle of two separate departments, and their alignment and mutual complementarity were difficult to effect. It is now possible to address these challenges and the DHET has resolved to grasp the opportunity to do so. However, it is also aware that another round of system-wide ground-shifting changes is undesirable in the change-weary environment it inherited.

A Collaboration for Occupational Skills Excellence (COSE) is a proposal that DHET has formulated to meet this challenge. The project's central purpose is to streamline the roles and functions of each of its delivery agents, so as to optimise the education and training pipeline of the most scarce ten or fifteen intermediate-level occupations (such as trades and occupations at an equivalent level). In broad outline, the project plan will include the following steps:

- A governance structure, reaching horizontally across three of DHET's delivery sectors (universities of technology, colleges and skills development) and vertically from policy to front-line delivery, will be established under the leadership of the Director-General and a dedicated Project Manager. The support of social partners will also be secured. After an initial list of occupations has been finalised, policy guidelines covering, *inter alia*, the following areas for the project will be finalised:

  - **Qualification and award**: this will require revisiting the decision to terminate the National Technical Certificates and investigating the possibility of modularising components of the NC(V) programme for trade-specific training. It will also require consolidating the range of SETA learnerships, which have been registered with a view to having a single national standard for each occupation.
  - **Funding complementarities**: Formulating optimal financing arrangements, whereby private funds, voted funds and levy funds can all be made to serve the goal of the efficient and effective delivery of these education and training programmes.
  - **Delivery capacity**: The capacity of colleges to deliver the institutional programmes, and of the SETAs and workplaces to provide aligned workplace learning opportunities, will have to be investigated and remedial measures put in place where needed. Such remedial measures will include trainer training (at universities of technology in the main), as well as facility upgrading to minimum standards. The development of learning materials, aligned to qualification and award requirements, will also need to be ensured.

- Teams of experts will need to be convened, one for each of the selected occupations, to carry out the work. The teams will need to bring together the two communities: those with expertise on the institutional side and those with expertise from the world of work. On the institutional side, the teams will be constituted from relevant faculty networks, and on the workplace side from committees of expert practitioners, convened by the Quality Council for Trades and Occupations. Together they will need to investigate every step of the pipeline and develop measures to address inefficiencies, blockages and gaps. The plans each team prepares will then be checked for affordability and quality and, where approved, implemented.

It is envisaged that the first four steps will be completed in 2010/11 for the first set of selected occupations, and the plans will commence with implementation in 2011/12. The lessons learnt in the first round will lead to a revision of the policy guidelines for a second round of ten or fifteen occupations, and the same process will then be followed, until full alignment of institutional and workplace learning is achieved across a growing range of needed occupations over time.

The planned 2014/15 output of the COSE Project will not only be the accelerated education and training of a growing pool of young people in the desired scarce skills areas, but also the growing competence of the system to continue delivering high-quality, up-to-date and relevant programmes in areas of critical need. The project will also provide hands-on opportunities for colleges, universities of technology and SETAs to work together, at system level, in new ways; ways that will hopefully heal the divisions of the past and build new practical partnerships to serve the skills needs of South Africa.

RECOGNITION OF PRIOR LEARNING (RPL)

The effective implementation of RPL has been a goal of education and training policy since 1994. The goal is driven by the continuing need to redress historic inequalities in access to education and skills development, and reluctance by employers and educational institutions alike to give formal recognition to learning that has been acquired outside of formal institutions of learning or formal workplace training. Formal recognition, through proper assessment processes, would open doors of opportunity for large numbers of adults, either for career advancement or for further learning, or both.

South Africa has been rated by the OECD as having a reasonably well-developed national approach to RPL, with islands of excellent practice, but lacking a national policy and support systems that would enable RPL to become institutionalised on a wide scale.

In recent years SAQA has helped to build a network of researchers on RPL in different learning and working contexts. The result has been a substantial increase in knowledge of effective practice, and insight into the kind of financial and professional support that is required to build a credible RPL system. It is well understood, from the study of South African and international models that RPL is properly seen in the context of a national commitment to improving Lifelong Learning opportunities for all citizens. Successful RPL requires a developmental approach with expert assessors and strong guidance for RPL candidates both before they are assessed and after, as they consider their opportunities for career advancement or further learning. Considerable advocacy work is required among employers, learning institutions and workers themselves to ensure that a realistic appreciation of RPL as a developmental system with national priority is well understood.

In February 2011 SAQA convened a National RPL Conference, with strong international support, to consider the current state of knowledge of RPL practice and to map a way forward. Based on the findings of the report and SAQA's advice, the Minister will consider appointing an RPL task team to develop a draft national RPL policy. The determination of policy (and, if required) legislative instruments, will follow. Implementation will require appropriate resourcing and advocacy.

The strategic vision for RPL is that it will become a fully integrated, universally accepted mechanism, allied with education and training provision, to permit optimum utilisation of knowledge and skills acquired by South Africans outside the conventional channels of institutional and workplace learning.

CURRICULAR TRANSFORMATION

In order to meet the skills demands of the labour market it is essential that a suite of professional, vocational, occupational and skills programmes are developed and offered to a wide spectrum of learners. Within the college institutional landscape, eleven vocational specialisations were introduced under the National Certificate (Vocational) qualifications in 2007 covering, amongst others, engineering and related disciplines, business, finance, hospitality, tourism, agriculture and information technology. By January 2012, nineteen vocational specialisations will be on offer.

The Artisan Development Coordinating Committee in the Department will drive the process of updating the Report 191 (NATED) programmes in the sequence of identified priority trades, and aligned to the targets as set out in the NSDS III.

DIFFERENTIATION

The post-school system as a whole must aim to provide differentiated opportunities for the wide spectrum of labour market, professional, social, and individual needs that exist. Learning opportunities for adult learners in the form of adult education and training, such as the adult matric, will gain momentum and is envisaged for implementation by 2013. The Quality Councils, particularly the QCTO, will play a vital role in the registration of substantive qualifications in the occupations thereby paving the way for viable career options along an occupational pathway for the youth and adults, both in employment as well as the unemployed.

ARTICULATION

The long-term vision of the National Qualifications Framework (NQF) is that it will facilitate mobility and progression by learners and workers through the national learning system. Tremendous progress has been made since 1994 in establishing the NQF as an indispensable instrument of national human resource development. Despite inevitable difficulties in implementation, the NQF has achieved widespread acceptance by worker organisations, employers and education providers at all levels.

On the basis of lessons learned during the early years of NQF implementation, the policy and legislative framework of the NQF has been substantially revised. This process has been enhanced by the change in departmental configurations and Ministerial responsibilities. The Minister of Higher Education and Training now has executive responsibility for the National Qualifications Framework Act, 2008. The South African Qualifications Authority (SAQA) has overall oversight of the NQF and maintains collaborative relationships with the three Quality Councils (QCs) for Higher Education, General and Further Education and Training, and Trades and Occupations respectively. The QCs have responsibility for standards development and quality assurance. One of the policy imperatives underlying the changed NQF architecture is to give full scope to the differential learning environments and cultures in general, vocational and workplace learning, while insisting on proper coordination between them so that learner mobility and progression is enhanced.

The Minister must determine, after considering advice from SAQA, the three coordinated sub-frameworks that make up the integrated National Qualifications Framework. The QCs develop the sub-frameworks with SAQA's support and guidance. In 2011 the Minister will determine the new sub-frameworks for General and Further Education and Training and for Occupational Training respectively, and approve revisions to the Higher Education sub-framework, after a thorough process of public consultation. This developmental work is well advanced. Articulation of sub-frameworks is a prime criterion to be satisfied before the Minister may approve and publish the sub-frameworks.

Thereafter the QCs are responsible for populating the sub-frameworks with appropriate qualifications for which effective demand exists, especially in areas of priority need. The Departments of Higher Education and Training and of Basic Education monitor NQF processes through the Inter-departmental NQF Steering Committee, which maintains close relationships with SAQA and the QCs through the NQF Forum and CEO Committee.

UNIVERSITY-SPECIFIC CHALLENGES

The HRDSA prioritises three key goals in relation to universities in particular:

- To increase the participation of men and women in under-graduate and post-graduate science, engineering and technology, in absolute numbers and in proportion to the population demographics, with respect to race and gender
- To increase the size and calibre of the academic teaching and researcher population, in order to create the knowledge required for economic and societal development in the next 50 or more years
- To ensure that the level of investment in education is equivalent to the global average for the further and higher education and training systems

In order to achieve these goals and others, broad challenges in the university sector that must be addressed, include:

Success

The poor performance of the schooling system is a major systemic constraint to success in the university system. Access to programmes with specialised entry requirements is a major concern to universities, as is the under-preparedness of students and the consequent high drop-out and poor completion rates. This is wasteful of private and institutional resources and energies. This context requires well thought through and coherent institutional responses that increase the internal efficiency of universities and address racial disparities in these efficiencies, rather than *ad hoc* responses. Not only must graduation rates be improved, but there must be a systemic focus on the production of high quality graduates. We need to identify and produce students who have the potential to become the new generation of academics and researchers.

Quality

Success rates must be improved, not only by interventions that are focussed on the needs of students, but also on the improvement of teaching and learning practices, in order to promote equity in learning opportunities. Best practice must be identified and lessons applied across the system. The improvement in quality of the academic experience includes improving the broad support given to students, including an improved residential experience.

Differentiation

The differentiation debate in the university sub-system has not been concluded. Universities are currently differentiated by an uneasy resolution of institutional type, but a more profound differentiation is the ongoing legacy of differential resource allocations under apartheid. This legacy remains a differentiation by effectiveness, by geographical location, by research output, by the number of academic staff with doctorates, by student success, by leadership capacity of institutions and by differentiated market capacity to select more high-performing students. There is unequal access to ICT and other infrastructure. It is the view of many in the sub-system that the funding regime must be reviewed to promote a differentiation that will steer the system towards meeting a diverse set of goals in a manner that is just and equitable.

Knowledge production and relevance

Universities are the primary loci of knowledge production and the reproduction of knowledge for the country. If we are to build academic capacity for the future, the system must focus on high-quality graduate training and deepen post-graduate studies and research. There is uneven performance in knowledge production across universities, as well as across disciplines. Significant differences in knowledge production capacity need to be comprehensive analysed, and systemic and institutional strategies developed to address identified deficiencies. In particular, equity issues in the participation of knowledge production must be addressed, and urgent strategies developed to regenerate and enlarge the pool of productive researchers, with a focus on representivity.

Access

Whatever the model's size and shape that determines access to universities, it is clear that we will need additional capacity over the next 20 to 30 years. If we are to achieve a 50% participation rate in universities and colleges with a growing number of young people in the 18-to-25 year age group, and achieve the goals of broader geographic access, the capacity of the system will have to increase. No new universities have been established since the advent of our democratic South Africa, although there is government commitment to growing the two Institutes of Higher Education in Mpumalanga and the Northern Cape into full universities. Looking to the future, the questions do need to be asked: How do our HRDSA projections, on the basis of long-term development planning, guide the programme and qualification mix needs across the sector relative to current capacity? How does current geographic distribution of access match development needs? What current institutions have the capacity to increase their intake in areas of strength and which of these match the existing needs? How do new institutions establish strong academic and research cultures and contribute to capacity in these areas across the system?

An improvement in the quality of learning outcomes will ensure that South Africa becomes an international centre of knowledge and a preferred international destination for higher education and training. This includes meeting our regional targets and commitments within the South African Development Community (SADC) and the Africa region. International cooperation must grow in the research and postgraduate study arena, so as to support South Africa's growth plans.

VOCATIONAL COLLEGE-SPECIFIC CHALLENGES

The vocational college's sub-system is poised to be a significant locus of delivery of vocational and continuing education and training with strong links to industry, in order to meet critical skills shortages. It is also the sub-system that is the most fragile in the complex and incomplete transitions it has experienced in recent years, and in its new location in the post-school education and training system. Special attention is necessary in consolidating its repositioning and building the confidence of industry and of the public in its capacity.

Intensive processes of consultation with key stakeholders will be urgently undertaken to agree on the mission of the colleges, and the steps that need to be taken to make them fit for purpose.

The National Plan for Further Education and Training Colleges, which was gazetted in December 2008, provides the basis for the consolidation and repositioning of the sub-system. It envisages a college sub-system that is responsive to the needs of society and the demands of diverse economic sectors with strong partnerships with commerce and industry with regard to curriculum and governance. Quality provision of vocational qualifications, with strong links to both NQF Level 4 and learning programmes and qualifications in the QCTO, with strong articulation routes to qualifications offered by universities, particularly universities of technology, is a critical component of the new system. At the same time there is an expectation to expand access to the economically active and post-school youth and adults who wish to improve their skills or progress to higher education. The national plan for FET committed government to increasing youth and adult participation in FET Colleges to one million by 2014. Expansion of access while multiple transitions are being managed is a particular challenge requiring intensive and comprehensive support.

The system will be differentiated and responsive to geographical and sectoral challenges. It must offer high-quality and relevant programmes at multiple sites of learning, supported by appropriate infrastructure, equipment and ICT support. Quality support interventions must address low retention and throughput

rates. Institutional practices of teaching and learning must be tailored to the needs of the under-prepared young people who seek further education and training opportunities. Strong linkages with industry must support workplace opportunities for students to gain the necessary work experience as part of their qualification requirements.

These multiple roles and challenges will have to be carefully developed with active stakeholder engagement and with strong support mechanisms to assist the sub-system to meet these multiple roles in the context of current challenges, which include:

Identity and image of the sector

Vocational colleges (or Further Education and Training Colleges, as defined by legislation and previously known as technical colleges), went through major changes over the past two decades, and their shifting identity has left them opaque in the understanding and, therefore, in the aspirations of many families. Their names were changed through processes of amalgamation and their qualification structures were changed. These identity changes present a 'branding' challenge, as government seeks to promote the vocational colleges as 'institutions of choice'.

Governance transition

The governance transition in vocational colleges has happened at two levels at least, and the transition is not complete as yet. At institutional level, in order to create greater institutional responsiveness and flexibility, college councils were made employers of teaching staff who had previously been in the employ of provincial education departments. This is a massive change that is not universally supported and has left some volatility in the system. The capacity to support the employer function is not universal across the sector.

At system level, it is the intention that colleges should become part of the national post-school education and training system and be governed and funded nationally. It is intended that they will no longer be a concurrent competence. This will require flexible and sound working relationships between national and provincial authorities during the period of this transition.

Funding framework transition

The National Plan for Further Education and Training Colleges was followed by the introduction of programme-based funding, geared for the NC(V). The policy goal of a mix of programme offerings requires complementary funding, but the mechanisms by which this diversity of offerings is to be achieved is not well developed. This is a major challenge that is impacting on the functioning of colleges and it is being addressed urgently.

Coordination and management information

A national efficient and effective administrative and planning system must be put in place to support colleges as part of an integrated higher education and training system. A national FETMIS system is in the process of being developed and will be extended to the sector by 2011/12. This will support credible planning, coordination, budgeting and monitoring across the system. In the interim, national planning is dependent on provincial capacity.

Relevance, responsiveness and quality of curricula

The National Certificate (Vocational) at Levels 2, 3 and 4 of the NQF, was put into place to solve the problems of poor quality programmes, the lack of relevance to the economy, as well as the low technical and cognitive skills of FET graduates. However, this programme does not meet all the needs of the vocational programmes, and does not enjoy universal support in the industry. In particular, programmes that support artisan training must be revitalised. The N-courses were fundamentally outdated and lagged behind in applied disciplinary knowledge. It is the view of many that, while the NC(V) has a superior knowledge base to the N-courses, its modality is insufficiently flexible and inaccessible to part-time students.

Content and pedagogical knowledge of FET lecturers

Curriculum reforms must be grounded in the expertise of teaching staff. Both the content and pedagogical knowledge of FET lecturers have, in general, not kept pace with curriculum changes and developments in industry. Institutional practices, supporting effective teaching and learning are inadequate. Processes are in place to fast-track responses to these deficiencies, and systemic interventions are urgently needed.

Success and completion rates

Success and completion rates are inadequately understood, but are generally regarded as poor. An urgent project to analyse these and to establish baselines, differentiated across subject areas and localities, as well as the development of intervention mechanisms will be undertaken. These interventions will include curriculum and institutional support to improve teaching and learning, as well as extensive student support.

SKILLS DEVELOPMENT-SPECIFIC CHALLENGES

The overall goal of the skills development system is to contribute to the development of 'decent work' as articulated by the International Labour Organisation. This will be done by effectively connecting education to technical training, to labour market entry to workplace and lifelong learning. It is these linkages that will sustain productivity. It is these linkages that we believe will be facilitated by the location of the skills legislation in the DHET. Our integrated skills development must before 2020 have made demonstrable and significant progress towards:

- Promoting economic and employment growth and social development through a focus on education and training
- The development of the skills of the South African workforce and the improvement of the employment prospects of unemployed persons through training and education
- The use of the workplace as an active learning site
- Increasing levels of investment in education and training in the labour market and improving returns on that investment

Central to setting us on the right course of action will be for the skills development community to interface more systemically with the sectors and communities they serve. In the formal economy this will mean that the drivers of growth and development strategies in government will have to engage with the skills development planners in a more committed and consistent manner so that their skills needs are clearly articulated and the programmes designed to address them are monitored and continually improved and their graduates employed and productive. A similar commitment will be required from our social partners; they too must communicate their needs and evaluate the efforts made to address them so that mutual benefits can grow. The Sector Education and Training Authorities (SETAs) have a key role to play in this straddling as they do individual workplaces and sectoral communities and in the not too distant future it is planned that they should become vibrant agencies which play a key role in ensuring the responsiveness of the system as a whole. In this regard they will be a vital component of the HRDSA's information system outlined above.

The assigning of the Skills Development Act to the Minister of Higher Education and Training from November 2009 creates possibilities for a long-overdue improvement in articulation between universities, colleges and work-based education and training. This is central if the PIVOTAL programmes, outlined above, are to result in learners achieving not only the theoretical underpinnings of their desired occupations, but also the tools to apply this knowledge in the workplace where productivity and service delivery imperatives take hold. To achieve optimal alignment between the learning that takes place at these

two sites it will be necessary to open new lines of communication. This will require the development of a 'new language' where the language of occupations on the side of the skills development community, will map to the knowledge domain logic of the institution based community. This is already in place at the level of the professions and needs to be extrapolated to other levels. It is hoped that the COSE Project, outlined above, will begin to map the way for this incrementally over time.

Over and above the mainstream PIVOTAL programmes, there are also a wide range of shorter courses which fall under the mantle of skills development. These address immediate needs at work; such as how to operate new technology or to manage new work organisation systems; in the formal economy and how to initiate or improve work in the informal economy. The latter are particularly important in the South African context, and are likely to remain so for the foreseeable future as there are many people, some unemployed and others trying to make a living in the informal economy, who can earn improved returns for their efforts with enhanced skills. The Department calls these collectively "Lifelong Learning Programmes" and their quality is as vital as that of mainstream PIVOTAL programmes and whose accessibility and affordability must be monitored and improved. These programmes are often delivered by private providers or non-governmental organisations and these remain vital partners in the long term endeavour to meet diverse needs of our citizens in the labour market.

Together these efforts are directed by the National Skills Development Strategy (NSDS) which steers the spending of the skills levy. In NSDS III the Department has developed a strategy that is more carefully aligned to HRDSA so that learners are able to move easily from full-time learning to structured workplace learning and from work to learning. The NSDS III was launched on 13 January 2011. Subsequent national skills development strategies will hopefully improve on this and in 20 to 30 years the pathways between learning and work will be seamless and widely available both to the young as well as to adults.

However, in the next five years we are determining and developing plans to achieve these priorities, which include:

Establishing the National Artisan Moderating Body (NAMB) and the Quality Council for Trades and Occupations (QCTO)

Artisan training is an urgent priority for this government. The 2008 amendments to the National Qualifications Framework and to the Skills Development Act provide for the establishment of a National Artisan Moderating Body (NAMB), reforms in trade testing, and a Quality Council for Trades and Occupations (QCTO) to quality assure qualifications for trades, as well as for learning in and for the workplace. The QCTO was established as a public entity on 1 April 2010 and NAMB was launched by the Minister of Higher Education and Training on 30 November 2010.

The QCTO will play an important role in the qualifications dispensation of a diverse and differentiated post-school learning system. The National Artisan Moderating Body will accredit decentralised centres to provide trade testing facilities across the country as a whole, including at vocational colleges. The QCTO will work together with NAMB to strengthen the role of vocational colleges in artisan development. The QCTO will bring the needs of industry closer to the education and training system, so as to meet the aspirations of the youth and adults, while ensuring that education, training and skills development initiatives respond adequately to our social and economic needs. It will ensure qualifications that are not only linked to labour market needs, but are also linked to, and build on qualifications from other institutions. More learners from universities and colleges need to proceed to the skills development system and the workplace seamlessly, with easy pathways across the different learning sites. We regard the QCTO as the glue for this. The QCTO will work closely with the South African Qualifications Authority, the Council for Quality Assurance in General and Further Education and Training (Umalusi) and the Council on Higher Education.

