
GENERAL NOTICE

NOTICE 1004 OF 2014

DEPARTMENT OF TRANSPORT

The above- mentioned draft Policy is hereby published for public comments. Interested persons are invited to submit written comments on the draft Policy within 21 days from the date of publication in the Gazette.

Submission should be posted to the Director-General Department of Transport for the attention of Mr Elmon Maake or Ms Ruth Mashaba.

E- MAIL: Maakee@dot.gov.za

Tel :(012) 309 3327

The Department of Transport

Private Bag x193

PRETORIA

0001

E- MAIL: Mashabar@dot.gov.za

Tel :(012) 309 3273

The Department of Transport

Private Bag x193

PRETORIA

0001

MINISTERIAL FOREWORD

Transportation of learners to their respective schools has always been a key challenge confronting government in South Africa. The department has through various studies, such as the National Household Travel Survey of 2013, and the interactions with affected stakeholders, noted that most learners have difficulty in accessing schools in both urban and rural setting.

The development of this learner transport policy aims to address the challenges of accessibility and safety of learners. The draft National Learner Transport Policy was developed in collaboration with the Department of Basic Education and others stakeholders.

This policy recognizes the need to bring a uniform approach to the transportation of learners and the fulfilment of the constitutional mandate of the department to provide a safe and efficient transport system. National learner transport policy will further assist to achieve the objectives of the United Nations Decade of Action for Road Safety 2011-2020.

The development of this National Learner Transport Policy falls within the context of National Transport Policy. The policy seeks to support on-going efforts by Government to address the socio and economic development of the country through standardised implementation plans and alignment of strategic frameworks such as the Medium Strategic Framework (MTSF) 2014-2019 and the National Development Plan (NDP) 2030.

The development of this learner transport policy would not have been realized without the maximum participation of various stakeholders in both governmental and non-governmental sectors through various platforms during the formulation process. We trust that through this policy, we as the Department of Transport, together with the Department of Basic Education and in consultation with various stakeholders, would address the challenges of access, safety and inefficiencies within the subsector. This will ensure that even learners in disadvantaged communities and deep in rural areas of the country, have access to schools and become part of the active economy in the near future.

DEFINITIONS

In this policy -

“accessible transport” means a type of transport that can easily be used by a person who has some form of physical and/ or mental disability or temporary movement disabilities thereby requiring transport facilities that are equipped to cater for their special needs;

“authorised officer” means an inspector of licences, an examiner of vehicles, an examiner for driving licences, a traffic warden or a traffic officer, and also any other person declared by the Minister by regulation to be an authorized officer as defined by the National Road Traffic Act 1996, (Act 93 of 1996);

“bus” means a motor vehicle designed, or modified to carry more than 16 persons (including the driver, if any) as defined by the National Road Traffic Act 1996 (Act 93 of 1996);

“certification of roadworthiness” in relation to a motor vehicle, means certification of roadworthiness in terms of section 42; as defined by the National Road traffic Act 1996 (Act 93 of 1996);

“land transport” means the movement of persons and goods on or across land by means of any conveyance and through the use of any infrastructure and facilities in connection therewith;

“learner” any person receiving education or obliged to receive education in terms of South African Schools Act (Act 84 of 1996);

“midibus” means a motor vehicle designed or modified solely or principally for the conveyance of more than 16 and not more 35 persons (including the driver) as defined by the National Road Traffic Act 1996 (Act 93 of 1996);

“minibus” means a motor vehicle designed or modified solely or principally for the conveyance of more than nine, but not more than 16 persons, including the driver; as defined by the National Road Traffic Act 1996 (Act 93 of 1996);

“mode of transport” Different types of transport – e.g. road or rail; maritime or aviation.

“motor vehicle” means motor vehicle as defined in Section 1 of the National Road Traffic Act 1996 (Act 93 of 1996)

“Persons with disabilities” means all persons whose mobility is restricted by temporary or permanent physical or mental disability, and includes the very young, the blind or partially-sighted and the deaf or hard of hearing;

“Public transport” means the conveyance of people or freight for reward by any travel mode whether car, metered taxi, minibus-taxi, bus, tram and light and heavy rail.

