

# Strategic Plan 2010 - 2015



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# DEPARTMENT OF HIGHER EDUCATION AND TRAINING



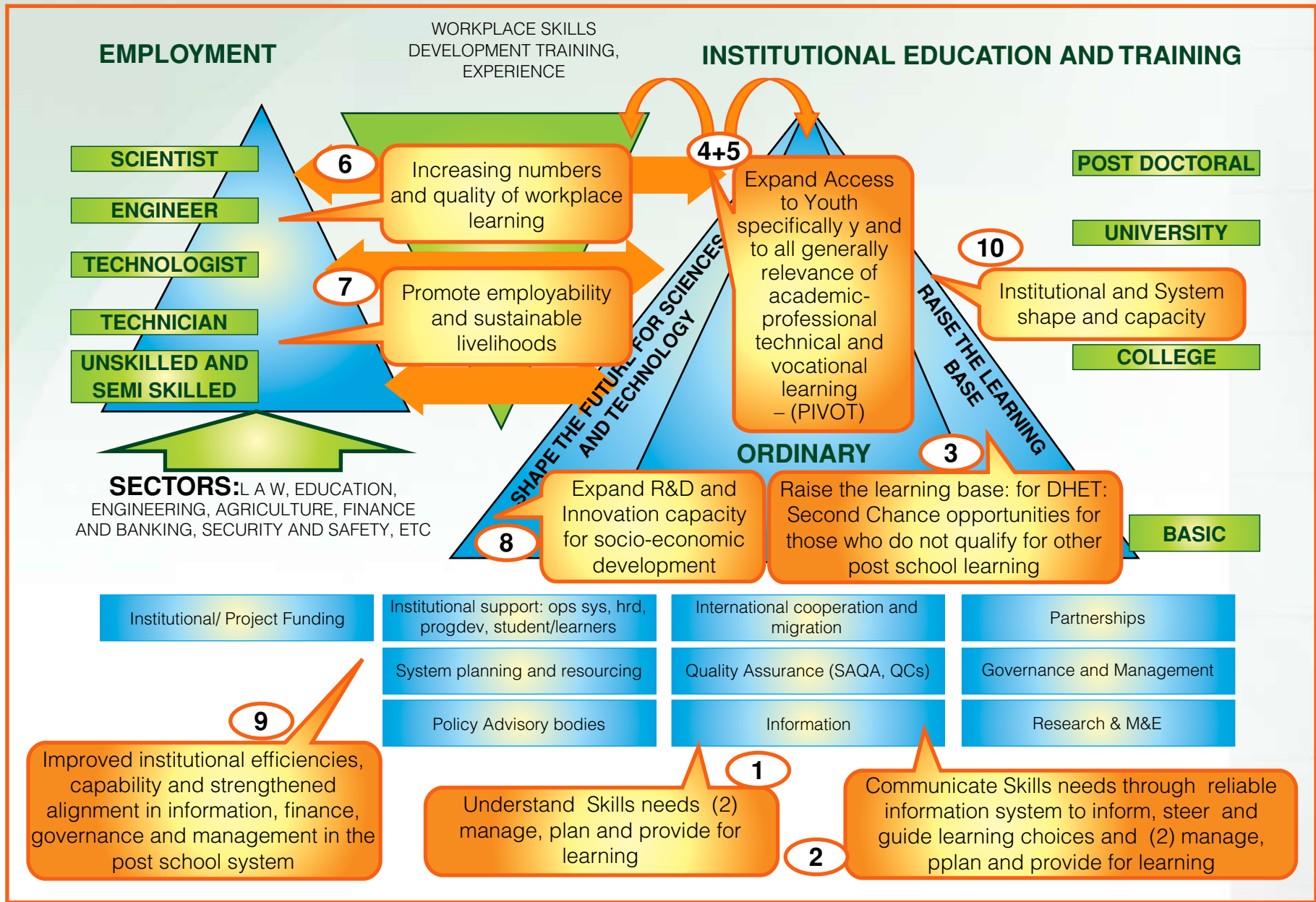
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REPUBLIC OF SOUTH AFRICA

STRATEGIC PLAN  
2010/11 TO 2014/15

**AND OPERATIONAL PLANS FOR THE 2010/11 FINANCIAL YEAR**



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DR BLADE NZIMANDE, MP  
MINISTER OF HIGHER EDUCATION  
AND TRAINING



MRS MARY METCALFE  
DIRECTOR-GENERAL:  
HIGHER EDUCATION AND TRAINING



A photograph of a bookshelf filled with books, viewed from a low angle. The books are mostly white and green. The text 'FOREWORD BY THE MINISTER OF HIGHER EDUCATION AND TRAINING' is overlaid in the center. A green grid pattern is visible on the left side of the image.

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 establishment of the Ministry of Higher Education and Training will result in far-reaching 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 has 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 a college, a university or in the workplace; and, importantly, it must provide easy pathways across the different learning sites.

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) 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.

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, as indicated above, 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 the Human Resources Development (HRD) Council.

This Council, comprising leaders drawn from business, the unions and government, will adopt a National Human Resources 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.

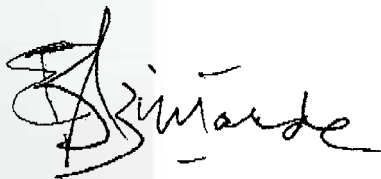
The primary goal of this administration is to improve access to institutions of learning, as well as success for poor and rural students in particular, by moving from a racially-based elitist system to a more inclusive system. The transformation of higher education and, more especially public higher 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.

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

A handwritten signature in black ink, appearing to read 'Blade Nzimande', written in a cursive style.

**Dr Blade Nzimande**

Minister: Higher Education and Training



A hand holding a pen over a document, with a green grid overlay. The background is a light green color with a grid pattern. The hand and pen are in the upper right corner, and the document is in the center. The text is centered on the document.

## 2. INTRODUCTION BY THE DIRECTOR-GENERAL

## 2. INTRODUCTION BY THE DIRECTOR-GENERAL

This is the first Strategic Plan tabled in the National Assembly by the new Department of Higher Education and Training (DHET). It represents considerable work undertaken by a department that is in the process of being established and which will, only on 1 April 2010, receive its members transferred from the Departments of Education and Labour, as well as getting its own budget. I wish to thank those who have worked so hard during this transition to manage the many administrative challenges, while simultaneously providing both the sweat and the inspiration for this five-year plan that takes forward the President's vision of an integrated post-school education and training system.

The President's vision of the restructuring of government has been clear in respect of the Department of Higher Education and Training: we must strengthen South Africa's skills and human resources base by ensuring that we have a skilled and capable workforce to support an inclusive growth path.

The debilitating consequences of apartheid for human potential in South Africa compromised our social and economic aspirations. The structural realities of this legacy, and its inequities with regard to disability, race, class and gender, are cumulative and enduring – distorting human potential in the present. The creation of DHET is an opportunity to intervene decisively and structurally so that we may reshape our future.

Our tasks, briefly put, are as follows:

- To rigorously understand the multiple skills strategies needed in our complex economy with its diverse sectors and labour market. We need to massively expand our role in developing skills for rural development, for advanced technological capabilities, and for growing the economy. Our skills strategies must support the engine of the new growth path: value-added sectors with high employment and growth multipliers. We must simultaneously address the new high-skilled, scientifically-based segments and expertise needed for employment and a sustainable livelihood for millions of under and unemployed citizens - a significant number of whom are young people.
- To anticipate the human resources needs of our development trajectory across these high-skills/low-skills continua in terms of technical expertise and appropriate knowledge, as well as experience and attitude. We need an engaged and a 'critical, creative, compassionate citizenry' (O'Connell, 2006) who can actively 'participate in and enhance economic and social development' (Badat, 2008).
- To facilitate institutional linkages that are flexible and dynamic to meet the differentiated and overlapping demands and opportunities for skills across segments, and which optimise conditions for individuals to make choices in line with their aspirations.
- To provide a policy and resource environment where providers of education and training are supported and accountable as efficient and effective providers of these needs, and in which public institutions are key partners, deriving their mandate from our broad national goals.