The QCTO and NAMB are now part of the post-school education and training system, and linkages with other components of the system are being developed.

Improving the functioning of the Sectoral Education and Training Authorities (SETAs)

The SETAs were established by the Skills Development Act. They are essentially constituency-based fora (represented in the main by labour, business and government), whose key functions include:

- The development of a sectoral skills plan within the framework of the National Skills Development Strategy
- The implementation of sectoral skills plans
- Identifying workplaces for practical work experience
- Approving workplace skills plans
- Establishing and promoting learnerships
- Monitoring education and training in the sector
- Allocating grants in the prescribed manner to employers, education and training providers and workers

All of these key functions can be performed more effectively by SETAs based on the restructured landscape. A less than efficient performance is compounded by a poor public understanding of the role of the SETAs.

The main areas of concern with regard to SETAs can be broadly categorised as:

- Poor alignment of SETAs with emerging industrial strategies
- Poor research underpinning sectoral skills plans
- Weak governance and management
- Poor public perception of SETA performance
- Inefficient funding model
- No proper role for government departments in SETAs
- Constituency-dominated governance structures that perpetuate interest-driven decision-making
- Limited use of public providers
- Limited provision of education and training in sectors above NQF Level 4

Problems of poor performance and weak governance must be dealt with by DHET via the mechanisms available in law, and in consultation with the National Skills Authority. The research base guiding the sector skills strategies needs to be strengthened and aligned with HRDSA, via reciprocal sharing of information and analyses. Sector skills strategies must be guided by the complexity of sectoral conditions, and sector-specific strategies must be reflected in the National Skills Development Strategy. The latter needs to be more differentiated, so as to accommodate the complexities of the different sectors in our highly differentiated economy.

Much closer relationships must be developed with public education and training providers, with particular emphasis on secure workplaces for students to gain the necessary work experience as part of their qualification requirements.

In 2010, the Minister of Higher Education and Training was involved in an intensive process with labour and business to assess and reshape the SETA landscape, address inefficiencies in the system, improve governance, and adopt the National Skills Development Framework.

The DHET will need to review the extent to which our skills development system contributes to the creation of decent work and other forms of sustainable livelihoods. While we believe that the linkages required for the interconnections described above will be facilitated by the location of the skills legislation functions at DHET, the concrete realisation of this aspiration must be rigorously monitored.

Improving the functioning of the National Skills Fund (NSF)

The NSF has the primary function of funding projects identified in the National Skills Development Strategy (NSDS) as national priorities and to fund other projects in support of the Skills Development Act as the accounting authority determines. Operationally, in order for the Fund to fulfill this obligation, it must develop disbursement criteria and procedures, monitor and evaluate the impact of and steer the development of internal and external structures and systems to effectively and efficiently achieve its goals.

Immediate key challenges for the NSF include:

- Alignment of the NSF with the priorities set in the NSDS III
- An alignment of the NSF with the priorities of the post-school education and training system
- Developing a strong monitoring and evaluation capacity and systems for its funded programmes
- Improving disbursement capacity, through amongst others promoting strategic partnerships and innovation in project delivery

The National Skills Fund is a 'catalytic' fund enabling the state to drive key strategies, as well as to meet the training needs of the unemployed, non levy-paying cooperatives, non-government organisations, community structures and vulnerable groups. It will drive change towards partnership-based programmes and contribute significantly to raising the low base of education and training in our country, guided by our government policies of redress and promoting equity. It is a national resource which will be used to both initiate, as well as to respond to national skills priorities. It will be used to target gaps and complement resource shortages for national priorities. Its objectives will be achieved within the overall framework of the HRDSA and the NSDS III.

Our goal is for the National Skills Fund to operate at the highest standards of efficiency and effectiveness, with high levels of client satisfaction, and making use of its resources to have a major impact on the provision of skills development in the country.

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

The Institute for the National Development of Learnerships, Employment Skills and Labour Assessment (INDLELA) situated in Olifantsfontein, is the only national government owned and operated trade assessment centre in the country and services all 9 provinces.

INDLELA operates as a Chief Directorate within the structure of the DHET, reporting to the Deputy Director-General of Skills Development.

The core focus of the Institute is the provision of artisan assessment and trade assessment practitioner development. The services rendered by INDLELA fall directly within the outputs of outcome no 5. (*Skilled and capable workforce to support on inclusive growth path*) of government's outcomes framework.

INDLELA, as a Chief Directorate, was further tasked with the establishment and operationalisation of the National Artisan Moderation Body (NAMB) in terms of the Skills Development Act Chapter 6A, Section 26A. The establishment of the NAMB took place on 30 November 2010 and will ensure the national coordination of artisan development in the country. NAMB will work as key partner of the Quality Council for Trades and Occupations (QCTO) to ensure greater synergy in artisan development.

6. HUMAN RESOURCE DEVELOPMENT (HRD): A CENTRAL PILLAR OF DHET's STRATEGIC PLANNING

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The primary goal of HRDSA is to contribute to human development. The strategic priorities and interventions that constitute the HRD Strategy are explicitly designed to respond to South Africa's economic, social and wider development imperatives.

This is because HRD is defined firstly as the acquisition and development of human capability to meet the country's social and economic needs and, secondly, it entails the effective deployment of this human capability across a wide array of social and economic activities: in the classroom, in the lecture hall, in the workplace, in the military, in the public service, in local government, in rural agricultural development, in international trade, in climate change management, in the informal economy and in the creative life of South African society.

HRD is clearly a matter of cross-departmental and inter-governmental cooperation, coordination and planning. The successful acquisition and deployment of human capital are critical for the success of other major policy arms of government. These include the fight against poverty, against HIV-Aids and the determination to grow the South African economy to the benefit of all. HRD policy, therefore, will be concerned with optimising the inter-dependency between these various policy elements, especially between education and training, the labour market, economic growth, employment, as well as science, technology and innovation policies. While DHET is only one department, it has an obligation to uphold a multi-departmental mindset in executing its mandate.

Due to the fact that HRD is a project that transcends the boundaries of one department, and even the boundaries of government, the commitment and effort of all South Africans are required in this regard. The HRD Council will be chaired by the Deputy President, with DHET providing the secretariat and the research capacity. The Council will finalise its HRD Strategy and will endeavour to unite all stakeholders behind this strategy.

The State of the Nation Address (SONA) provides a sufficient basis for asserting that central to the development of a winning democracy, and the goals of growing our economy and building a stable society in South Africa, lies the challenge of the development of the country's people or human resources. All the best efforts in liberating our country have always been about our people. The HRDSA represents one such effort and is a key instrument for liberating our people from ignorance, social inequality and poverty gaps. There is therefore a need to align the strategy with the New Growth Path (NGP) and to institutionalise it so that it can play the meaningful role of not only influencing the Department of Higher Education and Training (DHET), but also of other

departments and stakeholders that are critical to the strengthening of the human resource base for South Africa. This approach will facilitate conditions that promote optimal participation of all stakeholders in the planning, stewardship and monitoring and evaluation of human resource development activities in South Africa. Only in this way can the HRDSA become relevant to the country's developmental agenda and be used to great effect as a driver to advance technology and innovation, ensure higher labour productivity, improve management skills, improve service levels and advance the knowledge economy as articulated in the NGP.

7. LEGISLATIVE MANDATE

7. LEGISLATIVE MANDATE

First and foremost, the mandate of the DHET originates from the Constitution of the Republic of South Africa (1996), which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. This is the framework within which the Department is functioning.

The core objectives of the DHET are derived from the following legislation, which has been assigned to the Minister by presidential proclamation:

Legislation	Principal Minister	Relevant to the Minister of Higher Education and Training
Higher Education Act (HE Act) Provides for a unified and nationally planned system of higher education and for the statutory Council on Higher Education (CHE)	Minister of Higher Education and Training	Entire Act
National Student Financial Aid Scheme Act (NSFAS Act) Provides for the granting of loans and bursaries to eligible students at universities, as well as for the administration of such loans and bursaries	Minister of Higher Education and Training	Entire Act
Adult Education Act (AET Act) Provides for the establishment of public and private adult learning centres and for the governance of public centres	Minister of Higher Education and Training	Entire Act
Further Education and Training Act (FET Act) Provides for the governance and funding of FET Colleges and related matters in providing an FET College education	Minister of Higher Education and Training	Entire Act
National Qualifications Framework Act (NQF Act) Provides for managing the NQF via level dispensations and related matters, as well as for qualifications and quality assurance of qualifications required on the sub-frameworks of the NQF	Minister of Higher Education and Training	Entire Act
Skills Development Levies Act Provides for the imposition of skills development levies and matters related thereto	Minister of Higher Education and Training	Entire Act

Legislation	Principal Minister	Relevant to the Minister of Higher Education and Training
Skills Development Act (SDA) To create the National Skills Agency, establish the Quality Council for Trade and Occupations, regulate apprenticeships and learnerships and matters related to skills development	Minister of Higher Education and Training	Whole except the following to the Minister of Labour: Section 2(1) g and h, 2(2)(a)(v), (vi) and (xii), 5(4) (only with respect to the productivity SA), 22(1), 23(1)(a)and(d), (2), (3), 24, 25, 26, 26K, 26L, 26M, 26N, 32(2), 36(o), (p)and(q), item 7 of Schedule 2A and Schedule 4; and Section 32(1), 33 and 36(a) and (s) and any other provision to the extent that these provisions apply to "employment services", as defined in section 1, or Productivity South Africa, as established by Section 26K, but excluding Section 23(1)(b) and (c)
South African Council of Educators Act (SACE Act) To register educators employed in AET Centres with SACE	Whole to Minister of Basic Education – except areas relevant to the Minister of Higher Education and Training	In as far as AET centres as defined in Section 1 and 5
General and Further Education and Training Act (GENFETQA) – UMALUSI To be the Quality Council for FET Colleges and AET Centres	Whole to Minister of Basic Education – except areas relevant to the Minister of Higher Education and Training	In as far as public and private centres offering AET as per AET Act, offering FE as per FET Act and Section 2(b) and (c), 3,16-21, 23, 26 and 28

8. MEDIUM-TERM STRATEGIC FRAMEWORK: 2009/10 TO 2014/15

8. MEDIUM-TERM STRATEGIC FRAMEWORK: 2009/10 TO 2014/15

In 2009, government adopted the Medium-Term Strategic Framework (MTSF) for 2009/10 to 2014/15. Strategic priority number 4 of the MTSF is to *strengthen the skills and human resources base,* and the particular responsibility of Department of Higher Education and Training (DHET) *is to develop a skilled and capable workforce to support an inclusive growth path.*

TABLE 1: MTSF STRATEGIC PRIORITY NUMBER 4: STRENGTHEN THE SKILLS AND HUMAN RESOURCES BASE

Strategic Priority 4: Strengthen the skills and human resources base	
A	**Broaden access to post-secondary education and improve the higher education (HE) throughput rate by 20% by 2014, including access for people with disabilities. Create a culture of achievement and improving learner outcomes. This will be achieved by, inter alia, HE contributing to the economic and social wellbeing of both the country and the wider global community. Endeavour to transform knowledge into practical applications, by contributing to international, national, regional and local policy formulation, as well as by social engagement with teaching and research agendas. Encourage intellectual curiosity and develop skilled and socially-conscious graduates.**
A.1	Government will ensure that financial needs do not become a barrier and that the physical capacity of the post-secondary system meets learner demand.
A.2	HET should purposefully skew resources to areas of study that will assist with addressing the skills shortage and ensure enrolment of the most able students, irrespective of socio-economic background, so that no student will be excluded on financial grounds.
A.3	The transformation of HE institutions will be intensified at both the academic and student level, including the demographics of participation and the promotion of a culture based on professionalism, innovation and personal accountability. Furthermore, systems of performance management will encourage outstanding performance and deal effectively with performance.
A.4	Via incentives and other means, efforts will be made to increase the proportion of students studying at postgraduate level in all fields of study, including basic and applied RandD in single, multi or interdisciplinary areas, while working in partnership with the private sector in contributing to innovation across society.
A.5	Government, in cooperation with the sector, will develop a sustainable investment strategy to secure the HE sector's position for the longer term.
B	**Ensure that training and skills development initiatives in the country respond to the requirements of the economy, rural development challenges and social integration. The main aim would be to increase the number of skilled staff in the priority skills areas, such as design, engineering and artisanship categories that are critical to manufacturing, construction and cultural activities, as well as to other priority economic sectors that are identified in the New Growth Path and the Industrial Policy Action Plan. In addition, skills development programmes will be implemented and purposefully aimed at equipping the unemployed and vulnerable with the requisite skills to overcome poverty and unemployment.**
B.1	The Further Education and Training (FET) sector, with its 50 colleges and 263 campuses nationally, will constitute the primary sites for skills development training. Other specialised institutions, such as agricultural colleges, will form part of the skills development institutional base.

Strategic Priority 4: Strengthen the skills and human resources base	
B.2	Via a comprehensive suite of programmes and measures to make learning environments more attractive, FET will play a significant role in providing second-chance education to those who do not succeed in the 12-year programme of education.
B.3	Support FET Colleges and Sectoral Education and Training Authorities (SETAs) in linking up with business, industry and other advanced education and training programmes. Strengthen management capacity to respond to, and involve employers/firms in a more meaningful way.
B.4	Put measures in place to ensure that FET Colleges are able to recruit and retain highly skilled and experienced instructors.
B.5	Provide and support staff development and exposure for FET instructors to link classroom experiences with practical, workplace-based learning experiences.
B.6	Strengthen the capacity of FET Colleges to partner with other government agencies and civil society, in programmes that create and nurture small enterprises.
B.7	Put mechanisms in place to ensure the improved coordination and integration of relevant government departments and agencies responsible for skills development, including state-owned enterprises (SOEs).

The elements of the MTSF Strategic Priority 4: *Strengthen the skills and human resources base*, which are taken forward in the strategic plans of the DHET, are listed in Table 1 above. The two key goals and the commitments of this priority (*broaden access to post-secondary education and improve graduation rates;* and *ensure that the country's training and skills development initiatives respond to the requirements of the economy, rural development challenges and social integration*), can be measured in the key outputs for the MTEF period (which will only be achieved in full in the longer term), and which are explained in more detail in Section 9:

1. Understand skills needs
2. Communicate skills needs
3. Expand the base
4. Expand access to education and training for the youth
5. PIVOT: Increased numbers, as well as the relevance of academic, professional and vocational learning
6. Workplace: Increased numbers, as well as improved quality and relevance of workplace learning
7. Promote employability and sustainable livelihoods through skills development
8. Research: Expand research, development and innovation capacity for economic growth and social development
9. Improve institutional efficiency
10. Optimise both institutional and system shape and capacity

STRENGTHENING OF THE PARTNERSHIP BETWEEN FET COLLEGES AND EMPLOYERS

In order to be able to provide relevant and responsive education and training programmes, one of the imperatives is the strengthening of the FET College-employer relationship. This will enable the Department to harness private sector resources to support and expand effective delivery of vocational education and training programmes geared to enhancing youth employability. It will also enhance the Department's drive to position FET Colleges as key sites for delivery of skills to provide vocational learning pathways for young school leavers, with a specific emphasis on artisan development and youth livelihoods. The partnership between industry and DHET would enhance growth and stability in the FET sub-system through industry investment in improving college effectiveness and through enhancing the capacity in teaching and learning, curriculum development and delivery, learner support, governance and management and monitoring and evaluation. Through the Sector Education and Training Authorities as intermediaries, the FET College-employer partnership is to ensure the placement of students in the workplace to facilitate learning, as well as post-graduation placement into internship and learnership programmes to gain work experience to enhance graduates' chances of employability.

9. FIVE-YEAR STRATEGIC PLAN GOALS FOR 2015

9. FIVE-YEAR STRATEGIC PLAN GOALS FOR 2015

The DHET identified the following key goals from its long-term vision and from the MTSF:

1. **Understand skills needs:** An agreement between the public and private sector (receivers and providers) on skills classification and needs, i.e. a *Master Skills List*, inclusive of rural development, will be developed. Current lists lack common terminology, they are unreliable and inadequate for effective planning, they are urban-biased and do not consider skills needs for sustainable livelihoods.

2. **Communicate skills needs:** The Master Skills List information will be easily accessible to various users, so as to steer the system and guide choices.

3. **Expand the base:** Provide second-chance opportunities for those who do not qualify for other forms of post-school learning, in order to 'expand the base'. DHET must build the base – both by strengthening the schooling system and by providing 'second-chance' basic entry learning opportunities to those who wish to study further, but who do not currently meet the entry requirements for doing so. This will include AET programmes, as well as foundational entry-level learning opportunities.

4. **Expand access to education and training for the youth:** The youth will constitute a particular focal point of all the DHET's efforts and the Department seeks to increase the ratio of young people who are in education, employment or training by 2014/15.

5. **PIVOT:** Increased numbers and the relevance of academic, professional and vocational learning. DHET must strengthen the capacity of the education and training system to provide pivotal programmes to a growing number of young post-school learners, as well as to adults who find themselves at a turning point in their career. Pivotal programmes are those 'Professional, Vocational, Technical and Academic Learning' programmes that meet the critical needs for economic growth and social development. They are also programmes that generally combine course work at universities, universities of technology and colleges with structured learning at work. This is achieved by means of professional placements, work-integrated learning, apprenticeships, learnerships, internships and the like. To achieve this goal, there must not only be improved access to, and success at post-school learning sites, such as universities and colleges, but there must also be structured bridges to the world of work and quality learning upon arrival there.

6. **Workplace:** Increased numbers, as well as improved quality and relevance of workplace learning. DHET must facilitate lifelong learning. Professionals have long recognised the importance of this and it is referred to as 'continuing professional development'. This idea needs to be expanded for all. Such learning often comprises short courses, developed to meet specific needs that arise when markets, technology or work organisations change, or when the strategic focus of organisations is shifted. It is here that the Department needs to build on the ideas of progression, so that more of these programmes could contribute credits towards full, pivotal programmes, resulting in ever-decreasing numbers of people getting unwillingly stuck at the bottom rungs of the workplace ladder.

7. **Promote employability and sustainable livelihoods through skills development.** This is 'lifelong learning' that includes the training of those people in the community who may be currently unemployed, but who do have ideas on how they could improve their lives via projects for which they require additional skills. The Department's systems must always be sufficiently flexible to enable people with good ideas to access the learning they need to pursue these ideas. Such learning will also be central to the achievement of government's key goals, such as the Rural Development Strategy.

8. **Research:** Expand research, development and innovation capacity for economic growth and social development. This priority of HRD will shape the future by developing a growing cadre of people, across generations, who are able to come up with ways in which they could improve people's future prospects. By and large these are researchers and innovators who understand specific challenges more broadly and/or more deeply, and who look for new ways in which these could be met. These researchers publish articles for their communities of knowledge, checking whether their arguments hold water, and then putting forward ideas that could be patented and implemented. Without these people the future will be bleak – and DHET not only needs to grow their numbers and improve their quality, but also needs to provide them with the space and resources they require to do their work to the best of their ability. The Department also needs to emphasise its expectations for their work to benefit not only a few, but indeed a great many people.

9. **Improve institutional efficiency:** Improved capability and strengthened alignment of information, finance, governance and management in the post-school learning system. This goal is internally focused on the urgent need to build the capacity of individual institutions that provide or facilitate learning. This capacity-building must specifically create pathways for moving 'up and down' (e.g. between universities and colleges) in order to find meaningful progressive pathways, as well as pathways to transfer between institutions at similar levels, and also 'sideways' between SETAs and learning institutions. This would enable learners who leave institutions to navigate their way into the labour market, and those who are working to re-enter these institutions to advance their studies. The DHET also needs to significantly strengthen the systems that serve them so that the Department could increase their

efficiency and effectiveness, measured in terms of learner and employer satisfaction. Of course, the Department also needs to dramatically increase the number of learners that the system is able to accommodate over time and, to meet this need, new institutions may very well be required. However, the DHET also needs to provide lecturers, teachers and trainers with meaningful opportunities to upgrade their skills and meet the challenges of the first four key goals listed above, which emphasises that, over time, more institutions will be necessary.

9.1 Central to the efficient and effective functioning of the envisaged system, will be a broad-based, well-resourced information system. It will help individuals to plan their careers better, while enabling learning institutions to align their programme offerings to the occupations strongest in demand. Establishing such an information system is a key national priority.