“public transport vehicle” means a motor vehicle conveying persons for reward and operating in terms of an operating licence issued in accordance with the provision of National Land Transport Act (Act 05 of 2009) and as defined by the National Road Traffic Act (Act 93 of 1996)

“Regulatory entity” means the National Public Transport Regulator, a Provincial Regulatory Entity, or a municipality to which the operating licence function has been assigned;

“School” means a public school in terms of SASA;

“school bus” means a mini-bus or bus, owned by or contracted to, or on behalf of, a school, and used principally for the conveyance of learner

“Universal design” means the design of infrastructure, products, environment, programmes and services to be usable by all people, to address diversity of people with functional limitation

ACRONYMS

DBE	Department of Basic Education
DOT	Department of Transport
IDP	Integrated Development Plan
ITP	Integrated Transport Plan
IPTN	Integrated Public Transport Network
KM	Kilometres
MEC	Member of the Executive Committee of a Provincial Government
NLTsf	National Land Transport Strategic Framework
NRTR	National Road Traffic Regulations
NLTR	National Land Transport Regulations
NLTA	National Land Transport Act
OLS	Operating Licence Strategy
PDE	Provincial Department of Education
PDOT	Provincial Department of Transport
PrDP	Professional Driving Permit
PLTF	Provincial Land Transport Framework
PRE	Provincial Regulatory Entity
SASA	South African Schools Act
SGB	School Governing Body

TABLE OF CONTENTS

MINISTERIAL FOREWORD	1
EXECUTIVE SUMMARY	6
SECTION A	
1. INTRODUCTION	8
2. LEGISLATIVE AND POLICY CONTEXT.....	10
3. SCOPE AND APPLICATION OF THE POLICY	11
4. RATIONALE FOR THE POLICY.....	12
5. STRATEGIC OBJECTIVES FOR LEARNER TRANSPORT POLICY.....	13
6. GUIDING POLICY PRINCIPLES	13
SECTION B	
7. ROLES AND RESPONSIBILITIES IN LEARNER TRANSPORT.....	13
SECTION C	
8. POLICY AREAS AND STATEMENTS	16
9. POLICY MONITORING AND EVALUATION.....	20
10. REVIEW OF THE POLICY	20
11. CONCLUSION.....	21
REFERENCES	22

EXECUTIVE SUMMARY

The provision of transport has remained one of the key challenges confronting government in the post-apartheid era. This is largely as a result of the apartheid practices that ensured that the majority of the society was placed in areas which were largely inaccessible, but also because of the complexity of the current transport needs resulting from increased economic activity.

The aforementioned issues pose very specific challenges to the transportation of learners to and from schools. The ability of learners to access education is hampered by the long distances they have to travel to school, threats to safety and security, as well as the cost of learner transport. Learners have difficulty accessing educational institutions due to inadequacy of learner transport and insufficient provision of schools in areas where they live. The situation is compounded by the transportation of learners in unroadworthy vehicles which results in high rate of accidents.

The implementation and management of learner transport has also taken different forms in the various provinces. In order to address the problems mentioned above, the Department of Transport (DOT) together with the Department of Basic Education (DBE) recognized the need to develop the national learner transport policy and change the current learner transport environment. The policy provides a uniform framework and an enabling environment for government and other stakeholders to address learner transport challenges.

The primary objectives of this national Learner transport policy is to provide uniform approach, norms and standards, promote co-ordination and co-operation amongst stakeholders, and provide a framework for monitoring and evaluation of learner transport services. Learner transport will be provided on the basis of a number of guiding principles, including operational safety and efficiency, broad based access, equity and redress, operational sustainability and multi-modal integration. The target group of the policy are learners who attend school between from R to grade 12 and live in areas where they cannot access public transport services and schools.

The learner transport policy articulates the various responsibilities of all stakeholders involved in the provision of learner transport in order to ensure that learner transport provision is rendered in an appropriate and co-ordinated manner. The policy recognises that the function is shared between the Departments of Transport and Basic Education and that

proper intergovernmental relations mechanisms must be put in place to effectively implement learner transport programmes.

Furthermore, the policy articulates measures to address issues of safety, accessibility, management and monitoring. The list of policy areas is outlined below.