- To establish policy mechanisms with enabling incentives to create the flexibility that providers need in order to be immediately responsive and relevant to the complex dynamics of demand.
- To direct the skills development resources available to the state, so as to meet these dynamic needs efficiently and effectively with the active support of stakeholders, labour, the community and business in particular.

Time is not on our side and our plans must of necessity be ambitious with immediate impact, yet integral to a long-term and sustainable strategic perspective.

Before April 2009, the vision of an integrated education and training system was hampered by the dispersal of administrative responsibility for the coordination of the education and training sub-systems across two national departments (Education and Labour), and nine provincial departments of education. With the establishment of DHET, all sub-systems of post-school education are now located within one department. This reform by the state, initiated by the President, has created new opportunities for the improved coordination of the entire post-school system, for improved interaction between sub-systems, and for the improved progression of learners from one sub-system to the next. The merging of the three pillars of human resources development planning, education and training into a single department will, via effective linkages, build on the foundations laid by these previously separate components. Together with our partners, we must realise the vision of an integrated system of post-school, life-long learning over the next decades.

There will be challenges. Conceptually, we have spent the last year managing the transition of functions and staff members from the Departments of Education and Labour to the new department but, more importantly, envisaging what a single post-school education and training system might look like. In so doing, we have to consistently challenge the silo mentality of the past and seek new linkages and supplementaries across the system. The new system must be integrated and coherent, yet differentiated and diverse. It must be far-sighted and focused on skills for a sustainable future for all; expanding comprehensive strategies for a knowledge society; and rooted in research and knowledge production for inclusive development. This will require stakeholders to join us in thinking from the vantage point of the post-school education and training system, rather than from narrow sub-system perspectives.

Administratively, the establishment of the DHET is taking place at a time when its sub-systems are undergoing major changes, which are still to be bedded down. The resolution of lengthy debates on the National Qualification Framework (NQF) has modified the structure and functions of quality assurance and qualification councils. We must establish an entirely new Qualifications Council for Trades and Occupations, which will take responsibility for an occupational qualifications sub-framework. The NQF bands are perceived to be more flexible. Amendments to skills legislation require us to establish a national artisan moderation body and a national register of artisans. Colleges are in the throes of a governance, curriculum and funding transformation, resulting in changes that are not universally welcomed. The 'employer' of staff at colleges has shifted to institutions. Changes to the SETA landscape are anticipated. The Human Resources Development Council is to be established. There are creative advantages in incorporating transforming sub-systems into this new, conceptually more coherent single department, but the leadership and capacity demands are multiplied by the changes internal to the sub-systems and in linkages across sub-systems. Capacity is still being established via complex administrative processes of transition. We have yet to finalise and integrate the human resources base to support these complex changes, firstly in function and secondly in location, in our new department.

Our vision was discussed with our public entity and statutory partners, as well as with stakeholders whose work is critical to the success of our strategies, namely the South African Qualifications Authority; the Council for Higher Education; the National Student Financial Aid Scheme; Umalusi; the Quality Council for Trades and Occupations; the National Board for Further Education and Training; the National Skills Authority; the National Skills Fund; the SETAs and their sectoral networks; public education and training institutions and their representative organisations – i.e. the South African Colleges Principals Organisation, the Further Education and Training Colleges Employers Organisation; Higher Education South Africa and the South African Technology Network; and also with unions representing employees in the sector. We know that our ideas can only improve by means of critical engagement with these bodies, and that our strategies will only succeed and be sustained by their active engagement and support. We will be uncompromising in our expectations of good governance and resolute in demanding a clean administration .

These partners will be invaluable to DHET, as we work together to achieve the ambitious goals that we have set in order to respond to the challenges in education and training. Our task is to work with stakeholders across the varied elements of our newly integrated education and training system, so as to achieve a common vision of what is needed to steer, finance, support, monitor and evaluate the collective efforts of providers in the post-school education and training system. I thank them for their support and engagement thus far.

Finally, I wish to thank Minister Blade Nzimande for his robust and critical engagement with the Department in all spheres of our work, as well as for his supportive leadership in the challenges that we face.

A handwritten signature in black ink, appearing to read 'M Metcalfe', written in a cursive style.

**Mary Metcalfe**

Director-General: Higher Education and Training



### 3. A 20-TO-30 YEAR STRATEGIC PERSPECTIVE



## 3. A 20-TO-30-YEAR STRATEGIC PERSPECTIVE

### **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 that the best ideas should gain support and that the consensus and momentum required for successful agreement on, and realisation of, 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 that who are expected to implement it and benefit from it.

For this reason, in 2010/11 the Minister will 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-TERMS 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 resources 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.

## **A STRATEGY FOR HUMAN RESOURCES 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 21<sup>st</sup> 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; and the Technology and Innovation Plan. Skills shortages in a number of occupations and economic sectors inhibit growth and investment. These include skills shortages in 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 is indicative of a mismatch between the supply of, and demand for skills. Employers report difficulties, in that the knowledge, skills and capacities that people bring from their educational experience are insufficient 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 resources capacity to ensure that future generations will have the requisite capacities, 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 Strategy.

The goal of the long-term HRDSA Strategy 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.

The National Skills Development Strategy (3) to be adopted this year 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 by 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. When the Department of Basic Education succeeds in raising the number of school graduates who aspire to enter university, 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 18-24 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 and class. 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 and class 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 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 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 DST, DTI, the National Youth Agency and 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; and
- 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, containing learner unit records, and linking all relevant institutions

and organisations. An 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 all three of DHET's delivery branches (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 NCV 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.

- o **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.
- o **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 skill 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.

## **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 no *ad hoc* responses but well-thought-through and coherent institutional responses, that increase the internal efficiency of universities and address racial disparities in these efficiencies. 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 comprehensively 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 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 colleges 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 skill 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 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 TRANSITIONS**

The governance transition in vocational colleges has happened at two levels, 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 years of this transition.

## **FUNDING FRAMEWORK TRANSITIONS**

The National Plan for Further Education and Training Colleges was followed by the introduction of programme-based funding, geared for the NCV. 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.

## **POOR 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. 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 NCV has a superior knowledge base to the N-courses, its modality is insufficiently flexible and inaccessible to part-time students. In addition it currently lacks systemic connections to both workshop and workplace learning. The COSE Project is one proposal to address these disjunctures, and much work needs to be done with the economic sector to develop appropriate curriculum responses to industry needs.

## **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.

## **POOR SUCCESS AND COMPLETION RATES**

Success and completion rates are inadequately understood, but are generally accepted 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.

## **SKILL 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 (ILO), by effectively connecting education to technical training, to labour market entry, to the workplace, and to lifelong learning. It is these linkages that sustain productivity. It is these linkages that we believe will be facilitated by the location of skills legislation at the DHET. Before 2020, our integrated skills development must have made demonstrable and significant progress towards:

- promoting economic and employment growth and social development by focusing on education and training ;
- the development of the skills of the South African workforce and the improvement of the employment prospects of unemployed persons, via training and education;
- the use of the workplace as an active learning site; and
- 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 skill 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 for new lines of communication to open. This will require a new language to develop where the language of 'occupation' on the side of the skills development community will have to map to knowledge domain logic of the institutionally 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 to 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. The Department is resolved to align the NSDS more carefully to the HRDSA so that learners are able to move more easily from full-time learning to structured workplace learning and from work to learning. This will be evident in the next multi-year NSDS, NSDS III, which is still ‘under construction’ but should be launched later in 2010. Subsequent NSDSs 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 have our work cut out for us on some more immediate 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. Recent amendments to the NQF 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. Both the QCTO and the NAMB have yet to be fully established.

The QCTO will play an important role in the qualifications dispensation of this 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. We expect the QCTO to support the establishment of the NAMB as one of its priorities. By so doing, the QCTO is key to the strengthening of 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.

But these are major structural initiatives that will take time to establish and consolidate, while the need for these new structures to be fully operational is urgent. These structures must now be part of the post-school education and training system, and linkages with other components of the system must be sought consistently.