9.2 The National Skills Development Strategy (NSDS), which has traditionally guided the work of the SETAs, as well as the spending of the National Skills Fund (NSF), will need to elaborate on the contribution of these agencies to the key goals, and not be formulated separately from these goals.

10. **Optimise both institutional and system shape and capacity:** A post-school learning system, capable of achieving these service outputs of providing a skilled and capable workforce to support an inclusive growth path, will be the overall goal of the Department's work from 2010/11 until 2014/15.

11. **Adopt and implement a national policy on the Recognition of Prior Learning (RPL):** A Ministerial task team will be appointed, after advice from SAQA, to draft a national policy on RPL within the context of redress and lifelong learning. The policy will specify the components of a national RPL system. The policy will be determined in 2012 after a thorough consultation process, and after considering advice from SAQA and the quality councils.

12. **Curricular transformation:** Develop a college curriculum that is responsive to the demands of the market place and can transform and adapt quickly and effectively to changing skills needs.

13. **Differentiation:** To ensure that the post-school system as a whole provides differentiated opportunities for the wide spectrum of labour market, professional, social and individual needs that exist.

14. **Articulation between sub-frameworks of the NQF will be enhanced:** In 2011, after considering advice from SAQA, the Minister will determine the NQF sub-frameworks for General and Further Education and Training and for Occupational Training, and will approve revisions to the Higher Education sub-framework. The sub-frameworks will be coordinated to ensure optimum articulation. New qualifications in priority areas will be developed by the quality councils in priority areas of need, whereas existing qualifications that continue to have relevance will be amended and registered. DHET will work with SAQA and the quality councils, in consultation with the provider community, to identify and remove obstacles to effective articulation.

10. FIVE-YEAR STRATEGIC PLAN OBJECTIVES: 2010/11 TO 2014/15

10. FIVE-YEAR STRATEGIC PLAN OBJECTIVES: 2010/11 TO 2014/15

DHET is undergoing a process of organisational redesign to transform the post-school system, redress historically disadvantaged institutions and to build and revitalise the college sector.

The reorganisation may result in the formation of new programmes, chief directorates and directorates, which will be based on DHET strategic objectives such as distance learning, work placement, graduate education, college education and similar.

STRATEGIC PROJECT

Strategic project: Collaboration towards occupational skills excellence (cross-cutting SETAs, Colleges and Universities of Technology)
Secure agreement on a limited list of scarce trade or equivalent occupations in both the public and the private sector
For the selected occupations, develop an integrated pipeline of delivery from institution-based theoretical learning, through practical workshop training to structured workplace learning, facilitating employability
For the selected occupations, upgrade the capacity of the relevant colleges to offer the theoretical and practical training by trainer training, curriculum and programme material development and the improvement of facilities where necessary
Secure an increased number of workplace learning opportunities in both the public and the private sector
Establish the necessary financial framework to ensure complementary funding from voted and levy funds
Recruit an increased number of learners into the programmes and support their successful completion of these programmes
Monitor and evaluate processes
Expand the number of occupations and repeat the steps as indicated

PROGRAMMES [1]

The Department is organised into 5 Programmes as follows:

Programme 1: Administration

Programme 2: Human Resource Development, Planning and Monitoring Coordination

Programme 3: University Education

Programme 4: Vocational and Continuing Education and Training

Programme 5: Skills Development

1. The programmes of the Department and the programme structure of the ENE have been developed on the basis of an interim organisational structure based on functional units.

   For purposes of the Strategic Plan certain functions are reflected under different programmes as compared to the vote structure reflected under Chapter 19. This was done in order to reflect these functions under the programme managers responsible for them. As a result, the budgeted amounts indicated under each CD will not in all cases be the same as in the published Estimates of National Expenditure for 2011/12.

PROGRAMME 1: ADMINISTRATION

1.1	**Ministry**	
1.2	**Management**	
	1.2.1	CD: Media Liaison and National Communication
	1.2.2	DDG Corporate Services
	1.2.3	Chief Financial Officer
1.3	**Corporate Services**	
	1.3.1	CD: Financial and Logistical
	1.3.2	CD: Development Support and Public Entities
	1.3.3	CD: Personnel Administration and Development, Security and Asset Management and Office Services
1.4	**Office Accommodation**	

STRATEGIC OBJECTIVES FOR PROGRAMME 1	
A	To establish a functional department with the requisite capacity to deliver on its strategic objectives
B	To establish the regional/provincial presence of DHET

PROGRAMME 2: HUMAN RESOURCE DEVELOPMENT, PLANNING AND MONITORING COORDINATION

MANAGEMENT: DDG: HUMAN RESOURCE DEVELOPMENT, PLANNING AND MONITORING COORDINATION	
2.1	**CD: PLANNING, INFORMATION, MONITORING AND EVALUATION COORDINATION**
2.1.1	**D: INFORMATION SYSTEMS COORDINATION**
2.1.1.1	To ensure that there is an integrated education and training management information system, linking all providers of education and training into a single system, so that there is a learning record and occupation category for each and every person resident in South Africa
2.1.1.2	To support the development of a coherent career guidance and information system for the higher education and training sector
2.1.1.3	To support the development of open and distance e-learning opportunities as part of the post-school system
2.1.2	**D: PLANNING, MONITORING AND EVALUATION COORDINATION**
2.1.2.1	To ensure credible planning processes and evaluation capabilities in the DHET that will achieve the required outcomes and provide an early warning system to correct any deviations from structured plans
2.1.2.2	To promote and support DHET budgeting processes and to monitor and evaluate the utilisation of resources in the higher education and training sector
2.1.3	**D: STRATEGIC COORDINATION AND SECRETARIAL SUPPORT**
2.1.3.1	To ensure that the strategic planning of the DHET is well coordinated and supported within the education sector, government and society at large
2.1.3.2	To provide effective and efficient secretarial support functions to Ministerial and Director-General structures
2.1.4	**D: RESEARCH COORDINATION, MONITORING AND EVALUATION**
2.1.4.1	To develop a Monitoring and Evaluation framework and indicators for the Department of Higher Education and Training and to coordinate research functions in the department
2.2	**CD: INTERNATIONAL RELATIONS**
2.2.1	**TO PURSUE AFRICAN ADVANCEMENT AND ENHANCED INTERNATIONAL COOPERATION IN EDUCATION AND TRAINING**
2.2.1.1	To enhance multilateral cooperation with the African Union, SADC and ADEA
2.2.1.2	To strengthen bilateral relations with priority countries in Africa
2.2.2	**TO STRENGTHEN SOUTH-SOUTH, NORTH-SOUTH AND MULTILATERAL CO-OPERATION IN EDUCATION AND TRAINING**
2.2.2.1	To strengthen South-South cooperation and pursue mutually beneficial agreements with the key countries of the South, by participating in, and coordinating various programmes involving IBSA, China and the Middle East
2.2.2.2	To pursue and consolidate structured interaction with key partners of the North

MANAGEMENT: DDG: HUMAN RESOURCE DEVELOPMENT, PLANNING AND MONITORING COORDINATION	
2.2.2.3	To promote multilateralism via constructive engagement with the OECD, UNESCO, the Commonwealth and the ILO
2.2.2.4	To access international funds for domestic and trilateral programmes
2.2.2.5	To encourage international collaboration by institutions, strengthen cooperation with international offices, develop and maintain a database of the international engagement of institutions
2.3	**CD: LEGAL AND LEGISLATIVE SERVICES**
2.3.1	**TO SUPPORT, ADVISE AND MONITOR THE IMPLEMENTATION OF THE Post-school EDUCATION SYSTEM LEGISLATIVE FRAMEWORK BY:**
2.3.1.1	Providing effective legal advice, on time, to the Ministry, the Department, government and the public on education legislation and law
2.3.1.2	Managing any litigation concerning the Ministry and the Department
2.3.1.3	Advising on all agreements pertaining to the Department/Ministry
2.3.1.4	Managing and reporting on the statutory obligations relating to human rights
2.3.1.5	Drafting of regulations and legislation and assisting with the processing thereof · reviewing existing legislation via amendments passed in Parliament · drafting new legislation, identified by the Minister · Skills Development Amendment Bill 2011 · Higher Education Laws Amendment Bill, 2011 (National Student Financial Aid Scheme Amendment Bill) · Higher Education and Training Laws Amendment Bill, 2011
2.4	**CD: SOCIAL INCLUSION AND EQUITY IN HIGHER EDUCATION AND TRAINING**
2.4.1	To establish a well-functioning social inclusion, equity and transformation unit within the DHET that will focus on policy, research, monitoring and evaluation in matters relating to race, class, gender, age, disability, HIV/Aids and on career guidance information services and counseling
2.4.2	To develop and maintain policies, guidelines and frameworks for social inclusion and equity in the Higher Education and Training system
2.4.3	To support the development of a coherent career guidance information and counselling service for the Higher Education and Training system
2.4.4	To assess the responsiveness of citizenship and values education curricular and extra-curricular programmes in the Higher Education and Training sector
2.4.5	To render strategic support to inter-departmental initiatives related to youth, gender and disability
2.4.6	To pay focused attention to the enhancement of rural education, languages and grounding programmes in the Higher Education and Training sector through monitoring and evaluation
2.4.7	To coordinate social cohesion in the Higher Education and Training sector through the observance of key national and international calendars (days) and through, amongst others, sport, arts and culture
2.4.8	To manage the DHET's national, regional and international reporting obligations particularly in human rights education, disability, gender and HIV/Aids

PROGRAMME 3: UNIVERSITY EDUCATION

MANAGEMENT: DDG: UNIVERSITY EDUCATION	
3.1	**CD: UNIVERSITY: ACADEMIC PLANNING AND MANAGEMENT**
3.1.1	**D: UNIVERSITY: ACADEMIC PLANNING, MONITORING AND EVALUATION**
3.1.1.1	To strengthen academic and enrolment planning in supporting the output of quality graduates
3.1.1.2	To enhance the national Programme Qualification Mix (PQM) grid by refining and aligning universities PQMs with the National Plan for Higher Education
3.1.2	**D: UNIVERSITY: MANAGEMENT SUPPORT**
3.1.2.1	To provide financial management and management support to universities and relevant public entities
3.1.2.2	To improve access to post-school education in Mpumalanga and the Northern Cape
3.1.2.3	To improve access to universities via the establishment of a Central Application Service
3.1.2.4	To support the improvement of the structure and efficacy of the National Student Financial Aid Scheme (NSFAS)
3.1.2.5	To reflect on best practices and challenges in implementing the mergers of universities
3.1.2.6	To monitor the progress with regard to outputs 4 and 5 of the Minister's PME
3.2	**CD: UNIVERSITY: FINANCIAL PLANNING AND INFORMATION SYSTEMS**
3.2.1	**D: UNIVERSITY: FINANCIAL AND PHYSICAL PLANNING**
3.2.1.1	To provide appropriate policy frameworks for the improvement of teaching and learning
3.2.1.2	To ensure the effective use of earmarked funds by universities for the intended purposes
3.2.1.3	To review the funding of the university education system as a whole and particularly the funding formula and the entire framework
3.2.2	**D: UNIVERSITY: MANAGEMENT AND INFORMATION SYSTEMS**
3.2.2.1	To ensure that the Higher Education Management Information System (HEMIS) meets the needs for management information across the sector, and that it is maintained properly with the required data from universities
3.3	**CD: UNIVERSITY: POLICY AND DEVELOPMENT**
3.3.1	**D: UNIVERSITY: SUPPORT AND SECTOR LIAISON**
3.3.1.1	To provide support to universities with regard to statutes, councils and student queries

MANAGEMENT: DDG: UNIVERSITY EDUCATION	
3.3.1.2	To support the universities in enhancing student governance and leadership
3.3.1.3	To support universities in accelerating the process of transformation
3.3.1.4	To support universities in improving governance
3.3.2	**D: UNIVERSITY: POLICY AND DEVELOPMENT SUPPORT**
3.3.2.1	To support the enhancement of research output and the academic performance of universities
3.3.2.2	To provide an appropriate policy framework for programmes and qualifications in higher education
3.3.2.3	To support universities in managing the impact of HIV and Aids
3.3.2.4	To promote the internationalisation of the university education system, of the African continent in particular, and to support student exchanges
3.3.3	**D: PRIVATE HIGHER EDUCATION INSTITUTIONS**
3.3.3.1	To ensure the appropriate regulation and registration of private higher education institutions
3.3.3.2	To monitor the compliance of private higher education institutions with the legislation and regulations
3.3.3.3	To maintain accurate records and data on private higher education institutions
3.3.3.4	To provide information on registration and amendment procedures in private higher education institutions
3.4	**CD: TEACHING DEVELOPMENT (Previously Teacher Education and Development)**
3.4.1	**D: POST-SCHOOL TEACHING (PREVIOUSLY CPTD)**
3.4.1.1	To monitor the production and development of lecturers and practitioners for the post-school system through qualification programmes in order to inform planning and determine enrolment and graduation targets
3.4.1.2	To strengthen the capacity for the provision of post-school teacher education in universities in order to provide and develop sufficient teachers for the post-schooling sector (Adult Education and Training Centres/institutions, Colleges, and Universities) over time
3.4.1.3	To monitor, evaluate and develop departmental policies to improve the use of teaching development grants to strengthen teaching and learning in universities
3.4.2	**D: SCHOOL AND PRE-SCHOOL TEACHING (PREVIOUSLY IPET)**
3.4.2.1	To monitor the production of initial teachers and the development of practicing teachers for the pre-school and school system through qualification programmes in order to inform planning and determine enrolment and graduation targets
3.4.2.2	To strengthen the capacity and capability for the provision of pre-school and school teacher education in universities in order to produce and develop sufficient quality teachers for the pre-school and school system in line with Ministerial targets

MANAGEMENT: DDG: UNIVERSITY EDUCATION	
3.4.3	**D: EVALUATION, MONITORING AND REGULATION OF TEACHING QUALIFICATIONS AND PROGRAMMES** (previously the sub-directorate Educator Qualifications and Programmes within the CPTD directorate)
3.4.3.1	To maintain and develop policy for practitioner/teacher/lecturer qualifications that is in line with the HEQF and needs of the education system
3.4.3.2	To evaluate, monitor and regulate practitioner/teacher/lecturer qualification programmes to ensure that they are aligned with academic policy and teacher education policy, accredited by the HEQC and approved for inclusion on the Programme Qualification Mix (PQM) of universities
3.4.3.3	To provide a service to organisations employing practitioners, teachers and lecturers to evaluate individual qualifications, local and foreign, for recognition for employment (through determining the relative education qualification value – REQV – of the individual qualification)

PROGRAMME 4: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

MANAGEMENT: DDG: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING	
4.1	**CD: PLANNING AND INSTITUTIONAL SUPPORT**
4.1.1	**D: PUBLIC FET COLLEGES**
4.1.1.1	Increase access to programmes leading to intermediate and high level learning by supporting the development of college institutional capacity in order to achieve transparency, enhanced performance, accountability and efficiency
4.1.1.2	To ensure participation by and involvement of relevant role-players in processes that decide on the strategic direction of the FET College sub-system
4.1.1.3	Effectively manage and support the transition of colleges to an exclusive national legislative competence
4.1.1.4	Develop and support the implementation of a monitoring, evaluation and research framework that must inform continuous improvement in the sub-system
4.1.2	**D: EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE**
4.1.2.1	To provide support for progressive improvement in the conditions of service of college employees
4.1.2.2	To ensure sustained labour peace, staff commitment and productivity
4.1.2.3	To develop and maintain a human resource planning framework for the FET College and AET sub-systems
4.1.3	**D: FINANCIAL PLANNING**
4.1.3.1	To plan and monitor the equitable distribution of funding in support of policies on education and training delivery in public FET Colleges and adult learning centres
4.1.3.2	To develop policies that will facilitate the securing of complementary funding to increase access to and for development support of the VCET sub-system
4.1.4	**D: PRIVATE FET COLLEGES**
4.1.4.1	To regulate and support private colleges as a means of expanding the institutional base for providing quality post-school education and training opportunities
4.2	**CD: PROGRAMMES AND QUALIFICATIONS**
4.2.1	**D: COLLEGE CURRICULUM DEVELOPMENT AND SUPPORT**
4.2.1.1	To develop and maintain a range of quality responsive vocational programmes for colleges
4.2.1.2	To train and support lecturers to ensure a skilled and capable college workforce
4.2.1.3	To assess the quality of curriculum delivery and impact of the intervention strategies to improve quality of curriculum delivery
4.2.2	**D: YOUTH DEVELOPMENT PROGRAMMES**

MANAGEMENT: DDG: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING	
4.2.2.1	To initiate and support interventions aimed at addressing the challenges affecting students particularly in regard to academic performance, programme choices, governance and leadership, extra-curricular activities and students' general welfare
4.2.2.2	To strengthen the capacity of FET Colleges to provide effective student support services
4.2.2.3	To provide strategic coordination, support and management for partnerships and donor-funded projects aimed at FET College development support
4.2.3	**D: ADULT EDUCATION AND TRAINING PROGRAMMES**
4.2.3.1	To expand access to Adult Education and Training programmes for adults and out-of-school youth
4.2.3.2	To develop and maintain a range of quality responsive programmes for adults and out-of-school youth
4.2.3.3	To develop and support the implementation of assessment policies for AET programmes to ensure quality and credibility of learner achievements
4.2.3.4	To provide institutional support to ensure quality, efficiency and improved performance of public adult learning centres
4.3	**CD: NATIONAL EXAMINATIONS AND ASSESSMENT**
4.3.1	**D: EXAMINATION ADMINISTRATION SUPPORT AND IT SYSTEM ADMINISTRATION**
4.3.1.1	To provide administrative and IT support to all examination processes at FET Colleges and personnel
4.3.1.2	To provide credible examinations for Report 190/191 at FET Colleges
4.3.2	**D: EXAMINATIONS AND ASSESSMENT (COLLEGES AND AET)**
4.3.2.1	To provide and support quality assessment practices for vocational and adult education
4.3.2.2	To coordinate and administer credible resulting and certification processes for vocational and adult education

PROGRAMME 5: SKILLS DEVELOPMENT

MANAGEMENT: DDG: SKILLS DEVELOPMENT	
5.1	**CD: SETA COORDINATION**
5.1.1	**D: SETA SUPPORT AND LEARNING PROGRAMMES**
5.1.1.1	To provide a dynamic interface between workplaces and learning institutions and to promote quality learning at work and for work
5.1.1.2	To actively promote alignment of skills development outputs to the needs of the workplace and to the broader growth needs of the country's economy
5.1.2	**D: SETA PERFORMANCE MANAGEMENT**
5.1.2.1	To provide a dynamic interface between workplaces and learning institutions and to promote quality learning at work and for work
5.1.2.2	To steer and support the developmental and internal and external structures and systems that effectively enable the achievement of the National Skills Development Strategy (NSDS) goals
5.1.2.3	Monitor and evaluate the implementation of the National Skills Development Strategy
5.2	**NATIONAL SKILLS FUND**
5.2.1	To provide funds for identified priorities that advances the Human Resource Development Strategy (HRDS)
5.2.2	To provide funds for priorities identified by the Minister after consultation with the National Skills Authority (NSA) that support the NSA in its advisory work, and building the capacity of the social partners (constituencies) to strengthen their role in and delivery of the National Skills Development Strategy
5.2.3	To provide funds to support projects identified as national priorities in the context of the National Skills Development Strategy (NSDS) and in support of the strategic objectives of government
5.2.4	To provide funds to support other projects that are pertinent to the achievement of the purposes of the Skills Development Act, as determined by the Director-General
5.2.5	To provide funds for the operations of the NSF
5.3	**NATIONAL SKILLS AUTHORITY (NSA) SECRETARIAT**
5.3.1	Support the development of credible NSA and subcommittee work plans
5.3.2	Consolidate and manage NSA process of providing advice on the National Skills Development policies to the Minister
5.3.3	To steer the development of internal and external structures and systems that effectively enable the achievement of the NSA goals
5.3.4	Ensure effective secretarial services for all NSA processes
5.3.5	Support the NSA with the monitoring and evaluation during the implementation of NSDS

MANAGEMENT: DDG: SKILLS DEVELOPMENT	
5.3.6	Support the work of the branch
5.3.7	Oversee and manage the skills conference processes
5.3.8	Coordinating and commissioning research to enable the Authority to best fulfill its advisory functions
5.4	**STRATEGIC MANAGEMENT UNIT**
5.4.1	Monitor and evaluate the implementation of the National Skills Development Strategy III
5.4.2	Coordinate the work of the branch
5.5	**CD: HUMAN RESOURCE DEVELOPMENT**
5.5.1	To ensure coordination, integration, alignment and facilitation with relevant policies, strategies and stakeholders with regard to the Human Resource Development Strategy for South Africa (HRDSA)
5.5.2	To maintain the HRDSA by supporting, monitoring, evaluating and reviewing the HRDSA two–year work plan via reports and periodic summits
5.6	**CD: INDLELA (Institute for the National Development of Learnerships, Employment skills and Labour Assessment)**
5.6.1	Provide a dynamic interface between the workplace and learning institutions and promote learning at work and for work
5.6.2	Actively promote the alignment of skills development outputs with the needs of the workplace and with the broader growth needs of the country's economy

11. OPERATIONAL PLANS FOR THE 2011/12 FINANCIAL YEAR

11. OPERATIONAL PLANS FOR THE 2011/12 FINANCIAL YEAR

The outputs and activities of Outcome 5 of the Government Performance Monitoring and Evaluation Framework are embedded in the operational plans of the relevant programmes of the DHET.