- Location and management of learner transport function
- Learner Transport Planning
- Learner Transport Safety and Security
- Criteria for Learner Transport Beneficiaries for subsidised services
- Service Design for learner transport
- Procurement of learner transport services
- Remuneration of learner transport operators
- Funding
- Universal Access and Design

Due to the shared responsibility of the function of learner transport at national and provinces, an effective inter-governmental mechanism to coordinate the provision of learner transport is vital. In this regard, a National Inter-Departmental Committee (NIDC) and provincial joint planning committees will be established. The institutional arrangement shall strengthen oversight and integrated reporting on the implementation of the policy.

Furthermore, Key Performance Indicators will be developed by the Department of Transport in collaboration with Department of Education and other stakeholders to monitor and evaluate the implementation of the policy.

SECTION A

1. INTRODUCTION

- 1.1. South Africa endeavours to have a standardised approach in the management and provision of learner transport services. The need for a uniform implementation approach with regard to learner transportation has influenced the need to develop a learner transport policy to address the challenges that learners face on a daily basis. This challenge was compounded by numerous factors ranging from road traffic accidents, the use of un-proclaimed light delivery vehicles (LDVs), bad road conditions, un-roadworthy vehicles and over-loading. In addition, it was found that most of the operators cannot sustain their operations due to a differentiated price structure and delays in paying operators. The adverse situation mentioned above has impacted negatively on learners and in certain instances has violated the terms and conditions of the contracts on learner transport operations.
- 1.2. Provincial Education Departments have been providing learner transport to learners who do not have access to the nearest school within their communities. The purpose of this is to improve access to education and to ensure that learners are able to reach their schools in healthy and safe conditions, which enable effective learning.
- 1.3. In a quest to improve efficiency in the provision of learner transport, alternative and innovative ways have been identified to better implement learner transport operations. Inter-modal network planning and alignment of transport services is seen as a vital solution to the challenges outlined above. This planning takes into consideration the transportation needs of a learners and beyond as it focuses on the life-cycle of any transport user. Planning of learner transport is being informed by long-term transport user requirements and is in accordance with the principles of the National development Plan (NDP).
- 1.4. The development of a national learner transport policy would provide a guideline for a uniform remuneration of services to guide budgetary requirements. In addition, learner transport safety norms, standards and operational guidelines are being developed.

- 1.5. In the absence of a national policy framework, there was no uniform way of managing and operating learner transport. In some provinces, Provincial Departments of Education (PDOEs) collaborated with Provincial Departments of Transport (PDOTs) in this endeavour to improve learner transport services. However, this endeavour has led to fragmentation in management and resultant implications of poor coordination, as well as diverse funding methods. In addition to this some operations have collapsed due to unsustainable remuneration frameworks. The implementing departments will develop policy implementation strategies and plans in consultation with key learner transport stakeholders.
- 1.6. The Department acknowledges that learner transport should be integrated into public transport system as provided in the National Land Transport Act and the White Paper on Transport Policy. It is therefore paramount that this long term vision be considered in determining the role and responsibilities of learner transport. The interim perspective is to guide the management in terms of inter-governmental relations and to ensure that safe, reliable and cost effective learner transport solutions are provided.
- 1.7. The policy highlights the following challenges:
- Unsustainable operations through uneven mechanisms of compensating operators. The method of compensation for operators is not uniform throughout the provinces;
 - Lack of co-ordination and planning between the Provincial Departments of Education and Transport and local authorities. The service is currently provided by one line function without much consultation with the other line function;
 - Lack of clarity on roles and responsibilities between the Departments of Education and Transport functions within provinces.
 - Road safety remains a significant challenge for learner transport as many vehicles are involved in accidents as they are sometimes not roadworthy;
 - The demand for learner transport is more than the current supply and this can be attributed to limited funding.