### **IMPROVING THE FUNCTIONING OF THE SECTORAL EDUCATION AND TRAINING AUTHORITIES (SETAS)**

The SETAs established by the Skills Development Act. They are essentially constituency-based fora (representing in the main 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 could be performed more effectively across the current 23 SETAs, and this is compounded by a poor public understanding of the role of the SETAs.

The main areas of concerns with regard to SETAs could be broadly categorised as:

- The need to align SETAs with emerging industrial strategies;
- poor research underpinning sectoral skills plans;
- weak spots in governance and management;

- public concerns about SETA performance;
- concerns about the efficiency and effectiveness of SETAs;
- the need to review the present funding model;
- the role of government departments in SETAs;
- constituency-dominated governance structures that perpetuate interest-driven decision-making; and
- limited use of public providers, as well as 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 skill strategies need to be strengthened and aligned with HRDSA, via reciprocal sharing of information and analyses. Sector skill 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.

During 2010, the Minister of Higher Education and Training will be 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 development of 'decent work'. 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)**

Our goal is for the NSF 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.

The NSF had the primary function of funding projects identified in the National Skills Development Strategy (NSDS) as a national priority. Operationally, in order for the Fund to fulfil this obligation, it must develop disbursement criteria and procedures, monitor and evaluate the impact 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:

- An alignment of the NSF with priorities of the post-school education and training system and HRDSA.
- Improving its own institutional mechanisms and capacity.
- Establishing provincial capacity, after finalisation of the move of the NSF from the Department of Labour to DHET.

The NSF is a critically important instrument to achieve the goals of our broader HRD Strategy, and the identified challenges constitute a priority for action. Identified weaknesses are being attended to by both the National Skills Authority and DHET.







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

## 4. HUMAN RESOURCES DEVELOPMENT (HRD):

### **A CENTRAL PILLAR OF DHET'S STRATEGIC PLANNING**

The primary goal of HRD-SA 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 only 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.



## 5. LEGISLATIVE MANDATE

## 5. 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:

<b>Legislation</b>	<b>Principal Minister</b>	<b>Relevant to the Minister of Higher Education and Training</b>
<p><b>Higher Education Act (HE Act)</b></p> <p>Provides for a unified and nationally planned system of higher education and for the statutory Council on Higher Education (CHE).</p>	Minister of Higher Education and Training	Entire Act
<p><b>National Student Financial Aid Scheme Act (NSFAS Act)</b></p> <p>Provides for the granting of loans and bursaries to eligible students at universities, as well as for the administration of such loans and bursaries.</p>	Minister of Higher Education and Training	Entire Act
<p><b>Adult Basic Education Act (ABET Act)</b></p> <p>Provides for the establishment of public and private adult learning centres and for the governance of public centres.</p>	Minister of Higher Education and Training	Entire Act
<p><b>Further Education and Training Act (FET Act)</b></p> <p>Provides for the governance and funding of FET colleges and related matters in providing an FET college education.</p>	Minister of Higher Education and Training	Entire Act

Legislation	Principal Minister	Relevant to the Minister of Higher Education and Training
<p><b>National Qualifications Framework Act (NQF Act)</b></p> <p>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.</p>	Minister of Higher Education and Training	Entire Act
<p><b>Skills Development Levies Act</b></p> <p>Provides for the imposition of skills development levies and matters related thereto.</p>	Minister of Higher Education and Training	Entire Act
<p><b>Skills Development Act</b></p> <p>To create the National Skills Agency, establish the Quality Council for Trade and Occupation, regulate apprenticeships and learnerships and matters related to skills development</p>	Minister of Higher Education and Training	<p>Whole except the following to the Minister of Labour:</p> <p>Section 2(1) g &amp; h, 2(2)(a)(v), (vi) &amp; (xii),5(4) (only with respect to the productivity SA), 22(1), 23(1) (a)&amp;(d), (2),(3),24,25,26,26K, 26L, 26M, 26N, 32(2), 36(o),(p)&amp;(q), item 7 of Schedule 2A &amp; Schedule 4; and Section 32(1), 33 and 36(a) &amp; (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) &amp; (c)</p>

Legislation	Principal Minister	Relevant to the Minister of Higher Education and Training
<p><b>National Education Policy Act (NEPA)</b></p> <p>Provides for education policies, legislative and monitoring responsibilities and intergovernmental relations in so far as it concerns Adult Education and Further Education and Training</p>	<p>Whole to Minister of Basic Education – except areas relevant to the Minister of Higher Education and Training</p>	<p>In as far as public and private centres offering abet as per ABET Act, offering FE as per FET Act and section 2,3,4,7,8, and 11</p>
<p><b>Employment of Educators Act (EEA)</b></p> <p>The regulation of the professional, moral and ethical responsibilities of educators in so far as it is applicable to Adult Education and Training</p>	<p>Whole to Minister of Basic Education –<b>except areas relevant to the Minister of Higher Education and Training</b></p>	<p>As far as ABET centres as defined in section 1</p>
<p><b>South African Council of Educators Act (SACE Act)</b></p> <p>To register educators employed in ABET Centres with SACE</p>	<p>Whole to Minister of Basic Education –<b>except areas relevant to the Minister of Higher Education and Training</b></p>	<p>As far as ABET centres as defined in section 1 and 5.</p>
<p><b>General and Further Education and Training Act (GENFETQA) – UMALUSI</b></p>		
<p>To be the Quality Council for FET Colleges and ABET Centres</p>	<p>Whole to Minister of Basic Education –<b>except areas relevant to the Minister of Higher Education and Training</b></p>	<p>In as far as public and private centres offering abet as per ABET Act, offering FE as per FET Act and section 2(b) &amp; (c), 3,16-21, 23, 26 and 28</p>



6. MEDIUM-TERM STRATEGIC FRAMEWORK:  
2010 TO 2014/15



## 6. MEDIUM-TERM STRATEGIC FRAMEWORK: 2010 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*, while the particular responsibility of DHET is to *develop a skilled and capable workforce to support an inclusive growth path*.

The MTSF guided the five-year strategic plans and resource allocation of DHET in accordance with the Medium-term Expenditure Framework (MTEF). The DHET worked 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 a vibrant and responsive post-school education and training system that will contribute to a growing, appropriately transformed economy, so that the benefits of growth could be shared by all.

**TABLE 1: MTSF STRATEGIC PRIORITY NUMBER 4:**

### STRENGTHEN THE SKILLS AND HUMAN RESOURCES BASE

<b>Strategic Priority 4: Strengthen the skills and human resources base</b>	
<b>A</b>	Broaden access to <b>post-secondary education</b> and improve the <b>higher education (HE)</b> 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, <i>inter alia</i> , 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.
<b>A.1</b>	Government will ensure that financial needs do not become a barrier and that the physical capacity of the post-secondary system meets learner demand.
<b>A.2</b>	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.
<b>A.3</b>	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.
<b>A.4</b>	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 R&D in single, multi or interdisciplinary areas, while working in partnership with the private sector in contributing to innovation across society.
<b>A.5</b>	Government, in cooperation with the sector, will develop a sustainable investment strategy to secure the HE sector's position for the longer term.

<b>Strategic Priority 4: Strengthen the skills and human resources base</b>	
<b>B</b>	<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 National Industrial Policy Framework. 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>
<b>B.1</b>	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.
<b>B.2</b>	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>B.3</b>	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>B.4</b>	Put measures in place to ensure that FET colleges are able to recruit and retain highly skilled and experienced instructors.
<b>B.5</b>	Provide and support staff development and exposure for FET instructors to link classroom experiences with practical, workplace-based learning experiences.
<b>B.6</b>	Strengthen the capacity of FET colleges to partner with other government agencies and civil society, in programmes that create and nurture small enterprises.
<b>B.7</b>	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 10 key goals for the MTEF period (which will only be achieved in full in the longer term), and which are explained in more detail in Section 7:

1. Understand skills needs.
2. Communicate skills needs.
3. Raise 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.

The systemic interrelationships amongst these 10 outputs are represented diagrammatically in the diagram on page 2.