Outputs		Lead Programme Responsibility
Output 5.1	Establish a credible institutional mechanism for skills planning	Programme 2
Output 5.2	Increase access to programmes leading to intermediate and high level learning	Programme 4
Output 5.3	Increase access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills (with a special focus on artisan skills)	Programme 5
Output 5.4	Increase access to high level occupationally-directed programmes in needed areas	Programme 3
Output 5.5	Increase research, development and innovation in human development for a growing knowledge economy	Programme 3

All budgets indicated on the operational plans include personnel costs.

PROGRAMME 1: ADMINISTRATION

Detailed operational plans for this unit are not required.

PROGRAMME 2: HUMAN RESOURCE DEVELOPMENT, PLANNING AND MONITORING COORDINATION

Alignment with the requirements of the Government Performance, Monitoring and Evaluation Framework with regards to Outcome 5

The Chief Directorate: Planning, Information, Monitoring and Evaluation Coordination is responsible for the implementation of Output 5.1 of the Delivery Agreement, namely: *To establish a credible institutional mechanism for skills planning*.

The targets, deliverables and activities for Output 5.1 are therefore embedded in the operational plan of the Directorate: Information Systems Coordination.

2.1 SUB-PROGRAMME: CD: PLANNING, INFORMATION, MONITORING AND EVALUATION COORDINATION (R8.823 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
2.1.1 Directorate: Information Systems Coordination						
2.1.1.1	**To ensure that there is an integrated education and training management information system, linking all providers of education and training into a single system, so that there is a learning record and occupation category for each and every person resident in South Africa**	Three framework documents are developed for the integrated information management system	1	Develop and consult with delivery agreement partners on a framework for the specification of information on skills provisioning and attainment	Dec 2011	Framework document developed and published

2.1 SUB-PROGRAMME: CD: PLANNING, INFORMATION, MONITORING AND EVALUATION COORDINATION (R8.823 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
			2	Develop and consult with delivery agreement partners on a framework for information on skills demand and projected skills demand	Mar 2012	Framework document developed and published
			3	Develop and consult with delivery agreement partners on a framework for information on skills usage and inflow and outflow of skills in the country	Mar 2012	Framework document developed and published
		Development of data interfaces for the integrated system	4	Interface the administrative databases within DHET into a single reporting system	Dec 2011	System interfaces are documented and operational within the internal DHET management information system Reporting is available via a common platform
			5	Develop an interface format for databases recording vacancies in the public services and the country as a whole	Oct 2011	Documented data format for the interfaces is available
			6	Develop an interface format for data on skills usage and the inflow and outflow of skills	Mar 2012	Documented data format for the interfaces is available
			7	Develop an interface format for databases recording spatial information for the location of skills supply and demand in the country	Mar 2012	Documented data format for the interfaces is available
		Development of electronic data capture tools for the collection of sector data	8	Survey capture tools are designed and programmed to support data collection e.g. surveys for FET, AET and HEI	Quarterly	Electronic data capture tools are developed and in use for data collection by line functions (and provinces where applicable)

2.1 SUB-PROGRAMME: CD: PLANNING, INFORMATION, MONITORING AND EVALUATION COORDINATION (R8.823 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
		Performance of secretariat functions for HEDCOM Subcommittee on Information and Planning and Information Standards Committee	9	Organise meetings of the HEDCOM subcommittee on Information and Planning	3 times per year	Minutes of meetings Reports to HEDCOM
			10	Organise meetings of the Information Standards Committee	3 times per year	Minutes of meetings Reports to the DG
2.1.1.2	**To support the development of a coherent career guidance and information system for the higher education and training sector**	Development of a framework document for the national career guidance system for the country	11	Develop a standardised framework for cooperation on the provision of career guidance and information services in the country	Sep 2011	Framework document developed and published
			12	Develop the specification for the national learning exchange	Mar 2012	Approved system specification
2.1.1.3	**To support the development of open and distance e-learning opportunities as part of the post-school system**	Development of a framework for cooperation on e-learning opportunities for post-school learners	13	Develop a standardised framework for cooperation on e-learning services and opportunities	Mar 2012	E-learning framework document developed and approved
2.1.2 Directorate: Planning, Monitoring and Evaluation Coordination						
2.1.2.1	**To ensure credible planning processes and evaluation capabilities in the DHET that will achieve the required outcomes and provide an early warning system to correct any deviations from structured plans**	Development of DHET plans and analysis of quarterly progress against plans	1	Develop the Annual Performance Plan of the department in line with Treasury requirements	Aug 2011	Approved Annual Performance Plan
			2	Collate and analyse quarterly progress reports on the Annual Performance Plan of DHET	Quarterly	Approved quarterly reports
			3	Collate and analyse quarterly progress reports on the PME outputs of the delivery agreement	Quarterly	Approved quarterly PME reports
			4	Analyse the strategic plan of the DHET in terms of budget allocations	Nov 2011	Budget analysis report on strategic plan
			5	Support DHET line directorates in the monitoring of provincial performance plans for FET and AET sectors	Quarterly	Approved quarterly reports on provincial performance

2.1 SUB-PROGRAMME: CD: PLANNING, INFORMATION, MONITORING AND EVALUATION COORDINATION (R8.823 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
2.1.2.2	**To promote and support DHET budgeting processes and to monitor and evaluate the utilisation of resources in the higher education and training sector**	Facilitation of bid priorities process	6	Consultation with branches on DHET bid priorities	May 2011	Draft DHET priorities document available
			7	Consultation with relevant line functions (FET and AET) and provincial units on sector bid priorities	May 2011	Draft FET and AET sector priorities document available
			8	Preparation of final bid priority documents and bid analysis presentation for MTEC hearings	Jun 2011	Approved bid priority documents Approved bid analysis presentation
		Preparation of investment review reports	9	Analyse investment trends in the higher education and training sector to indicate return on investment	Feb 2012	Investment trend report available
			10	Prepare report on future investment requirements for the post-school system	Oct 2011	Investment forecast requirement report available
2.1.3 Directorate: Strategic Coordination and Secretarial Support						
2.1.3.1	**To ensure that the strategic planning for the DHET is well coordinated and supported within the education sector, government and society at large**	Preparation of DHET strategic plan	1	Collate all inputs from managers and other role players for the DHET strategic plan according to the Treasury framework	Aug 2011	Draft strategic plan for the DHET submitted to Treasury
			2	Coordinate strategic planning sessions between the Minister and DHET	Nov 2011	Strategic planning meetings arranged Strategic planning workshop organised Minutes of meetings Minutes of workshop
			3	Compile final amended 5-year strategic plan	Feb 2012	Approved strategic plan printed and published

2.1 SUB-PROGRAMME: CD: PLANNING, INFORMATION, MONITORING AND EVALUATION COORDINATION (R8.823 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
2.1.3.2	**To provide effective and efficient secretarial support functions to Ministerial and Director-General structures**	Organisation of HEDCOM and CEM meetings	4	Development of meeting schedules for CEM and HEDCOM for 2012	Dec 2011	Approved meeting schedules
			5	Organisation of meeting logistics including agenda, venue, catering and meeting packs	As per approved 2011 meeting schedule	Approved meeting venues and agendas Meeting packs distributed
			6	Minute taking at meetings	As per approved 2011 meeting schedule	Approved minutes and action lists
2.1.4 Directorate: Research Coordination, Monitoring and Evaluation						
2.1.4.1	**To develop a monitoring and evaluation framework and indicators for the DHET and to coordinate research functions in the department**	An indicator based monitoring and evaluation framework for the higher education and training system is developed, implemented and maintained	1	Develop indicators for the PME reporting framework for the department in line with Outcome 5	Jun 2011	Approved PME indicators
			2	Develop indicators for the strategic plan and the Annual Performance Plan of the DHET in line with Treasury requirements	Jul 2011	Approved DHET indicators
		Research functions are coordinated in the department	3	Compile a repository of internal and commissioned research undertaken by the department per year	Mar 2012	Repository of internal and commissioned research is available in the resource centre
			4	Establish partnerships with university libraries and the DHET resource centre for access to research articles and journals	Mar 2012	Partnership agreements are in place
			5	Provide an advisory service to DHET directorates on the development of concept papers for research requests	On request Mar 2012	Report on services provided for the year

2.1 SUB-PROGRAMME: CD: PLANNING, INFORMATION, MONITORING AND EVALUATION COORDINATION (R8.823 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
		Data analysis reports are developed and published	6	Develop, publish and disseminate analysis reports on statistical data such as the General Household Survey, FET and AET Survey data and similar	Quarterly	Approved published reports
		The national and international monitoring and evaluation reporting obligations are facilitated and collated	7	Collate and submit national and international monitoring and evaluation reports upon request, such as the African Peer Review Mechanism country report and the Education For All country report	On request Mar 2012	Approved national and international reports

2.2 SUB-PROGRAMME: CD: INTERNATIONAL RELATIONS (R10.066 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
2.2.1	**To pursue African advancement and enhanced international cooperation in education and training**	Regular meetings of African multilateral organisations attended, contact and status reports compiled with recommendations for the DG and DIRCO	1	Participate in the meetings and conferences of the African Union Monitor and support the implementation of the second decade of education in higher education and training Facilitate the participation of officials in relevant conferences, workshops, seminars and meetings	Mar 2012	Provide briefings and disseminate information in preparation for meetings and conferences Provide contact reports to the Department
			2	Participate in SADC meetings and conferences Support and monitor the implementation of the SADC Protocol on Education Contribute to the harmonisation of policies and strategies in the SADC Disseminate information to internal role-players participating in relevant workshops and meetings	Mar 2012	Provide reports to SADC on South African initiatives where required Provide briefings and contact reports to the Department
			3	Facilitate the Department's participation in ADEA workshops, seminars, meetings and conferences	Mar 2012	Provide reports to ADEA where required Provide briefings and contact reports to the Department
		Regular engagement in bilateral meetings, compile briefings and post-engagements reports	4	Strengthen and expand bilateral partnerships in pursuit of SA's interests via structured mechanisms and engagement with priority countries Sign and service cooperation agreements Facilitate and participate in external meetings and familiarisation visits	Mar 2012	Provide reports and briefings on participation in joint and bilateral commissions, sign service agreements, report on internal visits hosted, report on external meetings and familiarisation visits

2.2 SUB-PROGRAMME: CD: INTERNATIONAL RELATIONS (R10.066 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
2.2.2	**To strengthen South-South, North-South and multilateral cooperation in education and training**	Participate in scheduled engagements, compile briefings and post-engagement reports	5	Participate in the IBSA Trilateral Commission/Dialogue Forum meeting and review support to academics	Mar 2012	Table status reports and briefings at the Commission meeting Report on IBSA activities coordinated by HESA
			6	Host the IBSA Education Working Group meeting and the Academic Forum in 2011, as South Africa hosts the IBSA Summit	Oct 2011	Report on the IBSA Education Working Group meeting and the Academic Forum
			7	Continue engagement with China by participating in the BNC and implementing activities as per the cooperation agreement, including monitoring and supporting the work of the Centre for Chinese Studies at Stellenbosch University	Mar 2012	Provide progress reports on the implementation of activities, as per the cooperation agreement with China, to DHET and DIRCO
		Agreements negotiated, Middle Eastern Studies Programme supported, reports and briefing notes provided	8	Sign service cooperation agreements, and report on internal and external visits to priority countries in the Middle East Support the work of the Middle Eastern Studies Programme at UCT	Mar 2012	Provide reports on progress to DHET and DIRCO Report on new agreements signed and the implementation of existing cooperation agreements with Middle Eastern countries Report on internal visits hosted and external meetings and organisational visits
		Participate in structured bilateral engagements and compiled briefing reports	9	Implement bilateral cooperation programmes with key partner countries in the North	Mar 2012	Report on participation in commissions, agreements signed and serviced, hosted internal visits, external meetings facilitated and participated in and organisational visits

2.2 SUB-PROGRAMME: CD: INTERNATIONAL RELATIONS (R10.066 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
		Annual conference reports and regular briefings, and post-engagements reports tabled	10	Work towards the consolidation of engagement with OECD, participate in working committee groups of UNESCO, ILO, COL and the Commonwealth and broaden collaboration with the UN system in the country	Mar 2012	Report on regular meetings and programmes implemented
		Report on the nature, purpose and quantum of the development assistance provided for domestic and trilateral programmes	11	Facilitate grant finance and/or technical assistance to support outreach programmes in post-school education and training for priority countries in Africa and the South, guided by the needs, goals and priorities of the states concerned and South Africa's foreign policy	Mar 2012	Provide reports on trilateral cooperation programmes that are established and maintained
			12	Access international funds and participate in annual consultation meetings on the utilisation of ODA Negotiate new ODA and coordinate the alignment of the ODA with South Africa's education and training priorities, ensuring that financing, implementation, procurement and reporting on ODA are aligned with South Africa's education priorities and country systems Work towards the achievement of sustainable collaboration after the aid period has ended	Mar 2012	Provide reports at annual consultation meetings and submit agreed minutes to DHET Report on new ODA Sign financing and project agreements
		Compile reports on the outcomes of meetings with international offices of universities, and with FET Colleges and SETAs regarding internationalisation	13	Encourage international collaboration between institutions Strengthen cooperation with international offices, develop and maintain a database of the international engagements of institutions and convene an information sharing workshop with universities, SETAs and FET Colleges	Mar 2012	Report on meetings with international offices and report workshop A database on collaboration is compiled

2.3 SUB PROGRAMME: CD: LEGAL AND LEGISLATIVE SERVICES (R4.836 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
2.3.1.1	**Providing effective legal advice, on time, to the Ministry, the Department, government and the public on education legislation and law**	Advise the Minister, the Department, provincial departments and the broad public on education legislation and education law	1	Undertake research applicable to legislative material, draft legal opinions, provide either oral or written advice	Ongoing	Written legal opinions available
2.3.1.2	**Managing any litigation concerning the Ministry and the Department**	Manage all necessary actions, with the assistance of the State Attorney, against the Minister or the Department in court	2	Administer all court cases by or against the Department or the Minister	Ongoing (As per court rules)	Settlement of all court cases, either in court or out of court Quarterly reports to HEDCOM and CEM
2.3.1.3	**Advising on all agreements pertaining to the Department/ Ministry**	Provide legal advice and draft agreements between the Minister, the Department and other parties	3	Scrutinise agreements and contracts between the Minister and other institutions and advise on whether agreements are to be amended	As required	Approved contracts or agreements
2.3.1.4	**Managing and reporting on the statutory obligations relating to human rights**	Reports or contributions to reports on behalf of the Department	4	Attend meetings and draft reports, e.g. the Right of Access to Information and Human Rights Commission requests Analyse and evaluate areas for investigation of abuse via the monitoring of media and other reports	As required	Reports or contributions towards reports Quarterly reports to HEDCOM and CEM

2.3 SUB PROGRAMME: CD: LEGAL AND LEGISLATIVE SERVICES (R4.836 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
2.3.1.5	**Drafting of regulations and legislation and assisting with the processing thereof:** · **reviewing existing legislation via amendments passed in Parliament;** · **drafting new legislation, identified by the Minister** · **Skills Development Amendment Bill 2011;** · **Higher Education Laws Amendment Bill, 2011 (National Student Financial Aid Scheme Amendment Bill); and** · **Higher Education and Training Laws Amendment Bill, 2011**	Draft the Higher Education and Training Laws Amendment Bill, 2010, Higher Education Laws Amendment Bill, 2011; and Skills Development Amendment Bill, 2011	5	Draft, publish for comment, amend and gazette following Minister's approval	Nov 2011	Bills tabled in Parliament Bills promulgated and enacted
		Drafting guidelines, commenting or advising when appropriate to specific HET legislation and regulations prescripts	6	Ensure that legislation is implemented, visit provinces to monitor implementation plans and assist with the interpretation and the drafting of legislation	Mar 2012	Assist with implementation of legislation in every province and give support and assistance to PEDs in the drafting of legislation Present reports to HEDCOM and CEM

2.4 SUB PROGRAMME: CD: SOCIAL INCLUSION AND EQUITY IN HIGHER EDUCATION AND TRAINING (R3.306 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
2.4.1	**To establish a well-functioning social inclusion, equity and transformation unit within the DHET that will focus on policy, research, monitoring and evaluation in matters relating to race, class, gender, age, disability, HIV/Aids, and on career guidance information services and counseling**	Scoping of functions	1	Interrogate the DHET structure and identify relevant units for collaboration	May 2011	Scoping document, containing operational plans, is available
		Develop a database of social partners	2	Identify social partners working on issues of race, class, gender, age, disability, HIV/Aids and career guidance information services and counseling	Sep 2011	A database of social partners is available
2.4.2	**To develop and maintain policies, guidelines and frameworks for social inclusion and equity in the higher education and training system**	Develop social inclusion policies, guidelines and frameworks	3	Undertake desktop research and literature review	Jun 2011	Report available
			4	Collect data and demarcate scope of the research	Sep 2011	Status report available
			5	Draft policies, identify and consult relevant stakeholders	Mar 2012	Draft policies developed
2.4.3	**To support the development of a coherent career guidance information and counseling service for the higher education and training system**	Develop a plan for career guidance and information services in higher education	6	Support the DHET-SAQA career guidance project	Mar 2012	Draft report with recommendations available
			7	Develop a national plan/strategy for effective and coherent career guidance and information services in the post-school sector	Nov 2011	Report submitted to the Minister
			8	Collaborate with strategic partners (in line with outcome 5) in the provision of career guidance and information services for the post-school sector	Mar 2012	Report available

2.4 SUB PROGRAMME: CD: SOCIAL INCLUSION AND EQUITY IN HIGHER EDUCATION AND TRAINING (R3.306 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
2.4.4	**To assess the responsiveness of citizenship and values education curricular and extra-curricular programmes in the higher education and training sector**	Report is produced	9	Develop a monitoring framework for citizenship and values education in the higher education and training sector	Sep 2011	Framework document available
			10	Conduct desktop research of national and international practices	Jan 2012	Report available
			11	Identify strong programmes in institutions	Mar 2012	Reports available
2.4.5	**To render strategic support to inter-departmental initiatives related to youth, gender and disability**	Inputs and participation in meetings	12	Participate and report on inter-departmental strategic initiatives on youth development, gender and disability issues	Mar 2012	Meeting reports available
2.4.6	**To pay focused attention to the enhancement of rural education, languages and grounding programmes in the higher education and training sector, through monitoring and evaluation**	Develop draft plan of action	13	Conduct desktop research and literature review, reflect on existing policies	Dec 2011	Reports available
			14	Collect information and consolidate for reporting	Feb 2012	Report available
			15	Develop report on existing initiatives	Mar 2012	Report and plan of action available
2.4.7	**To coordinate social cohesion in the higher education and training system through the observance of key national and international calendars (days) and through arts, culture and sport**	Develop an advocacy plan and reports	16	Publications and calendars are printed and distributed to institutions of higher education and training	Mar 2012	Approved advocacy plan and calendar of events
2.4.8	**To manage the DHET's national, regional and international reporting obligations particularly in human rights education, disability, gender and HIV/ Aids**	Compile national, regional and international reports	17	Develop a framework for collecting information for reporting on national, regional and international protocols Reports compiled when required	Mar 2012	Reports available

PROGRAMME 3: UNIVERSITY EDUCATION

Alignment with the requirements of the Government Performance, Monitoring and Evaluation Framework with regards to Outcome 5

The University Education branch is responsible for the implementation of Output 5.4 and Output 5.5 of the Delivery Agreement, namely: *Increase access to high level occupationally-directed programmes in needed areas* and *Increase research, development and innovation in human development for a growing knowledge economy.*

The targets, deliverables and activities for Outputs 5.4 and 5.5 are therefore embedded in the operational plans of the Directorates: University-Academic Planning, Monitoring and Evaluation, University-Policy and Development Support, Post-School Teaching and University-Financial and Physical Planning.