2. LEGISLATIVE AND POLICY CONTEXT

- 2.1. The Constitution of the Republic of South Africa, 1996 Section 85(2) (b) mandates the Department of Transport with the role of developing and implementing transport policy. This mandate places a huge responsibility on the Department's role to ensure that transport policy development addresses the mobility needs of all citizens. It is in this regard that the Department is developing the first overarching learner transport policy for the country.
- 2.2. This learner transport policy is guided by the White Paper on National Transport Policy (1996), the National Land Transport Act, Act 05 of 2009, the National Land Transport Strategic Framework, the National Development Plan (NDP) and other legislations such as the National Road Traffic Act, Act 93 of 1996.
- 2.3. The National Development Plan (NDP) is a broad strategic framework. It sets out a coherent and holistic approach to confront poverty and inequality. One of the priorities of the NDP is to improve the quality of education, skills development and innovation. An effective and efficient transport system for learners play pivotal role in the realisation of the objectives of the NDP. One of the objectives is that the proportion of people who use public transport will expand significantly and, by 2030, public transport will be user-friendly, less environmental damaging, cheaper and integrated or seamless.
- 2.4. The NDP requires that the Department of Transport consolidates and expands infrastructure with key focus on public transport infrastructure and systems, including the renewal of the commuter rail fleet, supported by enhanced links with road-services. Furthermore, the NDP calls for substantial investment to ensure safe, reliable and affordable public transport.
- 2.5. The development of a learner transport policy occurs within the national transport policy context. The 1996 National Transport White Paper puts forward the vision for the South African transport system as to:

Provide safe, reliable, effective, efficient and fully integrated transport operations and infrastructure which will best meet the needs of freight and passenger customers at improving levels of service and cost in a fashion which supports government strategies for economic and social development whilst being environmentally and economically sustainable.

- 2.6. The purpose of National Land Transport Act, No 05 of 2009 and its regulations is “to prescribe national principles, requirements, guidelines, frameworks and national norms and standards that must be applied uniformly in the provinces and other matters contemplated in section 146(2) of the Constitution.
- 2.7. National Road Traffic Act (NRTA), (Act no 93 of 1996): The aim of National Road Traffic Act is to provide for road traffic matters which shall apply uniformly throughout the Republic and for matters connected therewith: Matters concerned refer to registration and licensing of motor vehicles, fitness of drivers and fitness of vehicles. The implementation of the policy shall take into cognisance the provision of the National Road Traffic Regulations.
- 2.8. The National Education Policy Act (Act No. 27 of 1996): The Act empowers the Minister of Basic Education to determine national norms and standards for educational planning, provision, governance, monitoring and evaluation. The Department of Basic Education (DBE) is responsible for formulating policy, setting norms and standards, monitoring and evaluating all levels of education.
- 2.9. South African Schools Act 1996 (SASA), (Act 84 of 1996): Section 3 of the 1996 South Africa Schools Act 1996 (SASA) provides for a compulsory general education phase for ages 7 to 15 or grade 1 to 9. Provincial MECs are responsible for providing school places for every child of eligible age for the compulsory General Education and Training (GET). Other than legal instruments, South Africa’s overall development imperative suggests that quality senior secondary education should be accessible to all eligible learners.

3. SCOPE AND LIMITATION OF THE POLICY

- 3.1 This policy is applicable to all schools.

4. RATIONALE FOR THE POLICY

- 4.1 The rationale for the policy is to improve access to quality education by providing safe, decent, effective, integrated and sustainable learner transport.
- 4.2 Learners, especially in rural communities experience transportation challenges in accessing education. The development of this policy seeks to define a holistic approach in managing learner transport services and to provide a regulatory framework through which learner transport would be best implemented and to attain the desired outcomes of effective learning.
- 4.3 A range of desired outputs as outlined below are essential for collaborative implementation of learner transport programmes. This collaborative implementation would provide a coherent solution to both the learner services and operators who find it difficult to sustain their operations due to an un-regulated fee structure, inadequate subsidies as well as inaccessible road networks and high operating costs.

The following are the desired outputs to be realised from the implementation of this policy:

- Timeous delivery of service;
 - Rate of road accidents reduced;
 - A coordinated approach in relation to planning and implementation;
 - Learner transport operators that adhere to road traffic regulations;
 - Viable and sustainable operations;
 - Uniformity of services and tariff structure;
 - A coherent performance monitoring system.
- 4.4 The government's priorities of providing better education and safe communities find resonance in this policy. It is paramount for the regulatory framework to guide the safety norms, standards and regulations for learner transport operations. The objective of the policy is also that learners, schools, parents, communities, planners and law enforcement authorities are to be governed by a uniform set of priorities and regulations.