## 7. FIVE-YEAR STRATEGIC PLAN: GOALS FOR 2015

## 7. FIVE-YEAR STRATEGIC PLAN: GOALS FOR 2015

The DHET identified the following ten 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. Raise the base:** Provide second-chance opportunities for those who do not qualify for other forms of post-school learning, in order to 'raise 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 ABET 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. 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. 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.
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.
  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 10 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 to 2014/15. 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.



## 8. FIVE-YEAR STRATEGIC PLAN NARRATIVE: 2009/10 TO 2014/15

### **PROGRAMMES<sup>1</sup>**

PROGRAMME 1: ADMINISTRATION

PROGRAMME 2: HUMAN RESOURCES DEVELOPMENT, PLANNING AND MONITORING COORDINATION

PROGRAMME 3: UNIVERSITY EDUCATION

PROGRAMME 4: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

PROGRAMME 5: SKILLS DEVELOPMENT

<sup>1</sup> The Department's programmes and the programme structure of the ENE were developed on the basis of an interim organisational structure, as the functional units, either in full (as intact functions) or in part (as split functions), have not yet been fully transferred from the Departments of Education and Labour. When the entire human resources base has been finalised, the organisational structure will be aligned with the available resources, to maximize efficiency and coherence across the integrated post-school system. This is likely to result in changes to the DHET's programme structure. (Section 14 reports on this process in greater detail.)



## 8. FIVE-YEAR STRATEGIC PLAN NARRATIVE: 2009 TO 2014/15

### PROGRAMME 1: ADMINISTRATION

**Ensure that an effective and efficient Department of Higher Education and Training (DHET) is established and maintained, so that the goals and objectives of the Strategic Plan may be accomplished.**

1.1	Ministry
1.2	Management
1.2.1	CD: Media Liaison and National Communication
1.2.2	DDGs and Branches
1.3	Corporate Services
1.3.1	CD: Financial and Logistical
1.3.2	CD: Development Support and Public Entities
1.3.3	CD: Personal Administration and Development, Security and Asset Management and Office Services
1.4	Office Accommodation

## PROGRAMME 2: HUMAN RESOURCES DEVELOPMENT, PLANNING AND MONITORING COORDINATION

<b>2.1 CD: Human Resources Development, Strategic Planning and Coordination</b>	
<b>2.1.1 D: Human Resources Development</b>	
1.	To ensure coordination, integration and facilitation amongst stakeholders, role-players and authorities with regard to the Human Resources Development Strategy for South Africa (HRDS-SA).
2.	To establish the HRD Council and its structures, and to support, coordinate and manage the work-plan of the HRD Council.
3.	To maintain the HRDS-SA by supporting, monitoring, evaluating and reviewing the Strategy by means of reports and a periodic summit.
<b>2.1.2 D: Strategic Coordination and Secretarial Support</b>	
1.	To ensure that strategic planning for the DHET is well coordinated and supported within the education sector, government and society at large.
<b>2.2 CD: Planning, Information, Monitoring and Evaluation Coordination</b>	
<b>2.2.1 D: Information Systems Coordination</b>	
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.	To support the development of coherent career guidance and information services for higher education and training via the development of a focused plan and partnerships.
<b>2.2.2 D: Planning, Monitoring and Evaluation Coordination</b>	
1.	To ensure credible planning, budgeting, costing, research and monitoring, as well as evaluation capabilities that will achieve the required outcomes and provide an early warning system to correct any deviations from structured plans.
<b>2.3 CD: International Relations</b>	
<b>2.3.1 To pursue African advancement and enhanced international cooperation in education and training</b>	
1.	To enhance cooperation with the African Union, the NEPAD Secretariat, the SADC, as well as with specialised education and training agencies, such as the AAU and IICBA.
2.	To strengthen bilateral relations with priority countries in Africa.
<b>2.3.2 To strengthen South-South, North-South and multilateral co-operation in education and training</b>	
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.	To pursue and consolidate structured interaction with key partners of the North.
3.	Promote multilateralism via constructive engagement with the OECD, UNESCO, the Commonwealth, the WTO and the ILO.
4.	To access international funds for domestic and trilateral programmes.
5.	To encourage international collaboration by institutions, strengthen cooperation with international offices and develop a data base of the international engagement of institutions.

#### **2.4 CD: Legal and Legislative Services**

- 1.1.1 To provide effective legal advice, on time, to the Ministry, the Department, government and the public on education legislation and law.
- 1.1.2 To manage any litigation concerning the Ministry and the Department.
- 1.1.3 To advise on all agreements pertaining to the Department/Ministry.
- 1.1.4 To manage and report on the statutory obligations relating to human rights.
- 1.1.5 To draft regulations and legislation and assist with the processing thereof:
  - i. Reviewing existing legislation via amendments passed in Parliament.
  - ii. Drafting new legislation, identified by the Minister.
- 1.1.6 To monitor, support and evaluate higher education and training authorities with regard to the implementation of legislation, and to manage court actions.

#### **2.5 CD: Social Inclusion (Equity) in Higher Education and Training**

- 1. To establish a well-functioning social inclusion, equity and transformation unit within the DHET that will:**
  - a. over time, focus on issues such as institutional culture, staffing, student development and support, gender equity, inclusion, citizenship and social cohesion, rural development, HIV and Aids, disability, language, curriculum (including grounding programmes), career information and guidance;
  - b. ensure that all higher education and training institutions promote human rights and citizenship in their ethos, policies and practices, via monitoring, research, partnerships and policy development; and
  - c. to recommend support and incentives for innovation and excellence to improve social inclusion, equity and transformation in higher education and training.
- 2. To monitor and research transformation processes in the higher education and training system, including focusing on:**
  - a. the recommendations of the Ministerial Committee Report on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions;
  - b. the development of transformation indicators and a monitoring framework for the system; and
  - c. on building partnerships with relevant bodies and institutions to support transformation of the system.
- 3. To identify and monitor curriculum innovations in citizenship and values education in the higher education and training system.**

## **2.6 Strategic project: Collaboration towards occupational skills excellence (cross-cutting SETAs, colleges and universities of technology)<sup>2</sup>**

1. Secure agreement on a limited list of scarce trade or equivalent occupations in both the public and the private sector.
2. 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.
3. 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.
4. For the selected occupations, consolidate relevant SETA-based learnerships into single occupation-specific programmes, with provision for sectoral and other specialisation fields.
5. Secure an increased number of workplace learning opportunities in both the public and the private sector.
6. Establish the necessary financial framework to ensure complementary funding from voted and levy funds.
7. Recruit an increased number of learners into the programmes and support their successful completion of these programmes.
8. Monitor and evaluate processes.
9. Expand the number of occupations and repeat the steps as indicated.

<sup>2</sup>This project will contribute to several outputs contained in the Strategic Plan:

- Universities: Trainer development (item 3.4, page 51).
- Colleges: Public FET colleges, qualifications and programmes, college curriculum and development support (item 4.1, p. 52).
- Skills development: SETA coordination: interface between institutions and the workplace, quality learning in the workplace (item 5.1, p. 53/54).

## PROGRAMME 3: UNIVERSITY EDUCATION

<b>3.1 CD: University: Academic Planning and Management</b>
<b>3.1.1 D: University: Academic Planning, Monitoring and Evaluation</b>
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 PQM grid by refining and aligning universities' PQMs with the National Plan for Higher Education.
<b>3.1.2 D: University: Management Support</b>
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 National University Education Information and Application Service. 3.1.2.4 To support the improvement of the structure and efficacy of the NSFAS. 3.1.2.5 To reflect on best practices and challenges in implementing the mergers of universities.
<b>3.2 CD: University: Financial Planning and Information Systems</b>
<b>3.2.1 D: University: Financial and Physical Planning</b>
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. 3.2.1.4 To strengthen the performance of the higher education system.
<b>3.2.2 D: University: Management and Information Systems</b>
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. 3.2.2.2 To assist with development by the establishment of an MIS for the post-school system. (Post 2010/11.)
<b>3.3 CD: University: Policy and Development</b>
<b>3.3.1 D: University: Support and Sector Liaison</b>
3.3.3.1 To provide regulatory support to universities. 3.3.3.2 To support the universities in enhancing student governance and leadership. 3.3.3.3 To support universities in accelerating the process of transformation. 3.3.3.4 To support universities in improving governance.
<b>3.3.2 D: University: Policy and Development Support</b>
3.3.2.1 To support the enhancement of research output by, and the academic performance of universities. 3.3.2.2 To support universities in managing the impact of HIV and Aids. 3.3.2.3 To promote the internationalisation of the university education system, of the African continent in particular, and 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 support the integration of the registration process of *hybrid* private education institutions that offer programmes in both the FET and HE sectors.