3.1 SUB PROGRAMME: CD: UNIVERSITY – ACADEMIC PLANNING AND MANAGEMENT (R4 045.075 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
3.1.1 Directorate: University – Academic Planning, Monitoring and Evaluation						
3.1.1.1	**To strengthen academic and enrolment planning in supporting the output of quality graduates**	Planning framework for increased expansion of the post-school education system	1	Ensure articulation and collaboration through partnerships with HEIs/FET Colleges/SETAs Participate in and contribute to the development of the FET sector Develop policy framework for partnership between FET Colleges, private and public HEIs	Mar 2012	Framework developed and approved by Minister
		Planning statement for increased enrolment, throughput and graduates in scarce and critical skills (Human and Animal Health, Physical and Natural Sciences, Engineering and Teacher Education)	2	Develop the enrolment planning statement and institutional targets for 2013 and draft individualised letters for each institution	Apr 2011	Statement approved by the Minister and individualised letters per institution signed and distributed

3.1 SUB PROGRAMME: CD: UNIVERSITY – ACADEMIC PLANNING AND MANAGEMENT (R4 045.075 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
		Funding support analysis	3	Analyse enrolment statements to determine infrastructure needs Monitor over/under enrolment and impact on over/under funding	Sep 2011	Incorporate analysis into infrastructure funding process Analysis report available
		Monitoring and assessment of institutional targets for 2010-2013 according to ministerial PME targets	4	Conduct annual assessments of institutions in achieving their annual targets as stipulated in their enrolment planning frameworks	Mar 2012	Report on enrolment planning target assessments
		Policy on Distance Education provision in South Africa	5	Completing the policy on Distance Education provision with assistance from SAIDE	Apr 2011	Policy on Distance Education provision finalised and approved by Minister
		Space planning report on accurate space capacity at HEIs	6	Conduct an assessment of space needs at higher education institutions in relation to environments conducive to teaching and learning as well as residence needs Incorporate enrolment planning projections and space requirements	Mar 2012	Report and advice on future space capacity and enrolment growth finalised
		Report on campus enrolments	7	Gather information on campus specific enrolments at institutions in terms of numbers and demographics to aid in the analysis of campus planning endeavours	Nov 2011	Report on campus enrolment finalised to inform PQM planning
		Cohort studies report	8	Determine the status of the cohort studies done Analyse the data and write a report	Mar 2012	Publish report on dropout and throughput rates
3.1.1.2	**To enhance the national Programme Qualification Mix (PQM) grid by refining and aligning universities' PQMs with the National Plan for Higher Education**	PQM tracking tool/system	9	Identify technical needs for the system Identify a tracking system and/or model Consult with DHET/Information Systems structures regarding administration of the system Implement an appropriate tool which is web based	Mar 2012	PQM tracking system approved

3.1 SUB PROGRAMME: CD: UNIVERSITY – ACADEMIC PLANNING AND MANAGEMENT (R4 045.075 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
			10	Populate and maintain PQM system	Mar 2012	Populated and functional PQM system
		Approved ministerial PQM process	11	Develop PQM approval criteria in compliance with the HEQF Finalise PQM approval criteria for Teacher Education specifically according to the policy framework in consultation with Teaching Development Chief Directorate Ensure criteria that will enhance differentiation	Aug 2011	Ministerial approved process document
		Established new PQMs aligned to the HEQF	12	Finalise format of new PQM Populate new PQM Send PQM to institutions to reconcile information	Jul 2011	Approved new institutional PQMs
		Geographical presentation of HEI landscape	13	Plot institutional types on geographical map Distinguish between career focus/ formative and professional programmes Develop a PQM map Investigate implementation of a GIS map	Aug 2011	Higher Education map according to institutional type, PQM and enrolment size produced
		Reconceptualise foundation provisioning model	14	Revisit the foundation provision model in relation to teaching and learning imperatives	Mar 2012	Policy Framework for Foundation Programmes
3.1.2 Directorate: University – Management Support						
3.1.2.1	**To provide financial management and management support to universities and relevant public entities**	Revised annual reporting regulations	1	Propose changes to regulations, consult with stakeholders, publish for comment and present final draft to Minister for approval and gazetting	Mar 2012	Revised annual reporting regulations approved by the Minister and gazetted for implementation
		Report on the assessment of the universities' annual reports	2	Assess 2010 Annual Reports of universities, prepare submission on assessment and draft letters to chairpersons of Councils	Sep 2011	Report and letters submitted to Minister for approval

3.1 SUB PROGRAMME: CD: UNIVERSITY – ACADEMIC PLANNING AND MANAGEMENT (R4 045.075 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
		Finalisation of requests for ministerial approval in terms of the Higher Education Act, 1997 (Act 101 of 1997)	3	Assess incoming requests from universities, source additional information or advice where necessary, finalise submission to Minister	Ongoing	Submissions for ministerial approval processed and universities informed accordingly
		Report on quarterly performance, strategic plans and annual budgets	4	Assess quarterly reports and provide comment for inclusion in ministerial submission Assess strategic plans and annual budgets for approval by Minister	Quarterly	Approved reports
3.1.2.2	**To improve access to post-school education in Mpumalanga and the Northern Cape**	Task team report on the model for universities in Mpumalanga and the Northern Cape	5	Discussions held with institutions to explore the type of universities for Mpumalanga and the Northern Cape	Jun 2011	Report on future universities submitted to the Minister for approval
3.1.2.3	**To improve access to universities via the establishment of a Central Application Service**	Framework and appropriate model for the establishment of a Central Application Service	6	Proposed concept on a central application service Consult on the modalities for the establishment of the Central Application Service	Mar 2011 Jun 2011	Approved framework and appropriate model for a Central Applications Service is available
3.1.2.4	**To support the improvement of the structure and efficacy of the National Student Financial Aid Scheme (NSFAS)**	Implementation plan for recommendations by the NSFAS Review Committee	7	Develop plan for implementing the Ministerial-approved recommendations flowing from the review of NSFAS	Apr 2011	Implementation plan approved by the Minister Final report on impact of implementation plan
3.1.2.5	**To reflect on best practices and challenges in implementing the mergers of universities**	Report on best practices and challenges of implementing the restructuring of higher education	8	Discussions held on content of report, comments incorporated and report finalised	Apr 2011	Report approved by the Minister
3.1.2.6	**To monitor the progress with regard to outputs 4 and 5 of the Minister's PME**	Report on progress in meeting the targets	9	Acquire information from HEMIS, universities and DST	Quarterly	Report approved by the Minister

3.2 SUB PROGRAMME: CD: UNIVERSITY- FINANCIAL PLANNING AND INFORMATION SYSTEMS (R6.687 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
3.2.1 Directorate: University – Financial and Physical Planning						
3.2.1.1	**To provide appropriate policy frameworks for improvement of teaching and learning**	New policy for the utilisation of teaching and research development grants	1	Draft proposals consulted with HESA and CHE Final draft of new policy submitted to Minister for approval	Jun 2011	Policy approved by the Minister
		Policy and framework for a Credit Accumulation and Transfer (CAT) system and transcript supplements in HE	2	Finalise policy and framework	Jul 2011	Policy approved by the Minister
		Implementation plan and guidelines for the funding of health professionals training and development	3	Work with technical working group and Health Sciences Review Committee, and consult with stakeholders to finalise an implementation plan and guidelines	Jun 2011	Implementation plan and guidelines approved
3.2.1.2	**To ensure the effective use of earmarked funds by universities for intended purposes**	Monitor that earmarked funds are properly used by assessing progress and audit reports	4	Assess progress and audit reports and communicate with universities where additional information is required Progress reports approved before further release of funds	Mar 2012	Report on usage of earmarked funds based on the assessment of progress and audit reports
3.2.1.3	**To review the funding of the university education system as a whole and particularly the funding formula and the entire framework**	Review of the funding framework	5	Support the ministerial committee to review the funding framework	Dec 2011	Committee report finalised with recommendations submitted to the Minister
		Review of the provision of student housing	6	Support the ministerial committee with the assessment of the provision of student housing	May 2011	Report on the assessment of the provision of student housing and recommendations submitted to the Minister
		New input funding strategy	7	Together with Academic Planning Directorate, develop a strategy to address the over and underfunding of universities due to deviations from the enrolment targets for 2010	May 2011	New input funding strategy submitted to Minister for approval

3.2 SUB PROGRAMME: CD: UNIVERSITY- FINANCIAL PLANNING AND INFORMATION SYSTEMS (R6.687 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
3.2.2 Directorate: University – Management Information System (HEMIS)						
3.2.1.1	**To ensure that the Higher Education Management Information System (HEMIS) meets the needs for management information across the sector, and that it is maintained properly with the required data from universities**	Qualitative and quantitative HEMIS management information	1	Update the system with student data from universities for 2010	Apr 2011	Data sets produced
				Obtain audited student data	Jul 2011	
			2	Update the system with staff and space data from universities for 2010 Update the system with preliminary student data for 2011	May 2011 Oct 2011	Information in system updated timeously Data sets produced
			3	Respond to requests for data from internal and external stakeholders	As required	Data published on the website and questionnaires and data reports completed
			4	Assess the HEMIS software, propose and consult on appropriate revisions and enhancement of the system	Mar 2012	Revisions approved and implemented

3.3 SUB–PROGRAMME: CD: UNIVERSITY- POLICY AND DEVELOPMENT (R15.601 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
3.3.1 Directorate: University – Support and Sector Liaison						
3.3.1.1	**To provide support to universities with regard to statutes, councils and student queries**	Amended universities' statutes	1	Assess changes to institutional statutes in line with the Higher Education Act and draft submissions to the Minister for approval and gazetting of revised statutes	As required	Revised university statutes approved and gazetted timeously
		Councils and boards fully represented.	2	Call for nominations for members of boards and councils Submit to Minister for approval and gazetting	As required	Council and board members appointed Database of Ministerial appointees and their contact details up to date
		Queries up to date and regularly monitored	3	Respond to and investigate queries from the public, institutions, and the Presidential hotline	As required	Timeous responses to queries and up to date database of all queries received and clear articulation of how they were dealt with
3.3.1.2	**To support universities in enhancing student governance and leadership**	Student governance bodies are supported and operational at all institutions	4	Support provided via discussions, the provision of guides and manuals, and training workshops, where requested	As required	Workshops held and guides and manuals to support student organisations distributed
		SRC elections run effectively and smoothly	5	Work in partnership with the IEC to ensure effective, free and fair elections on all university campuses	Nov 2011	Report on SRC elections held on all campuses
3.3.1.3	**To support universities in accelerating the process of transformation**	Indicators of transformation and monitoring framework developed	6	Develop a set of indicators and monitoring framework for ongoing monitoring of transformation at universities and consult within the sector	Sep 2011	Indicators and monitoring framework developed and consulted on and ready for implementation
		Establishment of Ombuds office proposal	7	Draft a proposal for an Ombuds office or Ombuds person mechanism for discrimination in higher education and provide opportunity for consultation on the proposal	Nov 2011	Proposal developed and consulted

3.3 SUB–PROGRAMME: CD: UNIVERSITY- POLICY AND DEVELOPMENT (R15.601 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
3.3.1.4	**To support universities in improving governance**	Support training of Council members	8	Ensure that all new Council appointments are given adequate training and support Facilitate meetings of Ministerial Council appointees, where necessary	As required	Report on training and assistance provided to new Council members
		Develop database of persons with the requisite skills, competencies and experience to be eligible as ministerial appointees to university councils	9	Database developed of persons with skills and competencies identified for possible Council appointment, and fed into the database	Apr 2011	Database completed and maintained on an ongoing basis
		Compile recommendations for improving efficacy of institutional forums	10	Finalise recommendations of institutional forum review and forum discussions and communicate to these institutions	Jun 2011	Recommendations made available and shared with institutions
		Support ad hoc task teams and assessors where necessary	11	Provide secretariat and coordinating support to task teams and assessment teams	As required	Reports on support available
3.3.2 Directorate: University – Policy and Development Support						
3.3.2.1	**To support the enhancement of research output and the academic performance of universities**	Efficient administration of the submission of research outputs by all institutions on the set dates	1	Ongoing email and telephonic support to institutions Continued communication through communiqués which discuss issues necessary for the publication outputs of institutions	Cyclical	Compliance report on the improved and efficient handling of the research output cycle by individual institutional research offices
		Support for research output procedures provided to all institutions, especially those identified to be having challenges	2	Institutional visits for purposes of exchanging information and empowering institutional research offices Bi-annual workshop is held with all institutions	Mar 2012	Documentary evidence of the decrease in the number of publications that get rejected by the Department and the research output panel
		Compilation of an analytical report on research publication outputs of the higher education sector	3	Analysis of research outputs of the sector and compilation of a report	Nov 2011	Report on the increased number of quality research publications by institutions

3.3 SUB–PROGRAMME: CD: UNIVERSITY- POLICY AND DEVELOPMENT (R15.601 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
3.3.2.2	**To provide an appropriate policy framework for programmes and qualifications in higher education**	Improvement of the policy on research outputs based on the analysis of data for each year	4	Policy improvements are finalised and consulted on broadly in the sector	Jun 2011	The policy on research outputs is finalised and approved for implementation
		Develop policy on research development and on the formula for research development grant allocation	5	Draft a policy on research development and a formula for allocation of research development grants	Mar 2012	Policy on research development grants approved
		Development and implementation of policy that recognises creative outputs from institutions for purposes of subsidy allocation	6	Support the working group and assist in compiling a report Develop and consult on policy for creative arts	Jun 2011	Report submitted to the Minister Policy developed and approved
3.3.2.3	**To support universities in managing the impact of HIV and Aids**	Successful implementation of HEAIDS Phase 3 programme making use of the adopted policy framework and the business plan that will be developed and adopted at the Strategic Advisory Committee level	7	Appointment of the programme director Synthesis of the results of phase 2 particularly of items that will be relevant in the implementation of phase 3	Mar 2012	Report of phase 2
			8	Consultation with the secretariat on the set programme implementation plan	Mar 2012	Implementation plan available
3.3.2.4	**To promote the internationalisation of the university education system, of the African continent in particular, and support student exchanges**	Develop a draft policy for internationalisation of higher education in South Africa	9	Finalise draft discussion document Convene a working group that will assist with the contents of the document and consultative process with the sector	Mar 2012	Policy on internationalisation of higher education finalised and approved
		Effective implementation of scholarship programmes (Erasmus Mundus and Nyerere Scholarships)	10	Monitor the implementation of the existing scholarship schemes	Mar 2012	Report on graduate students and partnership arrangements between and amongst institutions
		Seek new scholarship opportunities for South African students	11	Negotiate with countries that have a potential to offer scholarships to South Africans	Mar 2012	Report on new scholarship schemes sourced

3.3 SUB–PROGRAMME: CD: UNIVERSITY- POLICY AND DEVELOPMENT (R15.601 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
3.3.3 Directorate: Private Higher Education Institutions						
3.3.3.1	**To ensure the appropriate regulation and registration of private higher education institutions**	Register of private institutions and regulatory framework for registrations amended	1	Consider applications for registration in terms of the Act Review regulations for the registration of private HE institutions	Ongoing	Register of institutions compliant with Act Revised regulations available Amendments and registrations processed timeously
		Improved regulations on private higher education institutions	2	Review and improve regulations on private higher education institutions Consult on improvements	Mar 2012	Approved improved regulations on private higher education institutions
3.3.3.2	**To monitor the compliance of private higher education institutions with the legislation and regulations**	Annual reports received and analysed	3	Receive annual reports and analyse for continued compliance	Oct 2011	Analysis report on annual reports available Monitoring cycle for all institutions complete
3.3.3.3	**To maintain accurate records and data on private higher education institutions**	Accurate record-keeping and information database operational	4	Finalise reporting tool and populate database of information from annual reports for internal information purposes	Oct 2011	Reporting tool finalised and communicated, and database developed and updated
3.3.3.4	**To provide information on registration and amendment procedures in private higher education institutions**	Regular and responsive communication with providers and public	5	Respond to requests for information and queries as and when they arise	Ongoing	Accurate and timeous responses to public and provider requests for information and support

3.4 SUB-PROGRAMME: CD: TEACHING DEVELOPMENT (R7.223 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
3.4.1 Directorate: Post-School Teaching						
3.4.1.1	**To monitor the production and development of lecturers and practitioners for the post-school system through qualification programmes in order to inform planning and determine enrolment and graduation targets**	Report produced on programmes offered for AET practitioners, higher education lecturers, and college lecturers, in order to inform planning and development of the sector	1	Identify providers (public and private) offering qualifications programmes for practitioners and lecturers for the post-school system	Aug 2011	Providers and programmes identified and data base developed
			2	Collect data on enrolments and graduations on programmes offered for post-school practitioners and lectures	Oct 2011	Data collection instruments developed and sent to HEMIS officers and relevant officials at institutions offering programmes
			3	Analyse data collected on practitioner/ lecturer enrolments and graduations	Jan 2012	Data analysed
			4	Publish report	Mar 2012	Report published and distributed
3.4.1.2	**To strengthen the capacity for the provision of post-school teacher education in universities in order to provide and develop sufficient teachers for the post-schooling sector (Adult Education and Training centres/institutions, Colleges and Universities) over time**	Utilise report on current provisioning of post-school teacher education to develop a planning framework for the development of the sector	5	Consult with relevant role-players to develop a planning framework for the development of the post-school teacher education system for implementation in 2012/13	Mar 2012	Planning framework developed and approved
3.4.1.3	**To monitor, evaluate and develop departmental policies to improve the use of teaching development grants to strengthen teaching and learning in universities**	Report on the qualitative use of teaching development grants at public universities	6	Collect and analyse data on the use of teaching development grants across all public universities and produce a report	Oct 2011	Report published
			7	Consult relevant role-players and make recommendations for the development of policy related to strengthening teaching and learning at universities	Mar 2012	Recommendations made and presented to minister for consideration

3.4 SUB-PROGRAMME: CD: TEACHING DEVELOPMENT (R7.223 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
3.4.2 Directorate: School and Pre-school Teaching						
3.4.2.1	**To monitor the production of initial teachers and the development of practicing teachers for the pre-school and school system through qualification programmes in order to inform planning and determine enrolment and graduation targets**	Publish report on *Trends in School Teacher Education 2010/11*	1	Collect data on school teacher education enrolments and graduations	Oct 2011	Data collection instruments developed and sent to HEMIS officers and Deans of Education and data received
			2	Analyse data collected on teacher education enrolments and graduations	Jan 2012	Data analysed
			3	Publish report	Mar 2012	Report published and distributed
3.4.2.2	**To strengthen the capacity and capability for the provision of preschool and school teacher education in universities in order to produce and develop sufficient quality teachers for the preschool and school system in line with Ministerial targets**	Set targets for school teacher education enrolment and graduate output for different qualification types and programme specialisations, in line with the PQM of institutions and their ability to offer these, and support universities to reach them	4	Meet with university heads of education and the HESA Education Deans Forum to inform school teacher education enrolment planning and graduation outputs	Jul 2011	Meetings held and rolling targets set in line with institutional academic and enrolment plans
			5	Direct the use of available funds for teacher education, in particular infrastructure and efficiency grants, to enhance institutional capacity to meet future targets	Ongoing	The systemic approach to the allocation and use of infrastructure and efficiency grants is implemented
		Strengthen the foundation phase teacher production system by encouraging research, increasing the number of universities involved from 13 to 15, and increasing the enrolment in initial foundation phase teacher education programmes by 10%	6	Set up university based teams to conduct research, programme and materials development in foundation phase teacher education and allocate funds to these teams	Apr 2011	Teams set up, MoUs established and funds transferred for 2011/12 activities

3.4 SUB-PROGRAMME: CD: TEACHING DEVELOPMENT (R7.223 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
			7	Conduct a seminar on Foundation Phase teacher education focused on literacy to develop foundation phase teacher educators in this area	Jul 2011	Seminar held
			8	Provide foundation phase initial teacher education bursaries via NSFAS, targeting African language students	Jan 2012	200 bursaries, to cover 4 years of study, are awarded to African Language foundation phase students enrolling in 2012 for first-year studies
3.4.3 Directorate: Evaluation, Monitoring and Regulation of Teaching Qualifications and Programmes						
3.4.3.1	**To maintain and develop policy for practitioner/ teacher/lecturer qualifications that is in line with the HEQF and needs of the education system**	Develop policy on minimum requirements for FET College lecturer qualifications selected from the HEQF	1	Consult with all role-players to develop draft policy on minimum requirements for FET College lecturer qualifications	Mar 2012	Draft policy developed and ready for publication for public comments
		Develop policy on minimum requirements for ECD practitioners	2	Consult with all role-players to develop draft policy on minimum requirements for ECD practitioner qualifications	Mar 2012	Draft policy developed and ready for publication for public comments
		Develop policy on minimum requirements for AET practitioners	3	Consult with all role-players to develop draft policy on minimum requirements for AET practitioner qualifications	Mar 2012	Draft policy developed and ready for publication for public comments
3.4.3.2	**To evaluate, monitor and regulate practitioner/ teacher/ lecturer qualification programmes to ensure that they are aligned with academic policy and teacher education policy, accredited by the HEQC and approved for inclusion on Programme Qualification Mix (PQM) of universities**	New programmes submitted are evaluated to ensure compliance with teacher education policy, the HEQF and PQM approval	4	Evaluate programmes received and advise institutions where necessary	Ongoing	Programmes evaluated and workshops held where necessary
			5	Ensure approved teacher education programmes included on the PQM (in co-operation with the D: Academic Planning, Monitoring and Evaluation)	Ongoing	Approved new teacher education programmes included on the PQM
			6	Liaise with the CHE/HEQC to ensure accreditation of recognised programmes	Ongoing	Database of recognised and accredited programmes developed and maintained

3.4 SUB-PROGRAMME: CD: TEACHING DEVELOPMENT (R7.223 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
3.4.3.3	**To provide a service to organisations employing practitioners, teachers and lecturers to evaluate individual qualifications, local and foreign, for recognition for employment (through determining the relative education qualification value (REQV) of the individual qualification)**	Individual qualifications submitted are evaluated and certificates issued	7	Receive submissions Evaluate individual qualifications (foreign and local), and issue evaluation certificates where appropriate	Ongoing	Qualifications evaluated and certificates issued
			8	Identify fraudulent qualifications and inform institutions, employees and SACE	Ongoing	Fraudulent qualifications reported to accrediting institutions, employees and SACE
		Support provincial education evaluators to apply relevant policy for the evaluation of local qualifications	9	Develop training programme for provincial evaluators to apply relevant policy to evaluate local teacher qualifications	Mar 2012	Training programmes developed and distributed electronically to provinces

PROGRAMME 4: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

Alignment with the requirements of the Government Performance, Monitoring and Evaluation Framework with regards to Outcome 5

The VCET branch is responsible for the implementation of Output 5.2 of the Delivery Agreement, namely; *Increase access to programmes leading to intermediate and high level learning.*

The targets, deliverables and activities for Output 5.2 are therefore embedded in the operational plans of the Directorates: Public FET Colleges, Curriculum Development and Support, Youth Development Programmes and Adult Education and Training.