5. STRATEGIC OBJECTIVES

- 5.1 To guide the implementation of a shared vision to improve access to quality education through a coordinated and aligned learner transport system;
- 5.2 To manage and oversee the implementation of an integrated learner transport service.
- 5.3 To ensure an effective management of learner transport system.
- 5.4 To provide for a safe and secure transport environment for learners through co-operation and collaboration with law enforcement authorities.

6. GUIDING POLICY PRINCIPLES

This policy will be guided by the following broad principles:

- 6.1 Equity and redress,
- 6.2 Quality and effectiveness,
- 6.3 Functional relevance,
- 6.4 Operational safety and efficiency,
- 6.5 Operational sustainability,
- 6.6 Multi-modal integration, and
- 6.7 Broad-Based Access.

7. ROLES AND RESPONSIBILITIES IN THE IMPLEMENTATION OF LEARNER TRANSPORT

7.1.1 Joint responsibilities of the National Departments of Transport and Basic Education:

- To develop and review the national policy and guidelines on learner transport.
- To monitor and evaluate the implementation of the policy.
- To monitor and evaluate the provision of learner transport in provinces.
- To conduct impact assessment on the implementation of the policy.

7.1.2 Joint responsibilities of the Provincial Departments of Transport and Education

- To develop plans and implementation strategies on learner transport;
- Report progress on the provision of learner transport quarterly to both the National Department of Basic Education and Transport.
- Planning of learner transport routes.
- Procurement and management of service providers.

7.1.3 Responsibilities of the National Department of Transport

- Develop and monitor the implementation of safety regulations, norms and standards with regard to learner transport operations.
- Develop vehicle specifications in accordance with South African National Standards
- Monitor the implementation of inter-provincial learner transport operations.
- Monitor the provision of learner transport in provinces.
- Report progress on the provision of learner transport.

7.1.4 Responsibilities of the Department of Basic Education

- Monitor the provision of learner transport in provinces.
- Report progress on the provision of learner transport.
- Communicate the policy to parents and School Government Bodies (SGB).

7.1.5 Responsibilities of the Provincial Department of Transport

- To develop learner transport plans;
- Responsible for the registration and licensing of operators;
- Responsible for enforcement of road safety regulations and compliance by learner transport operators;
- Implement the National Learner Transport Policy;
- Align route allocation with the Integrated Transport Plans;
- Learner transport routes design and procurement of learner transport services;
- Monitor and evaluate the learner transport operations;
- Report progress to the Department of Transport on quarterly basis.

7.1.6 Responsibilities of the Provincial Department of Education

- To identify beneficiaries and develop preliminary routes;
- To develop learner transport plans;
- Implement the National Learner Transport Policy and Operational Guidelines;
- Monitor transportation of learners;
- Report progress to the Department of Basic Education on quarterly basis;
- Learner transport routes design and procurement of learner transport services;
- Monitor and evaluate the learner transport operations.

7.1.7 Responsibilities of Local Government

The Local Authorities are responsible to:

- Ensure that learner transport is integrated in the Integrated Transport Plans (ITPs) and Integrated Public Transport Networks (IPTNs) with their jurisdiction;
- Provide technical planning assistance on transport planning of learner transport within their jurisdiction;
- Participate in the joint management structures on learner transport within their province;
- Provide roads infrastructure and facilities to facilitate access to schools;
- Provide adequate law enforcement to ensure safe transportation of learners and compliance to road traffic regulations.

SECTION C

8. POLICY AREAS AND STATEMENTS

8.1 Policy area 1: Location and management of learner transport function

Policy Statement

8.1.1 Every province shall determine the location of the learner transport function in accordance with the policy directive by the Provincial Executive Councils (PECs). On this basis, funding for learner transport shall follow the function and the roles and responsibilities shall be aligned to the location of the function.

8.1.2 A National Inter Departmental Committee (NIDC) shall be established, with representation from the Department of Basic Education (DBE) and the Department of Transport (DoT) to provide strategic direction in the implementation of the National Learner Transport Policy. The NIDC shall report jointly to the Ministers of Basic Education and Transport. Regular meetings shall be held with other relevant stakeholders. Provincial learner transport implementation committees comprised of Provincial Departments of Education and Transport, Districts and other relevant stakeholders shall also be established.