### **3.4 CD: Teacher Education**

- 3.4.1 To promote research in teacher education, so as to strengthen the capacity and capabilities of universities to produce Foundation Phase teachers for the Basic Education System.
- 3.4.2 To strengthen the provision of teacher/lecturer education in the Higher Education and Training System, in collaboration with the Department of Basic Education and the FET College System.
- 3.4.3 To develop regulatory policies for teacher/lecturer qualifications that are in line with the HEQF.
- 3.4.4 To ensure the alignment of teacher/lecturer education programmes with academic policy, teacher education policy and the Programme Qualification Mix (PQM).

## PROGRAMME 4: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

<b>4.1 CD: Planning and Institutional Support</b>
<b>4.1.1 D: Public FET Colleges</b>
<ol style="list-style-type: none"><li>1. Support the development of colleges' institutional capacity in order to achieve transparency, enhanced performance, accountability and efficiency.</li><li>2. Develop a coherent and integrated framework for the coordination and alignment of FET colleges, agricultural colleges, nursing colleges and universities of technology in respect of skills development outputs.</li><li>3. Develop and/or review legislative and policy frameworks to create an enabling environment for the FET college sub-system to deliver on its expanded mandate.</li><li>4. Effectively manage and support the transition of colleges to an exclusive national legislative competence.</li></ol>
<b>1.1.2 D: Private FET Colleges</b>
<ol style="list-style-type: none"><li>1. Regulate and support private colleges as a means of expanding the institutional base for providing quality post-school education and training opportunities.</li></ol>
<b>4.1.3 D: Financial Planning</b>
<ol style="list-style-type: none"><li>1. 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.</li></ol>
<b>4.1.4 D: Education Labour Relations and Conditions of Service</b>
<ol style="list-style-type: none"><li>1. Provide support for a progressive improvement in the Conditions of Service of college employees, so as to ensure sustained labour peace, staff commitment and productivity.</li></ol>
<b>4.2. CD: Programmes and Qualifications</b>
<b>4.2.1. D: College Curriculum Development and Support</b>
<ol style="list-style-type: none"><li>1. Develop and maintain a diverse range of responsive vocational programmes of quality for colleges.</li><li>2. Train and support lecturers to ensure a skilled and capable college workforce.</li><li>3. Continuously assess the quality of curriculum delivery and the impact of intervention strategies, so as to improve the quality of curriculum delivery.</li></ol>
<b>4.2.2 D: Youth Development Programmes</b>
<ol style="list-style-type: none"><li>1. Initiate and support interventions aimed at addressing the challenges affecting students, particularly with regard to academic performance, programme choices, governance and leadership, extra-curricular activities and students' general welfare.</li><li>2. Continuously assess the impact of student support programmes and interventions.</li><li>3. Forge strong links and partnerships with agencies and structures that are involved in the developmental needs of the youth.</li></ol>
<b>4.2.3 D: Adult Education and Training Programmes</b>
<ol style="list-style-type: none"><li>1. Restructure adult education and training by establishing responsive and enabling policies and programmes.</li><li>2. Expand the current provisioning of formal adult education and training programmes.</li><li>3. Develop and maintain sound policies and systems for the implementation of adult education and training programmes.</li></ol>

## PROGRAMME 5: SKILLS DEVELOPMENT

The Skills development Programme is largely responsible for the implementation of the Skills Development Act, No. 97 of 1998, as amended in 2003 and 2008, as well as for the Skills Development Levies Act. The purpose of the Skills Development Act is to:

- provide an institutional framework to devise and implement national, sectoral and workplace strategies, so as to develop and improve the skills of the South African workforce;
- integrate those strategies with the National Qualifications Framework, contemplated in the South African Qualifications Authority Act, 1995;
- provide for learnerships that result in recognised occupational qualifications;
- steer and monitor the expenditure of the skills development levy by the SETAs and the NSF;
- provide for, and regulate employment services; and
- to provide for matters connected therewith.

The 2008 amendments provide for the establishment of a National Artisan Moderating Body and a Quality Council for Trades and Occupations. Both these structures have to be fully established.

The work of the skills development 'community' (DHET plus the SETAs plus the NSF) is directly derived from the National Skills Development Strategy (NSDS). The NSDS II was extended for 2010/11 and its targets are utilised for the operational plan (1 year). The NSDS III has not yet been adopted, but when it is adopted, it will specify the targets for the period 2011 to 2015. These targets are used to set the performance standards for the SETAs and the NSF. When the NSDS III, which will be aligned with the HRD has been finalised, the strategic plans and targets of this programme may have to be re-aligned with this strategy within the MTEF period.

<b>5.1</b>	<b>CD: SETA Coordination</b>
<b>5.1.1</b>	<b>Provide a dynamic interface between the workplace and learning institutions and promote quality learning at work and for work.</b>
5.1.1.1	Support and manage the functioning of SETAs in implementing the NSDS II (2010/11) and NSDS III (2011/12 onwards)
5.1.1.2	Support the development of the NSDS III. NSDS III is to be developed and finalised by December 2010.
5.1.1.3	Support the development and implementation of the COSE Project, so that by 2015 the curriculum for priority trades and occupations are implemented and reported on.
5.1.1.4	Support and direct the SETAs' quality assurance functions, prior to the full functioning of the QCTO in 2011.
5.1.1.5	Facilitate the development and establishment of NAMB by April 2011.
5.1.1.6	Support QCTO and NAMB so that these agencies are able to achieve their objectives.



<b>5.1.2</b>	<b>Enhance the efficiency and effectiveness of SETA delivery</b>
5.1.2.1	Steer and support the development of internal and external structures and systems.
5.2.2.2	Contribute to the development of a department-wide information management system, to be functional by 2015.
5.2.2.3	Develop processes to improve structures, capacity and systems, in order to eliminate SETA under-performance by 2015.
5.2.2.4	Co-ordinate the SETA re-establishment process and its effective operation.
<b>5.1.3</b>	<b>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.</b>
5.1.3.1	Contribute to the annual update of a reliable, critical and scarce skills list, via the alignment of sectoral skills plans with government priority strategies, e.g. IPAP and Rural and Provincial Growth and Development Strategies.
5.1.3.2	Develop a framework for critical and scarce skills information dissemination by March 2011.
5.1.3.3	Facilitate and manage the development and adoption of sectoral skills plans for 2011 to 2014.
<b>5.2</b>	<b>CD: National Skills Development Strategy (NSDS)</b>
<b>5.2.1</b>	<b>Provide funds to support projects identified as national priorities in the extended NSDS II and NSDS III (once finalised for 2011 to 2014)</b>
5.2.1.1	For NSDS II, implement disbursements under DHET arrangements.
5.2.1.2	For NSDS III, develop draft disbursement criteria and procedures for each new strategic priority.
5.2.1.3	Recommend criteria and disbursement criteria to the National Skills Authority.
5.2.1.4	Finalise criteria and disbursement procedures by the end of March 2010.
5.2.1.5	Implement NSDS III priorities from 2011 to 2014.
5.2.1.6	Monitor and evaluate the impact made by disbursements.
<b>5.2.2</b>	<b>Provide funds to support other strategic projects as determined by the Director-General</b>
5.3.2.1	Translate project directives into proposed disbursement criteria and procedures.
5.3.2.2	Recommend criteria and disbursement procedures to the National Skills Authority.
5.3.2.3	Finalise criteria and disbursement procedures within the agreed-upon time-frames.
5.3.2.4	Implement strategic projects as per criteria and disbursement procedures.
5.3.2.5	Monitor and evaluate the impact made by disbursements.
<b>5.2.3</b>	<b>Guide the development of internal and external structures and systems that effectively and efficiently enable the achievement of the above-mentioned two goals.</b>
5.3.3.1	Improve the capacity and systems of the NSF to disburse funding in an effective and efficient manner.
5.3.3.2	Address under-disbursement.
5.3.3.3	Develop grant funding strategies appropriate to each project category.
5.3.3.4	Develop and improve mechanisms for communicating information about the NSF.