4.1 SUB PROGRAMME: CD: PLANNING AND INSTITUTIONAL SUPPORT (R4 340.332 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includ es performance targets)**
4.1.1 Directorate: Public FET Colleges						
4.1.1.1	**Increase access to programmes leading to intermediate and high level learning by supporting the development of college institutional capacity in order to achieve transparency, enhanced performance, accountability and efficiency**	Oversight exercised over FET Colleges financial management	1	Support colleges to implement SA GAAP, financial monitoring systems, policies and guidelines	Mar 2012	Increase in the number of colleges that receive unqualified audit reports
		Report on student participation and success rates in FET Colleges	2	Assess and monitor the targets set in operational plans for improvement in participation and success rates	Mar 2012	Report on the increase in participation and success rates in N and NC(V) courses as part of massification of access to FET Colleges
		Updated system indicators for the use of the college Business Management System (BMS) to support FETMIS	3	Develop BMS indicators and data requirements for use by colleges which include indicators as per delivery agreement output 2, sub-outputs 2-4 and output 3, sub-outputs 2 and 4	Dec 2011	Indicator report available
		Standard BMS expanded to 4 additional FET Colleges	4	Implement the standard BMS at 4 FET Colleges	Mar 2012	BMS data standardised and compatible with skills planning information system at 4 additional colleges

4.1 SUB PROGRAMME: CD: PLANNING AND INSTITUTIONAL SUPPORT (R4 340.332 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includ es performance targets)**
4.1.1.2	**To ensure participation by and involvement of relevant role-players in processes that decide on the strategic direction of the FET College sub-system**	Relevant statutory and non-statutory stakeholder structures established and operational	5	Relevant statutory stakeholder structures appropriately gazetted Framework for non-statutory stakeholder structures consulted and finalised	Mar 2012	Report on statutory and non-statutory stakeholder structures monitored, supported and evaluated
4.1.1.3	**Effectively manage and support the transition of colleges to an exclusive national legislative competence**	Transition of colleges from provincial to exclusive national legislative competence completed	6	Overall Plan for "Function Shift" endorsed by Ministerial steering committee and secretariat established and operational Overall project management committee established and operational Relevant specialist technical task teams established and operational	Mar 2012	Transition to national competence completed Report on "mopping up" operations on outstanding implementation of technical aspects of the "Function Shift" plan
4.1.1.4	**Develop and support the implementation of a monitoring, evaluation and research framework that must inform continuous improvement in the sub-system**	Monitoring, evaluation and research framework developed and operational, structured programmes of continuous improvement in the sub-system implemented	7	Research agenda for the FET College sector endorsed by Minister Operationalised PME framework endorsed and operationalised	Mar 2012	Completed research framework Independent review of effectiveness of the implementation of the monitoring, evaluation and research framework
4.1.2 Directorate: Education and Labour Relation and Conditions of Service						
4.1.2.1	**To provide support for the progressive improvement in Conditions of Service of College Employees**	Agreement on the improvement of remuneration for college employees concluded	1	Participate in negotiations with the view of reaching agreement on remuneration and conditions of service for FET College employees	Mar 2012	Agreement(s) signed and implemented
		Career path model for lecturers finalised and implemented	2	Conclude an agreement on a career path model for lecturers which includes the finalisation of an employee qualification framework	Mar 2012	Signed agreement(s)
		PERSAL system rolled out to colleges	3	Develop technical capacity to ensure that colleges have access to PERSAL	Sep 2011	40% of all colleges have access to PERSAL

4.1 SUB PROGRAMME: CD: PLANNING AND INSTITUTIONAL SUPPORT (R4 340.332 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includ es performance targets)**
4.1.2.2	**To ensure sustained labour peace, staff commitment and productivity**	The implementation of the reviewed bargaining strategy monitored	4	Submit a report on the effectiveness of the bargaining units in the sector	Mar 2012	Report submitted
4.1.2.3	**To develop and maintain a human resource planning framework for the FET College and AET sub-systems**	Provide support for the establishment of a functional organisational structure for colleges	5	Investigate the current organisational structure in colleges Visit a sample of 20 colleges Develop a new model	Jun 2011	An approved organisational structure model
			6	Coordinate the development of a draft organisational model for circulation and discussion	Mar 2012	Report on the workshops on the approved organisational structure model
			7	Develop norms and standards for staff provisioning	Mar 2012	Norms and standards in line with programme funding are developed
			8	Identify HRM capacity and needs in sector	Sep 2011	Register of needs developed
4.1.3 Directorate: Financial Planning						
4.1.3.1	**Plan and monitor the equitable distribution of funding to increase access to a variety of approved programmes in public FET Colleges and public Adult Learning Centres**	Revised programme costing model for FET Colleges	1	Develop a costing model to review FET Colleges programme costs	Sep 2011	Costing model for FET Colleges programmes developed and available
		Readiness for the implementation of national Norms and Standards for Funding Adult Learning Centres by 2013	2	Review 2010/11 provincial implementation plans and provide support to PEDs to ensure readiness	Sep 2011	Report on readiness for implementation
		Revised national Norms and Standards for Funding FET Colleges to cater for all nationally approved programmes	3	Amend the current funding framework Initiate a consultative process with relevant stakeholders	Mar 2012	Amended national Norms and Standards for Funding FET Colleges

4.1 SUB PROGRAMME: CD: PLANNING AND INSTITUTIONAL SUPPORT (R4 340.332 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includ es performance targets)**
4.1.3.2	**To develop policies that will facilitate the securing of complementary funding to increase access to and for development support of the VCET sub-system**	Revised National Norms and Standards for Funding FET Colleges to enable colleges to access various funding sources	4	Amend the funding framework to create access to alternative funding sources	Mar 2012	Amended national Norms and Standards for Funding FET Colleges
4.1.4 Directorate: Private FET Colleges						
4.1.4.1	**To regulate and support private colleges, as a means of expanding the institutional base for providing quality post-school education and training opportunities**	Private FET Colleges monitored for compliance and performance	1	Revise and dispatch annual reporting tool to private colleges and analyse compliance and performance	Nov 2011	Monitoring and compliance report on total student enrolments, total staff employed, graduation rates and degree of compliance
		Continue to evaluate applications for registration and amendments of registration	2	Process applications for registration as private FET Colleges	Mar 2012	Master list maintained of applications, amendments and appeals
			3	Assess private colleges for registration as examination centres	Mar 2012	Master list of private colleges registered as examination centres is maintained and available
			4	Publish names of registered colleges in the Government Gazette	Sep 2011	Names of all registered colleges published in the Government Gazette

4.2 SUB PROGRAMME: CD: PROGRAMMES AND QUALIFICATIONS (R12.012 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
4.2.1 Directorate: Curriculum Development and Support						
4.2.1.1	**To develop and maintain a range of quality responsive vocational programmes for colleges**	NC(V) qualification policy reviewed by the task team	1	Review the NC(V) qualification policy	Mar 2012	Revised NC(V) qualification policy document is available
		Curricula for 3 new NC(V) subjects developed	2	Write subject and assessment guidelines for 3 NC(V) subjects	Jun 2011	Subject and assessment guidelines distributed to colleges and posted on DHET website
		Review and update 4 existing NC(V) subject curricula	3	Curriculum teams established to conduct a review of curriculum in 4 subjects	Oct 2011	Updated curriculum documents in the 4 subjects distributed to colleges
		Improve the quality of internal exam question papers in colleges for six subjects	4	Evaluate internal exam papers of 6 subjects from a spread of colleges Make recommendations for improvements	Oct 2012	Provide evaluation report with recommendations as feedback support to colleges for improvement of internal exam papers
4.2.1.2	**To train and support lecturers to ensure a skilled and capable college workforce**	750 lecturers trained in vocational and occupational programmes	5	Workshops planned and hosted	Mar 2012	Lecturer training report highlighting outcomes of training submitted
4.2.1.3	**To assess the quality of curriculum delivery and impact of the intervention strategies to improve quality of curriculum delivery**	Internal Continuous Assessment (ICASS) guidelines developed for colleges for NC(V) programmes	6	ICASS guideline document finalised and implemented in colleges	Mar 2012	Report on college implementation of ICASS guidelines
		Good quality textbooks provided to students	7	Textbooks are evaluated for new programmes to be offered in colleges in 2013	Nov 2011	Catalogue of approved textbooks provided to colleges

4.2 SUB PROGRAMME: CD: PROGRAMMES AND QUALIFICATIONS (R12.012 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
4.2.2 Directorate: Youth Development Programmes						
4.2.2.1	**To initiate and support interventions aimed at addressing the challenges affecting students particularly in regard to academic performance, programme choices, governance and leadership, extra-curricular activities and students' general welfare**	Academic support interventions instituted	1	Institute and coordinate the development of fundamental subjects academic support initiatives for students to improve pass rates	Mar 2012	Average pass rates in the relevant subjects are improved
		Booklet on study opportunities at colleges developed	2	Develop booklet	Oct 2011	FET College study opportunities/ booklet developed and distributed to colleges
		Student retention monitored on an annual basis	3	Monitor student retention in ministerially approved FET College programmes	Mar 2012	Monitoring reports on retention rates and success rates available
		DHET FET Colleges Bursary Scheme implemented at colleges	4	Revise the DHET FET College bursary scheme guidelines to apply to financially needy yet academically capable students enrolled on the NC(V) and report 191 (NATED) programmes	Mar 2012	FET College bursary guideline document completed and distributed to colleges
		Data analysed on the degree of financial neediness of FET College students	5	Collect and analyse data that indicates the variance between the affordability and demand for bursaries	Jul 2011	Report on the degree of financial need of FET College students available
		Revised Student Support Services (SSS) framework	6	Revise the current Student Support Services framework	Mar 2012	SSS framework distributed to colleges for implementation
		Phase II and III of the SSS framework implemented at 25 colleges	7	Colleges monitored and evaluated on the implementation of the SSS framework	Mar 2012	Implementation report on improved pass, certification and throughput rates achieved
4.2.2.2	**To strengthen the capacity of FET Colleges to provide effective student support services**	SSS officers/managers trained on the administration of the NSFAS bursary scheme and on implementation of academic support interventions	8	Train the SSS officers/managers on the administration and management of the NSFAS Colleges bursary scheme and on the implementation of academic support interventions	Sep 2011	Reports compiled on: Increased number of NC(V) and NATED programmes student bursary beneficiaries Improved certification rates of beneficiaries in both programme types per level

4.2 SUB PROGRAMME: CD: PROGRAMMES AND QUALIFICATIONS (R12.012 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
		Coordinated DHET participation in youth development initiatives	9	Participate in initiatives that support youth development initiatives in accordance with the national, continental and international youth policies	Mar 2012	Report on DHET participation in youth development initiatives
4.2.2.3	**To provide strategic coordination, support and management for partnerships and donor-funded projects aimed at FET College development support**	Annual project plans and terms of reference for each project submitted	10	Coordinate and manage strategic partnerships and donor funded projects for FET College development support	Mar 2012	Annual report on the achievements of each project
4.2.3 Directorate: Adult Education And Training						
4.2.3.1	**To expand access to AET programmes for adults and out-of-school youth**	Increased enrolments in AET programmes	1	Increase learner enrolment in Public Adult Learning Centres	Dec 2011	Report on enrolments
4.2.3.2	**To develop and maintain a range of quality responsive programmes for adults and out-of-school youth**	Appropriate policy for AET programmes	2	Draft legislation and policy for AET programmes	Mar 2012	Approved policy on AET programmes
		Appropriate curriculum developed for the National Senior Certificate for Adults (NASCA)	3	Develop the curriculum for the National Senior Certificate for Adults	Dec 2011	Approved curriculum for the NASCA
		Responsive curricular programmes developed	4	Develop the curriculum for the General Education and Training Certificate (GETC)	Dec 2011	Approved curriculum for the GETC
4.2.3.3	**To develop and support the implementation of assessment policies for AET programmes to ensure quality and credibility of learner achievements**	Increased performance of learners on the GETC examinations	5	Increase the success rate of learners in the General Education and Training Certificate (GETC) examinations	Mar 2012	Report on increased learner performance
		All Public Adult Learning Centres (PALCs) comply with the assessment policy	6	Implement the assessment policy	Dec 2011	Report on the implementation of, and compliance with the assessment policy

4.2 SUB PROGRAMME: CD: PROGRAMMES AND QUALIFICATIONS (R12.012 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
		Effective educator training intervention done	7	Facilitate the development of an educator training intervention in learning areas with low success rates	Dec 2011	Report on the training intervention and the monitoring thereof
4.2.3.4	**To provide institutional support to ensure quality, efficiency and improved performance of public adult learning centres**	Improved performance of public centres	8	Develop and implement a strategy for institutional support	Dec 2011	Report on the quality, efficiency and performance of public adult learning centres

4.3 SUB PROGRAMME: CD: FET COLLEGE AND AET EXAMINATIONS AND ASSESSMENT (R121.390 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
4.3.1 Directorate: Examinations Administration Support and IT System Administration						
4.3.1.1	**To provide administrative and IT support to all examination processes at FET Colleges and personnel**	Providing examination support to examination centres	1	Provision of answer books, syllabi, copies of question papers and marking guidelines	Mar 2012	Examination material provided to 50 colleges and all examination centres for April and June examination
			2	Printing, packing and distribution of question papers to all examination centres		
		Provisioning of IT hardware and software for examination personnel	3	Ordering and installation of IT equipment	Mar 2012	IT hardware and software provided
		Registration of examination centres	4	Site inspection of examination centres, issuing of examination centre numbers, maintenance of the database of all registered exam centres	Mar 2012	Database of approved and registered centres operating as examination centres
4.3.1.2	**To provide credible examinations (Report 190/191) at FET Colleges**	Managing the setting and quality assurance of Report 191 question papers and marking guidelines	5	Appointment and remuneration of examiners and moderators as well as marking officials	Mar 2012	Appointments made
			6	Examination timetables and examinations instructions produced and distributed to stakeholders and stored in the portal	Mar 2012	Timetables and instructions published
		Monitoring the conduct of examinations in all registered examination centres	7	Updating monitoring instruments and visiting centres with irregular practices	Mar 2012	Report on compliance to policy on conduct of examinations as well as management of irregularities
			8	Training provided to examination officers in examination centres	Mar 2012	Report on examination officials trained
		Resulting and certification	9	Capturing of marks and standardisation thereof	Trimesters and Semesters	Candidates resulted and certificates/ diplomas issued

4.3 SUB PROGRAMME: CD: FET COLLEGE AND AET EXAMINATIONS AND ASSESSMENT (R121.390 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
4.3.2 Directorate: FET and AET Examinations and Assessment						
4.3.2.1	**To provide and support quality assessment practices for vocational and adult education**	Manage the setting and quality assurance of NC(V) and AET examination question papers, marking guidelines and site-based assessment tasks	1	Appoint, brief and remunerate setting panels Set, internally moderate, format, edit and translate question papers, marking guidelines and standardised site-based assessment tasks	Mar 2012	Hard copy version of quality assured question papers ready for printing and distribution to examination centres for NC(V) Level 2-4 November and supplementary examinations and ABET GETC Level 4 June and November examinations Electronic version of quality assured NC(V) Level 2-4 ISATs and ABET GETC Level 4 SBAs for implementation in 2012 ready for distribution to colleges and provinces respectively
			2	Participate in external moderation processes	Mar 2012	Moderated scripts available
			3	Distribute standardised site-based assessment tasks	Nov 2011	NC(V) ISATs and AET SBAs for implementation in 2012 distributed to examination centres by DHET and provinces respectively
			4	Source and distribute good examples of non-standardised site-based assessment tasks	Oct 2011	Good examples of ICASS tasks for NC(V) fundamental subjects distributed to colleges to support implementation of ICASS at examination centres
		Monitor and support provinces and examination centres in the administration and conduct of national examinations and site-based assessment	5	Maintain a database of examination centres	Ongoing	Monitoring reports completed Contact details of all NC(V) and AET examination centres kept up to date to facilitate communication with the centres

4.3 SUB PROGRAMME: CD: FET COLLEGE AND AET EXAMINATIONS AND ASSESSMENT (R121.390 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
			6	Engage in on-site visits and desktop monitoring of the administration and conduct of national examinations and site-based assessment at examination centres	Ongoing	Report on credible examinations conducted within the parameters of national policy at all NC(V) and AET examination centres
			7	Manage and administer irregularities arising during the administration and conduct of national examinations and site-based assessment at examination centres	Jan 2012	Report on irregularities and actions taken
			8	Convene quarterly meetings	Quarterly	Minutes of meetings
			9	Maintain national policies concerning the administration and conduct of examinations and provide support for implementation	Ongoing	Approved policies
4.3.2.2	**To coordinate and administer credible resulting and certification processes for vocational and adult education**	Coordinate and support the marking of examination scripts	10	Compile and communicate national marking strategy and manage the implementation thereof	Nov 2011	Report on coordinated marking process implemented at all marking centres for all NC(V) examinations as per the strategy
			11	Coordinate and conduct marking guideline discussions	Nov 2011	Reports on discussion sessions
		Manage and administer resulting and certification processes	12	Manage and administer all processes critical to the resulting and certification of candidates and release results	Mar 2012	Statement of candidate results released and certificates distributed for NC(V) and AET examinations by DHET and provinces respectively National reports published on NC(V) and AET examinations
			13	Manage the maintenance of the mainframe system for resulting and certification via SITA	Ongoing	Approved service level agreement in place with SITA Data structures on exam mainframe maintained to facilitate resulting and certification of NC(V) and AET candidates

PROGRAMME 5: SKILLS DEVELOPMENT

Alignment with the requirements of the Government Performance, Monitoring and Evaluation Framework with regards to Outcome 5

The Chief Directorates: SETA Coordination and INDLELA, are responsible for the implementation of Output 5.3 of the Delivery Agreement, namely: *Increase access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills (with a special focus on artisan skills)*.

The targets, deliverables and activities for Output 5.3 are therefore embedded in the operational plans of the Directorates: SETA Support and Learning Programmes, SETA Performance Management and INDLELA.