8.2 Policy area 2: Learner Transport Planning

Policy Statement

8.2.1 Provincial Education Departments and the provincial Transport Departments are responsible for learner transport planning, irrespective of where the learner transport function resides.

8.2.2 A joint planning committee on learner transport with representatives of the PDOT and the PDE must be established. Learner transport annual planning must start with the identification of learners in need of learner transport. This information should feed into the development of provincial learner transport strategies and plans. Both departments where the function of learner transport is located must manage the implementation of learner transport in the province through dedicated components/units.

8.3 Policy area 3: Learner Transport Safety and Security

Policy Statement

- 8.3.1 Learner transport vehicles used to transport learners have to meet the safety requirements of the National Road Traffic Act (Act No. 93 of 1996) applicable to the transportation of passengers.
- 8.3.2 Dedicated learner transport vehicles shall be easily identifiable and marked. This shall make it easy for law enforcement agencies and other road users to notice vehicles transporting learners in terms of regulation 42 of the NLTA.
- 8.3.3 The implementing departments, in collaboration with relevant stakeholders shall ensure that adequate safety and security measures are developed and taken whilst learners are in transit. Safety and security measures should be in line with applicable legislation.
- 8.3.4 The approach to learner transport safety must involve a set of different safety measures ranging from vehicle characteristics, the promotion of other safety measures, driver qualifications, measures to protect learners against sexual offenders; training and education to publicity and awareness actions aimed at all the stakeholders (learners, parents, teachers, drivers and authorities).
- 8.3.5 Learner transport operators are subject to comply with the provisions of the National Land Transport Act, No 05 of 2009 that no person is allowed to operate a road-based public transport without an operating licence and a PrDP in accordance with the National Road Traffic 1996 (Act No.93 of 1996).
- 8.3.6 Provincial Departments of Transport, National Traffic Police Unit and municipalities shall ensure that there is sufficient and efficient law enforcement to monitor these operators. Punitive measures shall be taken against operators that transport learners without regard to the National Road Traffic Regulations in unroadworthy vehicles and overloading. Provincial Departments of Transport must work closely with Local Government to ensure that operators comply with the safety measures provided in the National Road Traffic Regulations (NRTR) and National Land Transport Regulations (NLTR) legislated by the Department of Transport.
- 8.3.7 The Department of Transport together with the Department of Basic Education shall develop code of conduct for drivers and learners. The code of conduct shall contain

details of the expected behaviour and measures for dealing with non-complying drivers and learners, procedures and responses in the case of emergencies including accidents, theft, hijackings and when a learner is seriously ill.

8.4 Policy area 4: Criteria for Learner Transport Beneficiaries for subsidised services

Policy Statement

8.4.1 Provincial departments of Education shall be responsible for the selection of learners to benefit from the subsidised learner transport service. Provincial Departments of Education shall consider integrating learners into the existing public transport system where this is available and there are not enough learners to justify viable dedicated use of any of the transport modes regarded as appropriate in their respective provinces. Criteria shall not discriminate against gender and race, and will not deny access for learners from disadvantaged communities. Principals, after consultation with the School Governing Bodies (SGBs) must identify learner transport beneficiaries in line with the following criteria:

- Beneficiaries for subsidised learner transport must be for a needy learner from Grade R to Grade 12.
- Learner transport must be to the nearest appropriate school. Parental choice of schools must not be subsidised. Parental choice refers to when parents prefer to enrol their children at schools other than the nearest suitable school.
- Priority must be given to learners with disabilities considering the nature of the disability as well as primary schools learners who walk long distances to schools.
- The inclusion of a learner into the subsidised services scheme must take into account existing learner transport services and that no learner transport must be provided in areas where public transport is available to avoid duplication of services and resources.

8.5. Policy area 5: Service Design for learner transport***Policy Statement***

8.5.1 The implementing departments in consultation with other relevant stakeholders must design a well-defined learner transport service which includes roads infrastructure, pick-up/drop off points/stops and signage for the safe transportation of learners. This service designs should contain detailed route descriptions, vehicle types, timetables, trip cost, trip length, travel time, stops and ranking information.