<b>5.3</b>	<b>Quality Development and Promotion</b>
<b>5.3.1</b>	<b>Ensure quality learning in and for the workplace</b>
	5.3.1.1 Facilitate the establishment of the QCTO by 31 March 2010 and enable the QCTO to be fully operational by 31 March 2011.
<b>5.4 D</b>	<b>National Skills Authority (NSA)</b>
<b>5.4.1</b>	<b>Advise the Minister on a National Skills Development Policy</b>
<b>5.4.2</b>	<b>Advise the Minister on a National Skills Development Strategy</b>
	5.4.2.1 Advise the Minister on the NSDS III and its alignment with the HRDS-SA by Augustus 2010. 5.4.2.2 Annual reports on the implementation, monitoring and evaluation of NSDS III are to be submitted to the Minister. 5.4.2.3 Advise the Minister on the review of the SETA landscape and performance.
<b>5.4.3</b>	<b>Direct the undertaking of research that will enable the authority to best fulfil its advisory functions</b>
	5.4.3.1 A data bank of research reports and other historic information on the work of the NSA work must be established, to be accessible by 2015. 5.4.3.2 Undertake research to establish the impact of the NSDS. 5.4.3.3 Establish links with, and promote collaboration on research activities with the HRDSA, the CHE, SAQA and other related bodies.
<b>5.4.4</b>	<b>Guide the development of structures and systems that effectively enable the achievement of the above-mentioned three goals</b>
	5.4.4.1 An NSDS Marketing Strategy is to be developed, implemented and evaluated. 5.4.4.2 Develop and build capacity of the NSA.
<b>5.4.5</b>	<b>Strategic Management Unit/Programme Management Support</b>
<b>5.4.5.1</b>	<b>Prepare a draft NSDS for consultation purposes.</b> a) The Strategy is to be aligned with HRDS-SA. b) Support the development of NSDS III. c) Co-ordinate linkages in the planning, implementation, monitoring and evaluation of the NSDS and HRDS-SA.
<b>5.4.5.2</b>	<b>Monitor and evaluate the implementation of the NSDS.</b> a) Produce quarterly and annual reports on the implementation of NSDS II and NSDS III. b) Identify areas of, and commission research annually, which will feed into the NSDS planning, monitoring and evaluation processes, and disseminate the results of the commissioned studies to the relevant stakeholders.
<b>5.4.5.3</b>	<b>Facilitate the work of the branch by coordinating branch level work planning and reporting processes.</b> a) Co-ordinate processes that will assist the branch in producing work and strategic plans, as well as quarterly monitoring reports. b) Assist the branch to report on branch performance at departmental and inter-departmental levels, by preparing branch inputs for departmental and inter-departmental reports, including DHET Annual Reports, the ENE and the MTEF.

**5.4.5.4 Under the guidance of the Department's Corporate Services, develop and strengthen branch capacity, branch performance and the branch's financial and information management systems.**

- a) Co-ordinate branch performance management processes, including staff skills development processes. Incrementally, by 2015, 100% of competencies listed in the PDPs should be addressed by learning interventions.
- b) Manage the branch's finances, ensuring that the branch meets the financial management standards as set out in the PFMA.

**5.4.5.5 Contribute to, and guide the development of internal and external structures and systems that effectively enable the achievement of the above-mentioned four goals.**

- a) An electronic library of NSDS reports and impact research studies to be established and linked to other HRDSA data bases, and to SETA's research data bases by 2015.
- b) Contribute to the development of improved systems of reporting and improve branch reporting processes, so that by 2011 accurate statistics on the NSDS implementation are provided in all reports, while qualitative information is also collected and reported on.



## 9. ONE-YEAR SHORT-TERM OPERATIONAL/ PERFORMANCE PLAN: 2010/11

### **PROGRAMMES<sup>1</sup>**

PROGRAMME 1: ADMINISTRATION

PROGRAMME 2: HUMAN RESOURCES DEVELOPMENT, PLANNING AND  
MONITORING COORDINATION

PROGRAMME 3: UNIVERSITY EDUCATION

PROGRAMME 4: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

PROGRAMME 5: SKILLS DEVELOPMENT

<sup>1</sup> The Department's programmes and the programme structure of the ENE were developed on the basis of an interim organisational structure, as the functional units, either in full (as intact functions) or in part (as split functions), have not yet been fully transferred from the Departments of Education and Labour. When the entire human resources base has been finalised, the organisational structure will be aligned with the available resources, to maximize efficiency and coherence across the integrated post-school system. This is likely to result in changes to the DHET's programme structure. (Section 14 reports on this process in greater detail.)

## 9. ONE-YEAR SHORT-TERM OPERATIONAL/PERFORMANCE PLAN: 2010/11

### **PROGRAMME 1: ADMINISTRATION**

**DETAILED OPERATIONAL PLANS FOR THIS UNIT ARE NOT REQUIRED.**

# ONE-YEAR SHORT-TERM OPERATIONAL/PERFORMANCE PLAN: - 2010/11

## PROGRAMME 2: HUMAN RESOURCES DEVELOPMENT, PLANNING AND MONITORING COORDINATION

2.1 SUB-PROGRAMME: CD: Human Resources Development, Strategic Planning and Coordination (R5.756 million)					
Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
<b>2.1.1 D: National Human Resources Development</b>					
2.1.1.1 <b>1. To ensure coordination, integration and facilitation amongst stakeholders, role-players and authorities with regard to the HRDS-SA.</b>	Government and stakeholders approve the newly-framed HRDS-SA.	2.1.1.1.1	Drive process with regard to consultation/briefing of the reframed HRDS-SA.	01/04/2010 - 31/03/2011	Approved HRDS-SA via stakeholders, publication, communication and dissemination.
		2.1.1.1.2	Schedule HRDS-SA Summit.	19/07/2010 - 30/07/2010	Preparatory work and reports.
		2.1.1.1.3	Schedule HRDS-SA launch.	02/09/2010 - 30/09/2010	Preparatory work and reports.
<b>2. To establish the HRD Council and its structures and to support, coordinate and manage the work-plan of the HRD Council.</b>	The HRD Council (HRDC) and its supporting structures are established.	2.1.1.1.4	Ensure that decisions of the HRDC are executed and provide a report-back to the HRD structures.	01/04/2010 - 31/03/2011	Reports
<b>3. To maintain the HRDS-SA by supporting, monitoring, evaluating and reviewing the HRDS-SA via reports and a periodic summit.</b>	Monitoring and evaluation processes are established.	2.1.1.1.5	Preparatory work for establishing a monitoring and evaluation process for HRDS-SA System.	05/03/2010 - 29/10/2010	Reports
	Monitoring and evaluation processes are established.	2.1.1.1.5	Preparatory work for establishing a monitoring and evaluation process for HRDS-SA System.	05/03/2010 - 29/10/2010	Reports.
		2.1.1.1.6	Establish a mechanism to ensure relevant research capability.	04/01/2010 - 30/09/2010	Access to high-level research ability and output. Produce research reports.