5.1 SUB PROGRAMME: CD: SETA COORDINATION (R22.046 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
5.1.1 Directorate: SETA Support and Learning Programmes						
5.1.1.1	**To provide a dynamic interface between workplaces and learning institutions and to promote quality learning at work and for work**	Learning programme regulations developed	1	Draft learning programme regulations and system developed	Mar 2012	Learning programme regulations published for comment
		Best practice framework and criteria developed	2	Revise best practice framework in skills development	Mar 2012	NSA endorsed best practice framework and criteria are available
		Levy disbursed and up to date on monthly basis as per grant regulations	3	Revise grant regulations Levy managed and disbursed monthly	Mar 2012	Monthly reports of levy transfers to SETAs
		Develop Institute of Sectoral or Occupational Excellence (ISOE) Framework	4	Develop ISOE framework and criteria	Mar 2012	Approved ISOE framework and criteria
		Provide policy resource support to the operational QCTO (transitional arrangement)	5	Input into the policy development regarding QCTO	Mar 2012	Policy report

5.1 SUB PROGRAMME: CD: SETA COORDINATION (R22.046 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
5.1.1.2	**To actively promote alignment of skills development outputs to the needs of the workplace and to the broader growth needs of the country's economy**	Scarce skills lists for each IPAP produced Priority sectors, as identified, included in SETA 2011/12 SLA	6	Revise scarce skills framework and guidelines	Mar 2012	DG approved scarce skills list published Visible alignment of Sector Skills Plans with economic and growth objectives, as detailed in the implementation report
		A framework on scarce and critical skills information dissemination is developed	7	Scarce skills information is integrated into DHET final list and the dissemination framework is supported	Mar 2012	Scarce skills framework disseminated to SETAs and the workplace
		Facilitate and manage the development and adoption of Sector Skills Plans (SSP) for 2011-16	8	Revised sector skills planning guidelines	Jul 2012	Approved SSPs aligned with sectoral and growth objectives, are published
5.1.2 Directorate: SETA Performance Management						
5.1.2.1	**To provide a dynamic interface between the workplace and learning institutions and to promote quality learning at work and for work**	Support and manage the functioning of SETAs in implementing the NSDS III	1	Manage the implementation of the service level agreement with SETAs through quarterly monitoring, verification and reporting	Quarterly	2011/12 SLA with SETAs signed off Verified quarterly reports of SETAs' performance produced
5.1.2.2	**To steer and support the developmental and internal and external structures and systems that effectively enable the achievement of the NSDS goals**	Coordinate the SETA re-establishment processes	2	Develop a Government Gazette notice for the new SETA landscape	Dec 2011	Publication of the Government Gazette and implementation thereof before or on 1 April 2011 Relevant SIC codes of affected SETAs transferred SETAs to be certified by 1 April 2011
			3	Finalise the SETA re-establishment process of the amalgamated SETAs Finalise the Standard Industry Classification (SIC) codes process	Jun 2011	Amalgamated SETAs certificated by April 2011 and the amalgamation processes finalised by June 2011
5.1.2.3	**To monitor and evaluate the implementation of the NSDS**	Develop a plan to monitor and evaluate the implementation of NSDS	4	Implementation, monitoring and evaluation plans to be developed	Quarterly	Quarterly and annually NSDS implementation reports prepared and distributed

5.2 SUB PROGRAMME: CD: NATIONAL SKILLS FUND (R29.901 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
5.2.1	**To provide funds for identified priorities that advance the Human Resource Development Strategy (HRDS)**	Identify and fund HRDSA prioritised projects	1	Finalise HRDSA priorities with the HRD council	May 2011	List of NSF funding areas approved by the DG
			2	Design and fund projects in support of HRDSA	Mar 2012	A minimum of two projects are funded
5.2.2	**To provide funds for priorities identified by the Minister after consultation with the NSA and that support the NSA in its advisory work and building the capacity of the social partners (constituencies) to strengthen their role in and delivery of the NSDS**	Identify priorities related to NSA advisory work Build the capacity of the social partners (constituencies) for NSF funding	3	Establish from NSA which identified priorities require funding from the NSF	Apr 2011	List of NSF funding priorities approved by Minister
			4	Develop a framework in conjunction with the NSA on building the capacity of the social partners (constituencies) to strengthen their role in the delivery of the NSDS	Jul 2011	Framework document available
5.2.3	**To provide funds to support projects identified as national priorities in the context of the National Skills Development Strategy (NSDS) and in support of the strategic objectives of government**	Finalise implementation of NSDS II	5	Closure of NSDS II	Dec 2011	Closure reports for each funding window Transfer of unutilised funds back to NSF Project information archived
			6	Compile the 5-year NSF funding report	Dec 2011	5-year NSF funding report completed
			7	Commission an impact study of NSF funding during NSDS II period	Dec 2011	Impact study commissioned
		Design a strategic framework and criteria for the allocation of funds under NSDS III	8	Finalise the strategic framework and criteria in consultation with the NSA and Minister	Jun 2011	Framework and criteria approved by Minister
			9	Develop grant regulations for the allocation of funds	Jun 2011	Grant regulations published by the Minister
			10	Application guidelines and operational manuals developed	Jun 2011	Approved guidelines Approved operational manuals
		Skills for the Green Economy	11	Invite applications for projects	Jun 2011	Call for applications published
			12	Provide funding to support projects	Sep 2011	At least 10 projects supported

5.2 SUB PROGRAMME: CD: NATIONAL SKILLS FUND (R29.901 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
		Industrial Policy Action Plan	13	Invite applications to support IPAP skills	Jun 2011	Call for applications published
			14	Allocate funds to projects	Sep 2011	At least 10 projects supported
		New Growth Path	15	Invite applications for projects	Jun 2011	Call for applications published
			16	Provide funding to support projects	Sep 2011	At least 10 projects supported
		Skills for Rural Development	17	Consultation with relevant departments on framework for skills support	Jun 2011	Framework document approved
			18	Invite applications and allocate funding	Jul 2011	At least 4 projects supported
		Education and Health	19	Consultation with relevant departments on framework for skills support	Jun 2011	Framework document approved
			20	Invite applications and allocate funding	Jul 2011	At least 4 projects supported
5.2.4	**To provide funds to support other projects that are pertinent to the achievement of the purposes of the Skills Development Act, as determined by the Director-General**	Administer areas indicated in the SDA that require funding from the NSF as approved by the DG	21	Consult DHET on other SDA priorities requiring NSF funding	May 2011	List of other SDA priorities approved
			22	Project funding allocated	Jun 2011	Quarterly implementation reports
5.2.5	**To provide funds for the operations of the NSF**	Management of NSF operations	23	Keep proper records of all financial transactions, assets and liabilities of the fund	Ongoing	Monthly records of financial transactions, assets and liabilities maintained and available
			24	Staff development undertaken in line with NSDS III challenges	Ongoing	Staff development programme approved
			25	Reporting systems of the NSF analysed and a plan of action developed	Sep 2011	Systems audit report with recommendations
			26	Monitor and evaluate disbursements made with regard to funding areas	Quarterly	Programme funding reports

5.3 SUB PROGRAMME: CD: NATIONAL SKILLS AUTHORITY SECRETARIAT (R3.536 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
5.3.1	**Support the development of credible NSA and sub-committee work plans**	Work plans of sub-committees focused on NSDS III goals and priorities	1	Coordinate planning sessions of the Authority and the subcommittees for the development of work plans	Apr 2011	Approved work plans of NSA and subcommittees
5.3.2	**Consolidate and manage NSA process of providing advice on the National Skills Development policies to the Minister**	Policy advice reports on 7 key developmental and transformation imperatives are tabled to the Minister	2	In relation to each policy, the Secretariat of the NSA must ensure that proposals are circulated quality advice is generated and reports for the NSA compiled	Quarterly and as required	Written submission on the NSA advice sent to the Minister on the following areas: NSDS implementation SETA landscape SETA SLA SSPs SETA Annual Reports NSF Funding Plan NSF Annual Report Annual Skills Conference
5.3.3	**To steer the development of internal and external structures and systems that effectively enable the achievement of the NSA goals**	Improve capacity and systems of the NSA Secretariat and the NSA to ensure its effectiveness and improve mechanisms for communicating the work of the NSA	3	Conclude the development of a communication strategy for the NSA and implement the communication programme	Jun 2011	Approved communication strategy
			4	Capacity building initiatives for the NSA members and its constituencies coordinated	Mar 2012	Report on capacity building
			5	Facilitate allocation of capacity building funds in accordance with approved framework within twenty one days of receipt of application	Mar 2012	Proof of funds allocation
			6	Monitor accountability of funds allocated to constituencies for training in accordance with the contract provision	Mar 2012	Quarterly monitoring reports
			7	Coordinate capacity building workshops and information sharing sessions for PSDFs and constituencies	Mar 2012	Report of completed workshops and information sessions with attendance registers

5.3 SUB PROGRAMME: CD: NATIONAL SKILLS AUTHORITY SECRETARIAT (R3.536 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
5.3.4	**Ensure effective secretarial services for all NSA processes**	Administrative and secretarial support is provided for all meetings	8	Compile meeting schedules, attend meetings, follow up after meetings, draw up minutes and action lists	As per approved schedule of meetings and as required	Record of meetings kept Approved Minutes
			9	Coordinate secretariat and administration support to the NSA		
			10	Records of the NSA maintained		Notices of the meetings sent as per policy
			11	Provide logistical support to the NSA Meetings of the NSA and its subcommittees are arranged and confirmed seven days before meeting date		Records of all bookings (venue, room, transport and accommodation done in time) kept
5.3.5	**Support the NSA with monitoring and evaluation during the implementation of NSDS**	NSA to execute an oversight and advisory role over the NSDS implementation process	12	Compile reports according to templates and schedule	Quarterly	Reports produced according to schedule and signed off by EO/ Chairperson(s)
			13	Information from DHET and SETAs Coordination and NSA research findings collected Research findings incorporated into reports Reports finalised	Quarterly	Quarterly and annual NSDS implementation reports prepared and presented to the NSA
			14	Investigations conducted by the NSA are administered properly	As required	Recommendations from investigations are presented to the Minister
5.3.6	**Support the work of the branch**	Inputs into the DHET strategic plan are provided to ensure alignment with NSA functions Relationship between the DHET and the NSA is enhanced and properly maintained as it is key to the successful implementation of the NSDS III	15	Coordinate directorate level work plans	As required	Plans and reports that indicate the work of the secretariat and the NSA submitted in time

5.3 SUB PROGRAMME: CD: NATIONAL SKILLS AUTHORITY SECRETARIAT (R3.536 million)						
	Strategic Objectives	**Performance Measure**	**No**	**Activities**	**Target Time-frame**	**Output (includes performance targets)**
5.3.7	**Oversee and manage the skills conference processes**	Advice to Minister on annual skills conference and on best practice in skills development and awards	16	Develop the skills conference framework and ensure stakeholder participation Provide project management services for the conference and ensure the availability of events management services	Apr 2011	Skills conference and the awards for organisations event successfully convened
5.3.8	**Coordinating and commissioning research to enable the Authority to best fulfill its advisory functions**	Data bank on research reports and other historical information on NSA work is created, fully integrated and accessible	17	Establish links with, and collaboration on research activities with HRDSA, CHE, SAQA and other related bodies Development of partnership and collaboration framework to access research network to be established by DHET Commission research in support of advice to be submitted to Minister	Mar 2012	Signed Memorandum of Agreement with DHET research agent

5.4 SUB PROGRAMME: CD: STRATEGIC MANAGEMENT UNIT (R1.091 million)						
5.4.1	**Monitor and evaluate the implementation of NSDS III**	Quarterly and annual implementation reports prepared	1	Collate and consolidate information from SETA's	Mar 2012	Reports produced and disseminated
5.4.2	**Coordinate the work of the branch.**	All branch reports submitted on time	2	Collate and consolidate all branch reports	Mar 2012	Completed approved reports
			3	Develop branch-level capacity Develop programmes Develop financial and information systems to support branch	Ongoing	Improved branch performance as measured on quarterly progress reports
			4	Participate and where necessary lead in the development of branch systems and procedures	Ongoing	Approved branch process documents

5.5 SUB PROGRAMME: CD: HUMAN RESOURCE DEVELOPMENT (R4.397 million)						
	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
5.5.1 Directorate: National Human Resource Development						
5.5.1	**To ensure coordination, integration, alignment and facilitation with relevant policies, strategies and stakeholders with regard to the Human Resource Development Strategy for South Africa (HRDSA)**	Government and stakeholders endorse alignment of relevant policies and strategies to HRDSA	1	To finalise the HRDSA 5-year Medium Term Strategic Framework (MTSF)	May 2011	Endorsed HRDSA 5-year MTSF
			2	To align relevant policies and strategies to HRDSA e.g. new growth path strategy, national industrial policy framework etc	Mar 2012	Relevant strategies aligned to HRDSA and vice versa Reports available
			3	To finalise and implement the HRDSA 2-year work plan	Mar 2012	Endorsed HRDSA 2-year work plan
			4	To identify the necessary resources to achieve the deliverables contained in the HRDSA (Human, Financial and Infrastructure)	Jun 2011	List of required resources
5.5.2	**To maintain the HRDSA by supporting, monitoring, evaluating and reviewing the HRDSA 2-year work plan via reports and periodic summits**	Monitoring and evaluation processes are established	5	To establish simplified, measurable and time bound indicators in collaboration with sub-systems and entities, in the finalisation of the HRDSA Monitoring and Evaluation Strategy	Jun 2011	Endorsed HRDSA 5-year MTSF and 2-year work plan indicators
			6	To support, monitor and evaluate HRDSA 2-year work plan	Mar 2012	Quarterly and annual reports
			7	To coordinate HRD research, development and innovation programmes	Mar 2012	Reports on coordination are available

5.6 SUB PROGRAMME: CD: INDLELA (Institute for the National Development of Learnerships, Employment skills and Labour Assessment) (R49.755 million)

	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
5.6.1 Directorate: INDLELA						
5.6.1	**Provide a dynamic interface between the workplace and learning institutions and to promote quality learning at work and for work**	The efficiency and effectiveness of SETA artisan delivery system enhanced	1	Conduct trade tests in a range of trades across all engineering fields	Mar 2012	Trade test results available for: 10000 candidates assessed at INDLELA Q1 = 3000 Q2 = 3000 Q3 = 2000 Q4 = 2000
		Put measures in place to improve the trade test pass rate	2	Develop and implement a secure national screening system for access to trade testing	Mar 2012	An e-based system for screening developed and piloted by Q 3 A secure national screening system implemented in 2 provinces by Q 4
			3	Provide artisan development and assessment advice and support to assessment centres and FET Colleges, inclusive of ISATs for the NC(V) programmes	Mar 2012	Reports available for: 3 assessment centres supported quarterly 2 FET campuses assisted quarterly
		Increase the delivery of suitably qualified artisans to industry	4	Provide artisan development advice and support to approved workplaces, accredited training centres and FET Colleges	Mar 2012	Reports available for: 2 college campuses, workplaces and training centres supported per quarter
		Support and direct the SETAs quality assurance functions by the revision and implementation of national trade test tasks as well as conducting audits at the SETAs accredit trade test centres	5	Revise and update current trade test tasks in line with current training schedules	Mar 2012	10 trade tests revised and updated Q1 = 2 trade tests revised, updated and piloted Q2 = 2 trade tests revised, updated and piloted Q3 = 3 trade tests revised, updated and piloted Q4 = 3 trade tests revised, updated and piloted

5.6 SUB PROGRAMME: CD: INDLELA (Institute for the National Development of Learnerships, Employment skills and Labour Assessment) (R49.755 million)

	Strategic Objectives	Performance Measure	No	Activities	Target Time-frame	Output (includes performance targets)
			6	Conduct audits at SETA accredited trade test centres	Mar 2012	20 SETA accredited trade test centres audited and reports submitted Capacity audits conducted at 5 SETA accredited trade testing centres per quarter
		Develop and operationalise the NAMB	7	Develop and implement a national 7 step programme for artisan development supported by stakeholder fora	Mar 2012	National 7-step programme developed for artisan development by Q1 National 7-step programme for artisan approved and agreed to by Q2 National 7-step programme implemented by Q 4 5 stakeholder forums established by Q2 10 stakeholder forums established by Q4
5.6.2	**Actively promote the alignment of skills development outputs with the needs of the workplace and with the broader growth needs of the country's economy**	Removal of blockages for artisan development	8	Coordinate artisan development via the Artisan Development Technical Task Team (ADTTT) and the Technical Working Group (TWG) for the HRD to remove constraints, challenges and bottlenecks within the artisan development system	Mar 2012	ADTTT established by Q1 Artisan development constraints forwarded to the HRD for resolution

12. SERVICE DELIVERY IMPROVEMENT PROGRAMME 2011/12

12. SERVICE DELIVERY IMPROVEMENT PROGRAMME 2011/12

The Public Service Regulations require that the Executing Authority publishes an annual statement of public service commitment, which will set out the Department's service standards that citizens and customers can expect, and which will serve to explain how the Department will meet these standards. This statement is to be accompanied by a service delivery improvement programme.

The Department of Higher Education and Training (DHET) finds itself in the unusual situation that, while it has a large number of clients in public and private colleges and universities and in a range of skills programmes, it does not as a Department provide education and training directly. Its relationship with the "customers" is therefore mediated through the providers.

The operational and strategic plans of the different branches of the Department indicate that direct services are offered on an ongoing basis to institutions as indicated in the table below.

SERVICE	CLIENT	RESPONSIBILITY	CONSULTATION	INDICATOR/S	CURRENT STATUS	TARGET STANDARD
To establish the HRD Council and its structures and to support, coordinate and manage the work plan of the HRD Council	HRD Council	Human Resource Development	N/A	Timeous production of minutes Notifications of meetings Relevant documentation	A new structure	To be established by the TWG
To support and manage the functioning of SETAs in implementing the NSDS III	SETAs	SETA Coordination	Minister, NSA, HRD Council and SETAs	Performance Agreement and Service Level Agreement SDA Review and Regulatory Framework Performance and Monitoring Strategy	New SETA landscape Apr 2011	SETAs functional and achieve NSDS III Goals

SERVICE	CLIENT	RESPONSIBILITY	CONSULTATION	INDICATOR/S	CURRENT STATUS	TARGET STANDARD
To provide financial management and management support to universities and relevant public entities	Universities and public entities	Office of the CFO University Education Branch	Directly with universities and public entities and via HESA	Revision of the Annual Reporting Guidelines for universities Assessment of annual reports and report to Minister who meets with Council chairpersons For public entities, assess monthly reports, strategic plans and budgets required in terms of PFMA	In progress Assessment undertaken Jul to Nov annually Inputs to Minister monthly and annually when required/ consultation with public entities	Revised annual reporting guidelines ready for implementation in 2012 Letters to/and meeting with Council chairpersons Nov/Dec Strategic plans and budgets approved on an annual basis
To provide regulatory support to universities	Universities	University Education Branch	Directly with Universities	Customer satisfaction survey to be conducted to establish indicator, current status and desired targets	The function is ongoing with all institutions as and when necessary	Efficient handling of all support provided to institutions
To support universities in enhancing student governance and leadership	Universities	University Education Branch	Directly with Universities	Customer satisfaction survey to be conducted to establish indicator, current status and desired targets	Meetings and work sessions planned	Improvement in student leadership
To support universities in improving governance	Universities	University Education Branch	Directly with Universities	Customer satisfaction survey to be conducted to establish indicator, current status and desired targets	Meetings and work sessions planned and responding to requests from institutions	Improvement in institutional governance

SERVICE	CLIENT	RESPONSIBILITY	CONSULTATION	INDICATOR/S	CURRENT STATUS	TARGET STANDARD
To support the enhancement of research output and the academic performance of universities	Universities	University Education Branch and DST	HESA	Customer satisfaction survey to be conducted to establish indicator, current status and desired targets	Institutional visits, workshops, communique and general telephone and e-mail communication with institutional research officers are being carried out	Improvement of institutional submissions to the Department
To support universities in managing the impact of HIV/Aids	Universities	University Education Branch and HEAIDS	HESA	Customer satisfaction survey to be conducted to establish indicator, current status and desired targets	Various implementation tasks of the programme are underway	Lower prevalence and incidence of HIV and Aids in the sector
To promote the internationalisation of the University Education System, of the South African continent in particular, and support student exchanges	Universities	University Education Branch and International Relations	HESA	Customer satisfaction survey to be conducted to establish indicator, current status and desired targets	Draft discussion document compiled	Establish a working group that will bring about a draft policy
To ensure the appropriate regulation and registration of private higher education institutions	Universities	University Education Branch	Private providers	Customer satisfaction survey to be conducted to establish indicator, current status and desired targets	Implementation of the task is ongoing	Improved policies and their efficient implementation
To support public FET Colleges as a means of expanding the institutional base for providing quality post-school education and training opportunities	Public FET Colleges	Vocational and Continuing Education and Training Branch	Public FET Colleges	Customer satisfaction survey to be conducted to establish indicator, current status and desired targets	Implementation of the task is ongoing	Improved policies and their efficient implementation
To regulate and support private colleges as a means of expanding the institutional base for providing quality post-school education and training opportunities	Private providers	Vocational and Continuing Education and Training Branch	Private providers	Customer satisfaction survey to be conducted to establish indicator, current status and desired targets		