8.6 Policy area 6: Procurement of learner transport services***Policy Statement***

8.6.1 The implementing department must ensure that learner transport services are undertaken according to procurement legislation and Treasury regulations. The process must take into account the following:

- Only registered operators with approved modes of transport may be contracted for the learner transport provision.
- The duration of learner transport contracts will be seven (7) years as contemplated in the National Land Transport Act, No 05 of 2009. Contract duration may vary from short to long term depending on the merit of the services.
- A standardised contract shall be developed by the Department of Transport.

8.7. Policy area 7: Remuneration of learner transport operators***Policy Statement***

8.7.1 A standardised measure of remuneration for subsidised learner transport shall be based on total kilometres travelled. Factors such as road conditions and travel distances shall determine the cost of a service.

8.8. Policy area 8: Funding

Policy Statement

8.8.1 Learner Transport will be funded through fiscus by provincial treasuries' allocations and other streamlined funding mechanisms.

8.9 Policy Area 9: Universal Design

Policy Statement

8.9.1. All vehicles transporting learners must adhere to the requirements and principle of universal design, especially those that are transporting learners with disabilities.

8.9.2 All processes involved from planning to implementation must take cognisance of learners with disabilities and meet the required support.

9. MONITORING AND EVALUATION

9.1 The relevant structures shall perform monitoring and evaluation functions as outlined in preceding section on roles and responsibilities. However, an independent assessment shall be undertaken every three years on the impact of programme implementation. The key performance indicators of the learner Transport policy will be jointly developed by the Departments of Transport and Basic Education. In assessing the overall performance of the programme, quality assurance will play a major role.

9.2 Department of Transport, Basic Education and provincial departments of Transport and Education shall be responsible for promoting and communicating the objectives of the policy to public and other spheres of government.

10. REVIEW OF THE POLICY

10.1 The DOT in collaboration with the DBE will develop and review the national policy on learner transport in consultation with the relevant stakeholders. The policy will set national parameters and uniform guidelines for the management of learner transport in South Africa.

11. CONCLUSION

- 11.1 This policy provides a uniform and integrated national framework of norms and standards regarding the governance and management of learner transport in South Africa. An incremental approach shall be followed as some provisions of the policy have to be gradually implemented to realise fully the National Development Plan's objectives.
- 11.2 Provincial Departments of Transport and Education must develop provincial learner transport implementation plans aligned with the national learner transport policy but specific to their own environments. Local government's integrated transport plans should also be aligned with the provincial strategies in order to provide for a single platform of coordinated planning. Enforcement of this policy and other legislative prescripts that regulate safety transportation of learners is critical towards the realisation of the policy objectives.
- 11.3 The planning guidelines and management of learner transport plans shall conform to the National Land Transport Act requirements. The provincial strategies and local government plans must be approved by the MEC and submitted to the Department of Transport at specified times. The department shall in turn submit the performance reports and related budget needs to Treasury. Provinces should not embark upon the formulation of policy or the adoption of practices that run contrary to the implementation of this policy. The Department of Transport (DOT) shall through an Inter-Departmental Committee facilitate and coordinate the smooth implementation of this policy.

REFERENCES

Department of Education (1995). Education White Paper on Education and Training. Government Printers, Pretoria.

Department of Education (2003). Plan of Action: Improving Access to Free and Quality Basic Education for All. Government Printers, Pretoria.

Department of Education (2004). An Assessment of 10 Years of Education and Training in South Africa. Government Printers, Pretoria.

Department of Education. (2001). White Paper 6: Inclusive Education and Training System. Government Printers, Pretoria.

Department of Transport (1989). Road Traffic Act, 1989 (Act No. 29 of 1989). Government Printers, Pretoria

Department of Transport (1996). White Paper on National Transport Policy, Government Printers, Pretoria.

Department of Transport (2000). National Land Transport Act, Act 05 of 2009. Government Printers, Pretoria

Republic of South Africa (RSA). 1996a. Constitution of the Republic of South Africa Act 108 of 1996. Government Gazette. Pretoria.

Republic of South Africa (RSA). 1996b. National Education Policy Act 27 of 1996. Government Gazette. Pretoria.

Republic of South Africa (RSA). 2010. National Development Plan, 2030

Republic of South Africa (RSA). 1996c. South African Schools Act 84 of 1996. Government Gazette, Pretoria.