<b>2.1 SUB-PROGRAMME: CD: Human Resources Development, Strategic Planning and Coordination (R5.756 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
		2.1.1.1.7	Follow up and bring to conclusion the outputs produced by the JIPSA process.	01/04/2010 – 31/03/2011	Reports.
<b>2.1.2 D: Strategic Coordination and Secretarial Support</b>					
2.1.2.1 <b>Development of credible strategic plans.</b>	Plans are approved.	2.1.2.1.1	Coordinating strategic planning sessions between Minister and DHET for 2011/12.	31/08/2010	An input paper, based on analyses and an M&E of the system.  A draft concept plan.
		2.1.2.1.2	Collate inputs to the Strategic Plan from managers and other role-players.	30/09/2010	A detailed draft plan.
		2.1.2.1.3	Compiling, editing and printing of Strategic Plan.	28/02/2011	A final printed Strategic Plan document.
2.1.2.2 <b>Compilation of reports for the Strategic Plan and other plans.</b>	Ann analysis report.	2.1.2.2.1	Compile a reporting template and schedule.	30/04/2010	A user-friendly reporting template developed.
		2.1.2.2.1	Collect and synthesise reports.	Quarterly and Annual Reports.	All reports produced according to schedule and signed of by Minister and/or DG.
2.1.2.3 <b>Ensure effective secretarial services for processes where required.</b>	Minutes and action lists.	2.1.2.3.1	Compiling meeting schedules, attending meetings, following up after meetings, drawing up minutes and action lists.	As required.	Records of meeting preparations and proceedings.

<b>2.2 SUB-PROGRAMME: CD: Planning, Information, Monitoring and Evaluation Coordination (R5.167 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
<b>2.2.1 D: Information Systems Coordination</b>					
<b>2.2.1.1 The development of an integrated operational management information system and decision support systems.</b>	Approved Terms of Reference for the development of the system.	2.2.1.1.1	Define the scope, convene a workshop of department programme managers, stakeholders and role-players. SAQA, HRDC, institutions, provincial education departments, SETAs, NSA.	30/06/2010	A report on the management information and decisions support needs.
		2.2.1.1.2	Develop a master systems plan and identify policy, legislation and resourcing requirements for the plan.	30/09/2010	An approved master system plan (by stakeholders and role-players).
		2.2.1.1.3	Conduct a business analysis of the system.	31/12/2010	An approved functional specifications document (by stakeholders and role-players).
		2.2.1.1.4	Draw up an IT architectural plan and develop technical specifications.	31/03/2011	An approved technical functional specifications document (by stakeholders and role-players).
<b>2.2.1.2 Support the development of coherent career guidance and information services for the higher education and training system.</b>	A plan for career guidance and information services for higher education and training developed.	2.2.1.2.1	Consult with career guidance and information providers, including NYDA, SAQA, HESA and other relevant institutions and organisations.	September 2010	Report on consultation available.
		2.2.1.2.2	Develop overview of existing initiatives.	December 2011	Report and data base of initiatives. developed
		2.2.1.2.3	Draft plan for the development of effective and coherent career guidance services for the higher education and training sector	March 2011	Draft plan submitted



**2.3 SUB-PROGRAMME CD: International Relations (R6.268 million)**

Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
<p>2.3.1 <b>To pursue African advancement and enhanced international cooperation in education and training.</b></p>	<p>Regular meetings attended, compile contact and status reports with recommendations for the DG and DIRCO.</p>	2.3.1.1	<p>Participate in the meetings and conferences of the African Union, SADC, AAU, IICBA, ADEA and NEPAD. Monitor the implementation of the second decade of education in higher education and training.</p>	01/04/2010 - 31/03/2011	<p>Provide contact and status reports on the implementation of regional and continental plans to DHET and DIRCO.</p>
		2.3.1.2	<p>Contribute towards SADC regional integration via the implementation of the SADC Protocol on Education.</p>	01/04/2010 – 31/03/2011	<p>Contribute to the harmonisation of policies and strategies in the SADC, reporting on South African initiatives and disseminating information to internal role-players participating in relevant workshops.</p>
	<p>Regular engagement in bilateral meetings, compile briefings and post-engagements reports.</p>	2.3.1.3	<p>Strengthen and expand bilateral partnerships in pursuit of SA's interests via structured mechanisms and engagement with priority countries.</p>	1/04/2010 – 31/03/2011	<p>Reports and documents on participation in joint and bilateral commissions provided, agreements signed and serviced, hosted internal visits, facilitated and participated in external meetings and familiarisation visits.</p>

**2.3 SUB-PROGRAMME CD: International Relations (R6.268 million)**

Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
<p>2.3.2 <b>To strengthen South-South, North-South and multilateral co-operation in education and training.</b></p>	<p>Participated in scheduled engagements, compiled briefings and post-engagement reports.</p>	2.3.2.1	<p>Participate in the IBSA Trilateral Commission/ Dialogue Forum meeting and review support to academics in the IBSA academic seminars.</p>	01/04/2010 – 31/03/2011	<p>Status reports and briefings are tabled at the Commission meeting. SA academics participated in IBSA research projects.</p>
		2.3.2.2	<p>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.</p>	01/04/2010 – 31/03/2011	<p>Activities implemented as per the cooperation agreement with China, progress reports provided to DHET and DIRCO.</p>
		2.3.2.3	<p>Sign and service cooperation agreements, support the work of the Middle Eastern Studies Programme at UCT and report on internal and external visits to priority countries in the Middle East.</p>	01/04/2010 – 31/03/2011	<p>Reports on progress provided to DHET and DIRCO. Cooperation agreements signed with Middle Eastern countries.</p>
	<p>Participated in structured engagements and compiled briefing reports.</p>	2.3.2.4	<p>Implement bilateral cooperation programmes with key partner countries in the North.</p>	01/04/2010 – 31/03/2011	<p>Reports on participation in bi-national commissions, agreements signed and serviced, hosted internal visits, facilitated and participated in external meetings and familiarisation visits.</p>

**2.3 SUB-PROGRAMME CD: International Relations (R6.268 million)**

Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
			Facilitate technical assistance in post-school education and training for countries in distress.	01/04/2010 – 31/03/2011	Technical assistance with proposals where required.
	Annual conference reports and regular briefings, and post-engagements reports tabled.	2.3.2.5	Work towards the consolidation of engagement with OECD, participate in working committee groups of UNESCO, ILO, COL and the Commonwealth.	01/04/2010 – 31/03/2011	Regular meetings are held and programmes implemented and reported on.
	Report on the nature, purpose and quantum of the development assistance provided for domestic and trilateral programmes.	2.3.2.6	Access international funds and participate in annual consultation meetings on the utilisation of ODA.	01/04/2010 – 31/03/2011	Trilateral cooperation programmes established and maintained, guided by the needs, goals and priorities of the states concerned.
		2.3.2.7	Negotiate new ODA and coordinate the alignment of the ODA with South Africa's education and training priorities. Work towards the achievement of sustainable collaboration after the aid period has ended.	01/04/2010 – 31/03/2011	Financial report on the ODA, aligned with South Africa's education priorities. Donor-funded projects are sustainable and recurrent and future financial implications are accommodated within the present and projected fiscal capacity.
	Compile report on the outcomes of meetings with international offices.	2.3.2.8	Encourage international collaboration between institutions. Strengthen cooperation with international offices and develop a data base of the international engagements of institutions.	01/04/2010 – 31/03/2011	Regular meetings with international offices held. Pre and post-contact reports of collaboration compiled and data base developed and maintained.

<b>2.4 SUB-PROGRAMME CD: Legal and Legislative Services (R3.721 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
2.4.1 <b>To provide legal advice.</b>	Advise the Minister, the Department, provincial departments and the broad public on education legislation and Education Law.	2.4.1.1	Research applicable to legislative material, draft legal opinions, provide either oral or written advice.	Ongoing.	Legal opinion.
2.4.2 <b>To manage any litigation concerning the Department.</b>	Manage all necessary actions, with the assistance of the State Attorney, against the Minister or the Department in court.	2.4.2.1	Administer all court cases by or against the Department or the Minister.	These functions are ongoing and time-frames are determined by the individual cases within the court rules.	Settlement of all court cases, either in court or out of court. Quarterly reports to HEDCOM and CEM.
2.4.3 <b>To advise on all contracts and agreements pertaining to the Department.</b>	Legal advice and draft agreements between the Minister, the Department and other parties.	2.4.3.1	Scrutinise agreements and contracts between the Minister and other institutions and advise on whether agreement is to be amended.	Time-frames depend on the particular deadline that has been set.	Contracts or agreements.
2.4.4 <b>To manage and report on the statutory obligations relating to human rights.</b>	Reports or contributions to reports on behalf of the Department.	2.4.4.1	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.	1/05/ 2010 - 1/04/2011	Reports or contributions towards reports in submission.  Quarterly reports to HEDCOM and CEM.
2.4.5 <b>To draft regulations and legislation and to assist in the processing thereof.</b>	Draft the Higher Education and Training Laws Amendment Bill, 2010.	2.4.5.1	Draft, publish for comment, amended and gazetted following Minister's approval.	January 2010 - August 2010	Bills tabled in Parliament.