SERVICE	CLIENT	RESPONSIBILITY	CONSULTATION	INDICATOR/S	CURRENT STATUS	TARGET STANDARD
To expand access to Adult Education and Training programmes for adults and out-of-school youth	Adults and out-of-school youth	Adult Education and Training	Provinces	Increased number of learners reached	264 000 learners reached in 2010	300 000 learners targeted by 2014
To develop and maintain a range of quality responsive programmes for adults and out-of-school youth	Adults and out-of-school youth	Adult Education and Training	Provinces Umalusi	Availability of quality programmes	No current baseline	Additional programmes introduced
The department will respond within the given timeframes to all issues referred to by the Presidential hotline	Parents, learners, workers	Corporate Services	Internal	Timeous responses to queries/complaints referred by the Presidential hotline	Not measured currently	Respond within seven days
Substantial measured improvement in compliance with the PFMA requirement to pay suppliers within 30 days of receipt of a legitimate invoice	Suppliers, SMMEs	Corporate Services	Internal	Payment for services within 30 days	Payment is within 30-60 days	All payments are made within 30 days
There will be a reduction in the average time it takes to fill a vacancy in the department from 9 to 4 months and a reduction in the average vacancy rate from the 2010 rate of 30% to 20%	Public, job seekers	Corporate Services	Internal	Vacancies are filled within 4 months and vacancy rate is between 5-10%	Vacancies are filled from 4-8 months Vacancy rate is at 30%	Vacancies are filled within 4 months and vacancy rate is at 5-10%
Improve feedback to the public on Office of the Public Service Commission (OPSC) anti-corruption hotline cases	Public, learners, workers, job seekers	Corporate Services	Internal	All cases referred to the department are responded to within reasonable timeframes	Cases referred to provincial departments and institutions are not responded to on time	All cases are properly recorded and responded to within reasonable time
Finalisation of 80% of public service disciplinary cases within 90 days of the initiation of the disciplinary process	Employees	Corporate Services	Internal	All disciplinary cases are finalised within 90 days	Disciplinary cases are finalised from within 90-180 days	All disciplinary cases are finalised within 90 days
A substantial increase in compliance with all prescripts aimed at reducing the risk of corruption, as measured by DPSA audits	Public	Corporate Services	Internal	Corruption and fraud is eradicated in all activities of the department	Forensic investigations conducted in one institution	Corruption and fraud is eradicated in all activities and institutions/entities of the department

13. DETAILS OF PROPOSED ACQUISITIONS OF FIXED OR MOVABLE CAPITAL ASSETS, PLANNED CAPITAL INVESTMENTS AND THE REHABILITATION AND MAINTENANCE OF FINANCIAL ASSETS AND LIABILITIES

13. DETAILS OF PROPOSED ACQUISITIONS OF FIXED OR MOVABLE CAPITAL ASSETS, PLANNED CAPITAL INVESTMENTS AND THE REHABILITATION AND MAINTENANCE OF FINANCIAL ASSETS AND LIABILITIES

ACQUISITION OF MOVABLE CAPITAL ASSETS		
Description	**2011/12**	**2012/13**
Acquisition of IT equipment and furniture for incumbents and new posts	Ongoing	Ongoing
Acquisition of IT equipment and furniture to replace redundant assets to be disposed of	Ongoing	Ongoing

14. ACQUISITION OF FINANCIAL ASSETS OR CAPITAL TRANSFERS AND PLANS FOR THE MANAGEMENT OF FINANCIAL ASSETS AND LIABILITIES

14. ACQUISITION OF FINANCIAL ASSETS OR CAPITAL TRANSFERS AND PLANS FOR THE MANAGEMENT OF FINANCIAL ASSETS AND LIABILITIES

The Department does not have any financial assets and no provision has been made for the acquisition of financial assets or capital transfers.

15. MULTI-YEAR PROJECTIONS OF INCOME AND PROJECTED RECEIPTS FROM SALE OF ASSETS

15. MULTI-YEAR PROJECTIONS OF INCOME AND PROJECTED RECEIPTS FROM SALE OF ASSETS

The projections of income/revenue are as follows:

2011/12	2012/13	2013/14	2014/15
R'000	R'000	R'000	R'000
7 928	7 958	7 997	8 397

16. DETAILS OF PROPOSED INFORMATION TECHNOLOGY ACQUISITION OR EXPANSION WITH REFERENCE TO AN INFORMATION TECHNOLOGY PLAN

16. DETAILS OF PROPOSED INFORMATION TECHNOLOGY ACQUISITION OR EXPANSION WITH REFERENCE TO AN INFORMATION TECHNOLOGY PLAN

DESCRIPTION	2011/12	2012/13	2013/14
Acquisition of Information Technology Goods:			
1. Acquisition of equipment (PCs, Printers, Scanners, etc) for incumbents of new posts	Ongoing	Ongoing	Ongoing
2. Acquisition of equipment (PCs, Printers, Scanners, etc) to replace redundant equipment to be disposed off	Ongoing	Ongoing	Ongoing
3. Acquisition of servers	Stabilise the servers and LAN infrastructure	Review the capacity and technology of the servers and expand and/or change, if necessary Implement IT Architecture for the DHET Data Centre Support agreement with SITA for Data Centre Implement Microsoft SharePoint as the e-government portal for DHET Commence transfer of systems for Skills Branch to DHET Data Centre	Review the capacity of the servers and refresh, if necessary Improve maturity of IT Architecture for the DHET Data Centre Review support agreement with SITA for Data Centre Completion and enhancement of SharePoint Complete transfer and optimise application environment
4. Acquisition of software	Formalise licensing enterprise agreements with Microsoft, and McAfee Renew maintenance agreements with providers and ensure licensing compliance Acquire other software to support the objectives of the Department	Maintain and expand current licensing enterprise agreements with Microsoft and McAfee Renew maintenance agreements with providers and ensure licensing compliance Acquire other software to support the objectives of the Department Optimise Microsoft Licence Agreement Procure Oracle Enterprise Licences for DHET Data Centre	Maintain and expand current licensing enterprise agreements with Microsoft and McAfee Renew maintenance agreements with providers and ensure licensing compliance Acquire other software to support the objectives of the Department

DESCRIPTION	2011/12	2012/13	2013/14
5. Improve and expand the Information Technology backbone (infrastructure)	Stabilise the LAN equipment (switches, routers) and expand and/or refresh, if necessary Review the IT backbone and improve/ expand, if necessary Implement VOIP	Review and improve/expand the IT infrastructure to support the Department's functions Design and implement architecture upgrade should DHET move to new building	Review and refresh the IT infrastructure to support the Department's functions Optimise IT maturity level of DHET Internal network
Acquisition of Information Technology Services:			
6. Service Level Agreements	Implement new Business Agreement and Integration Agreement (Only the BA has been signed. An integration agreement was not planned by the DHET GITO Office) with SITA regarding the integration of IT functions and develop and implement Service Level Agreements (Desktop Support and Maintenance, Functional Application support, WAN/VPN Services, Internet Services, Hosting and Housing of servers, Central Printing Services) Implement Service Level Agreement and MoU regarding the maintenance and support by the Department of Labour on the SETA systems: SETA SAP FI for NSF NSFDIS Grants Levies SAP MM for NSF	Review the Business Agreement, Integration Agreement and Service Level Agreements with SITA (Desktop Support and Maintenance, Functional Application support, WAN/VPN Services, Internet Services, Hosting and Housing of servers, Central Printing Services) Implement SmartSource (Selective Outsourcing) as the optimal Service Level Agreement to maintain and reconfigure the LAN and Desktop environment	Review the Business Agreement, Integration Agreement and Service Level Agreements with SITA (Desktop Support and Maintenance, Functional Application support, WAN/VPN Services, Internet Services, Hosting and Housing of servers, Central Printing Services) Refine SmartSource (Selective Outsourcing) as the optimal Service Level Agreement to maintain and reconfigure the LAN and Desktop environment

DESCRIPTION	2011/12	2012/13	2013/14
7. Acquisition of services for the development/expansion of information systems	The restructuring and development of the Department's website	Maintain and support the Department's website	Maintain and support the Department's website
	Maintain, review and enhance HEMIS	Maintain, review and enhance HEMIS	Maintain, review and enhance HEMIS
	Consolidate all information management databases through a central data warehousing system to feed the BI reporting layer (SharePoint)	Maintain the data warehouse and the reporting functionality of the BI tool	Maintain the data warehouse and the reporting functionality of the BI tool
	Design and develop an ECM solution for the Department (SharePoint)	Continue with the implementation of an ECM system	Maintain, review and enhance the ECM system
	Evaluate and re-design the SETA system inherited from Labour and integrate and accommodated within the Department's own infrastructure (SETA, SAP FI for NSF, NSFDIS, Grants, Levies and SAP MM for NSF) (must tender to establish a data centre for the DHET at SITA in Centurion – Jan 2011)	Integrate the SETA systems (SETA, SAP Financial Information for NSF, NSFDIS, Grants, Levies and SAP Material Management for NSF)	Maintain, review and enhance the SETA systems (SETA, SAP FI for NSF, NSFDIS, Grants, Levies and SAP MM for NSF)
	Implement new VPN and domain for DHET (Completed)	Maintain, review and enhance VPN	Maintain, review and enhance VPN
	Prepare for transfer of FET Business Management System to DHET Data Centre	Complete transfer of FET Business Management System to DHET Data Centre	Complete transfer of FET Business Management System to DHET Data Centre

17. REQUIREMENTS OF CHAPTER 1, PART III B OF THE PUBLIC SERVICE REGULATIONS, 2001

17. REQUIREMENTS OF CHAPTER 1, PART III B OF THE PUBLIC SERVICE REGULATIONS, 2001

Part III B2 of the Public Service Regulations requires that the executing authority shall, based on the strategic plan of the department –

a) determine after consultation with the Minister the department's organisational structure in terms of its core and support function;
b) define the posts necessary to perform the relevant functions while remaining within the budget and medium-term expenditure framework of the department, and the posts so defined shall constitute the department's approved establishment.

In respect of core functions, the programme structure of the ENE of the DHET has been developed on the basis of an interim organisational structure. The interim organisational structure is a simple replication of the organisational structure of the Departments of Education and Labour which facilitated the movement of staff from the relinquishing Departments to the DHET. The department has developed internal policies that will replace the current interim policies adopted from the two previous departments.

A total of 837 funded posts have been provided for on the staff establishment of the Department of Higher Education and Training over the medium term. This includes one Executive Authority, the Deputy Minister and one Accounting Officer. The Department prioritised the filling of critical posts in 2010 and the remaining vacant posts will be filled over the 2012 MTEF depending on the availability of funds.

As the total human resource base is finalised with the transfer of posts and persons to perform the transferred functions, the organisational structure of DHET will be aligned to the available resources in line with Regulation III B2. The intention of this will be to maximise efficiencies and coherence across the integrated post-school system, and to eliminate any duplication of function. As envisaged in III B3, this restructuring will 'promote the efficient, economic and effective use of resources in order to improve the functioning of the Department'. This is likely to result in changes to the programme structure of the DHET. Progress on this process will be reported in the Quarterly Section 14 reports.

The support activities necessary to achieve the core objectives of the Department of Higher Education and Training are Human Resource Services, Financial Services, Logistical and SCM Services, Security and Asset Management, Internal Audit, Communication and Media Liaison, ICT and Strategic Planning. The information systems that will mainly be used by the Department of Higher Education and Training are the transversal systems (PERSAL, BAS and LOGIS) and the integrated Higher Education and Training Management Information System which includes FETMIS and HEMIS.

The Department will develop a plan for the establishment of regional offices across the nine provinces to provide support to institutions in the further and higher education and training and skills development sectors. This will form part of the DHET's organisational architecture and in 2011 the department will ensure that there is core staff across provinces with gradual implementation of the plan.

As part of the establishment of a functional department, the department seeks to find suitable accommodation that meets its demands and is aligned with its strategic vision. Finally, as part of the government initiative to improve administration, the department will ensure that it implements key programmes as envisaged in the Outcome 5 Delivery Agreement.

A Human Resource Plan as envisaged in Regulation III D should be prepared.

18. DETAILS OF SPECIFIC PLANS ON WHICH THE EXECUTIVE AUTHORITY OR PARLIAMENT REQUESTED A REPORT

18. DETAILS OF SPECIFIC PLANS ON WHICH THE EXECUTIVE AUTHORITY OR PARLIAMENT REQUESTED A REPORT

The Minister has requested:

- A green paper process to reconceptualise the post-school education and training system as an integrated whole which will be followed by legislation
- An audit of capacity requirements in universities and FET Colleges and the establishment of interventions to provide support where needs are identified

19. VOTE STRUCTURE FOR VOTE 17

19. VOTE STRUCTURE FOR VOTE 17

VOTE 17: HIGHER EDUCATION AND TRAINING

VOTE: HIGHER EDUCATION AND TRAINING
PROGRAMME 1: ADMINISTRATION
Sub programme: Ministry
Sub programme: Management
Activities:
Director-General
DDG: Corporate Services
Chief Financial Officer
Office of the DG (Administration)
Call Centre
CD: Media Liaison and Communication
Media Liaison and National Communication
Sub programme: Corporate Services
Activities:
Internal Audit
CD: Financial and Logistical Services
Financial Management
Logistical Services
Asset Management
CD: Development Support and Public Entities
Development Support

VOTE: HIGHER EDUCATION AND TRAINING

Public Entities

CD: Personnel Administration and Development, Security and Asset Management, Office Services and GITO

Personnel Administration and Development

Transfer to SETA

Security Management

GITO

Sub programme: Office Accommodation

PROGRAMME 2: HUMAN RESOURCE DEVELOPMENT, PLANNING AND MONITORING COORDINATION

Sub programme: Management

Sub programme: Human Resource Development, Strategic Planning and Coordination

Activities:

National Human Resources Development

Strategic Coordination and Secretarial Support

Sub programme: Planning, Information, Monitoring and Evaluation Coordination

Activities:

Information Systems Coordination

Planning, Monitoring and Evaluation Coordination

Research, Coordination, Monitoring and Evaluation

Sub programme: International Relations

Activities:

International Relations

Transfer to India-Brazil-South Africa Trilateral Commission

Transfer to Commonwealth of Learning

VOTE: HIGHER EDUCATION AND TRAINING

Sub programme: Legal and Legislative Services

Sub programme: Social Inclusion in Higher Education and Training

Activities:

Social Inclusion and Equity

PROGRAMME 3: UNIVERSITY EDUCATION

Sub programme: Management

Sub programme: University - Academic Planning and Management

Activities:

University - Academic Planning, Monitoring and Evaluation

University - Management Support

Transfer to NSFAS

Transfer to CHE

Transfer to SAQA

Sub programme: University - Financial Planning and Information Systems

Activities:

University - Financial and Physical Planning

University - Management and Information Systems

Sub programme: University – Policy and Development

Activities:

University - Support and Sector Liaison

University - Policy and Development Support

Private Higher Education Institutions

VOTE: HIGHER EDUCATION AND TRAINING

Sub programme: Teaching Development

Activities:

- Post-school Teaching (previously CPTD)
- School and Pre-school Teaching (previously IPET)
- Evaluation, Monitoring and Regulation of Teaching Qualifications and Programmes

Sub programme: University - Subsidies

PROGRAMME 4: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

Sub programme: Management

Sub programme: Planning and Institutional Support

Activities:

- Public FET Colleges
- Private FET Colleges
- Financial Planning
- Education Labour Relations and Conditions of Service

Sub programme: Programmes and Qualifications

Activities:

- FET Curriculum Development and Support
- Adult Education and Training Programmes
- Examination Administrative Support and IT System Administration
- FET Examinations and Assessments Colleges and AET
- Youth Development Programmes

VOTE: HIGHER EDUCATION AND TRAINING
PROGRAMME 5: SKILLS DEVELOPMENT
Sub programme: SETA Coordination
Activities:
INDLELA
SETA Performance Management
SETA Support and Learnership
Sub programme: National Skills Development Services
Activities:
Transfer to National Skills Fund
National Skills Authority Secretariat
Skills Development Strategic Management Unit
Sub programme: Quality Development and Promotion
Activities:
Transfer to Quality Council for Trades and Occupations

20. ACRONYMS

ADEA	Association for the Development of Education in Africa
ADTTT	Artisan Development Technical Task Team
AET	Adult Education and Training
BAS	Basic Accounting System
BMS	Business Management System
BNC	Bi-National Commission
CD	Chief Directorate
CEM	Council of Education Ministers
CHE	Council on Higher Education
COL	Commonwealth of Learning
COSE	Collaboration for Occupational Skills Excellence
D	Directorate
DDG	Deputy Director-General
DG	Director-General
DHET	Department of Higher Education and Training
DIRCO	Department of International Relations and Cooperation
DPSA	Department of Public Service and Administration
DST	Department of Science and Technology
DTI	Department of Trade and Industry
ECD	Early Childhood Development
ECM	Enterprise Content Management
EFA	Education for All
ELRC	Education Labour Relations Council
ENE	Estimates of National Expenditure
ETQA	Education and Training Quality Assurance

FET	Further Education and Training
FETMIS	Further Education and Training Management Information System
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GIS	Geographical Information System
GITO	Government Information Technology Office
HE	Higher Education
HEAIDS	Higher Education HIV/Aids Programme
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institutions
HEMIS	Higher Education Management Information System
HEQF	Higher Education Qualifications Framework
HESA	Higher Education South Africa
HEQC	Higher Education Quality Council
HIV/Aids	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
HRD	Human Resource Development
HRDSA	Human Resource Development Strategy for South Africa
HRMIS	Human Resource Management Information System
IBSA	India- Brazil-South Africa
ICASS	Internal Continuous Assessment
ICT	Information and Communication Technology
IEC	Independent Electoral Commission
ILO	International Labour Organisation
INDLELA	Institute for the National Development of Learnerships, Employment skills and Labour Assessments
IPAP	Industrial Policy Action Plan
ISAT	Integrated Summative Assessment Task
ISOE	Institute of Sectoral or Occupational Excellence
LAN	Local Area Network

MIS	Management Information System
MTSF	Medium Term Strategic Framework
NAMB	National Artisan Moderating Body
NASCA	National Senior Certificate for Adults
NATED	National Accredited Technical Diploma
NC(V)	National Certificate (Vocational)
NGP	New Growth Path
NIPF	National Industrial Policy Framework
NQF	National Qualifications Framework
NRF	National Research Foundation
NSA	National Skills Authority
NSDS III	National Skills Development Strategy III
NSF	National Skills Fund
NSF DIS	National Skills Fund Disbursement Information System
NSFAS	National Student Financial Aid Scheme
ODA	Overseas Development Assistance
OECD	Organisation for Economic Cooperation and Development
OPSC	Office of the Public Service Commission
PALCs	Public Adult Learning Centres
PCs	Personal Computers
PEDs	Provincial Education Departments
PERSAL	Personnel Salary System
PFMA	Public Finance Management Act
PIVOTAL Prog.	Professional, Vocational and Technical, as well as Academic Learning Programmes
PME	Performance Management Evaluation
PQM	Programme Qualification Mix
QCTO	Quality Council for Trades and Occupations
SACE	South African Council of Educators

SADC	South African Development Community
SAIDE	South African Institute of Distance Education
SA GAAP	The South African Statement of Generally Accepted Acounting Practice
SAQA	South African Qualifications Authority
SARS	South African Revenue Service
SDA	Skills Development Act (No. 97 of 1998)
SDL	Skills Development Levy
SET	Science, Engineering and Technology
SETAs	Sector Education and Training Authority
SIC	Standard Industrial Classification
SITA	State Information Technology Agency
SLA	Service Level Agreement
SSP	Sector Skills Plan
SRC	Student Representative Council
SSS	Student Support Services
TWG	Technical Working Group
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VCET	Vocational and Continuing Education and Training
VOIP	Voice Over Internet Protocol
VPN	Virtual Private Network
WAN	Wide Area Network

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