<b>2.4 SUB-PROGRAMME CD: Legal and Legislative Services (R3.721 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
2.4.6 <b>To monitor, support and evaluate higher education and training authorities regarding the implementation of legislation and the management of court cases.</b>	Reports. Drafting guidelines, commenting or advising when appropriate to specific HET legislation, regulations prescripts.	2.4.6.1	Ensure that legislation is implemented, visit provinces to monitor implementation plans, visit schools and assist with the interpretation and the drafting of legislation.	January 2010 – March 2011	Assist with implementation of legislation in every province and give support and assistance to PEDs in the drafting of laws. Present reports to HEDCOM and CEM.
<b>2.5 SUB-PROGRAMME CD: SOCIAL INCLUSION (EQUITY) IN HIGHER EDUCATION AND TRAINING</b>					
2.5.1 <b>Set up unit for social inclusion, equity and transformation within the department of higher education and training.</b>	Unit established and fully functional.	2.5.1.1	Staff transfers finalised	April 2010	Unit fully staffed
		2.5.1.2	Project responsibilities allocated and work begins	April 2010	Project work commenced
		2.5.1.3	Funding opportunities identified	December 2010	Additional funding sourced and/ or partnerships established
2.5.2 <b>Monitor transformation processes in the higher education and training system.</b>	A framework is developed for monitoring and analysis of transformation indicators in the higher education system.	2.5.2.1	Analyse institutional plans and reports	March 2011	Report produced
		2.5.2.2	Transformation indicators developed	March 2011	Draft indicators report produced
	Research partnerships are developed with relevant higher education bodies and institutions, focusing on transformation-related matters	2.5.2.3	Consult with relevant research partners	June 2010	Report on consultation presented with draft overview of research initiatives
		2.5.2.4	Produce report with overview of current initiatives	December 2010	Report available

<b>2.5 SUB-PROGRAMME CD: SOCIAL INCLUSION (EQUITY) IN HIGHER EDUCATION AND TRAINING</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
2.5.3 <b>Support the development of coherent career guidance and information services for the higher education and training system</b>	A plan for career guidance and information services in higher education and training developed	2.5.3.1	Consult with career guidance and information providers including nyda, saqa, hesa and other institutions and organisations	September 2010	Report on consultation available
		2.5.3.2	Develop overview of existing initiatives	December 2011	Report and database of initiatives developed
		2.5.3.3	Draft plan for the development of effective and coherent career guidance services for the higher education and training sector	March 2011	Draft plan submitted
2.5.5 <b>Identify and monitor curriculum innovations in citizenship and values education in the higher education and training system.</b>	Develop a framework for recognition of curriculum innovations in citizenship and values education in the higher education and training system.	2.5.4.1	Identify strong programmes in institutions	September 2010	Draft report produced
		2.5.4.2	Write up results of scoping process	March 2011	Report and project recommendations available

# ONE-YEAR SHORT-TERM OPERATIONAL/PERFORMANCE PLAN: 2010/11

## PROGRAMME 3: UNIVERSITY EDUCATION

3.1 SUB-PROGRAMME: CD: University – Academic Planning and Management (R1 998.175 million)					
Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
<b>3.1.1 D: University - Academic Planning, Monitoring and Evaluation</b>					
3.1.1.1 <b>To improve enrolment planning so as to produce quality graduates.</b>	Enrolment targets for 2011-13: Assess performance against enrolment targets set for 2010 and determine enrolment targets for 2013.	3.1.1.1.1	Assess the performance of individual universities against planned targets for 2010 and manage the process of determining new targets for 2011 – 2013.	End November 2010	Assessment of performance against enrolment targets for 2010 finalised and enrolment plan for 2011 - 2013 approved.
	Planning framework for increased expansion of the post-school education system.	3.1.1.1.2	Develop and consult on a proposed framework for the expansion of post -school education opportunities.	End March 2011	Framework developed and approved by the Minister.
	Planning framework for increased enrolment, throughput and graduates in scarce and critical skills.	3.1.1.1.3	Develop and consult on a proposed framework, with an initial focus on the health and engineering sciences and teacher education.	End March 2011	Framework developed and approved by the Minister.
	Status Report on the review of admissions (including re-admissions) policies and practices of public universities.	3.1.1.1.4	Assess the current policies against policy goals, identify gaps and propose changes.	End March 2011	Status Report finalised.
3.1.1.2 <b>To enhance the national Programme Qualification Mix (PQM) grid by refining and aligning universities' PQMs with the National Plan for Higher Education.</b>	Updated PQM profiles.	3.1.1.2.1	Assess, review and approve the PQM of universities.	Ongoing	PQM profiles reviewed and updated.
	New PQM grid.	3.1.1.2.2	Establish a new PQM grid as new HEQF-aligned programmes are approved.	End March 2011	New PQM grid established.

<b>3.1 SUB-PROGRAMME: CD: University – Academic Planning and Management (R1 998.175 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
<b>3.1.2 D: University – Management Support</b>					
<b>3.1.2.1 To provide financial management and management support to universities, NIHEs and relevant public entities.</b>	Revised Annual Reporting Regulations.	3.1.2.1.1	Propose changes to regulations, consult with stakeholders, publish for comment and present final draft to Minister for approval and gazetting.	End March 2011	Revised Annual Reporting Regulations approved by the Minister and gazetted for implementation.
	Report on the assessment of the 2009 Annual Reports.	3.1.2.1.2	Assess 2009 Annual Reports of universities, prepare submission on assessment and draft letters to chairpersons of Councils.	End September 2011	Report and letters submitted to Minister for approval.
	Finalisation of requests for ministerial approval in terms of the Higher Education Act, 1997 (Act 101 of 1997).	3.1.2.1.3	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 approved.	3.1.2.1.4	Assess quarterly reports and provide comment for inclusion in ministerial submission. Assess Strategic Plans and annual budgets for approval by Minister.	Ongoing	
<b>3.1.2.2 To improve access to post-school education in Mpumalanga and the Northern Cape.</b>	Report on the model for post-school institutes.	3.1.2.2.1	Discussions held with institutions and explore the viability of a model for the NIHEs as post-school institutes.	Ongoing - end March 2011	Report on future model of NIHEs submitted to the Minister for approval.
<b>3.1.2.3 To improve access to universities via the establishment of a National University Education Information and Application Service.</b>	Framework and appropriate model for the establishment of a National University Education Information and Application Service.	3.1.2.3.1	Propose and consult on the modalities for the establishment of the National University Education Information and Application Service.	End March 2011	Framework and appropriate model for central information and applications services.



<b>3.1 SUB-PROGRAMME: CD: University – Academic Planning and Management (R1 998.175 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
3.1.2.4 <b>To support the improvement of the structure and efficacy of the National Student Financial Aid Scheme (NSFAS).</b>	Implementation plan for recommendations by the NSFAS Review Committee.	3.1.2.4.1	Facilitate consultation on the NSFAS Review Committee recommendations, consult with the CHE and other stakeholders, and draft an implementation plan for recommendations.	End March 2011	Implementation plan approved by the Minister.
3.1.2.5 <b>To reflect on best practices and challenges in implementing the mergers of universities.</b>	Report on best practices and challenges of implementing the restructuring of higher education.	3.1.2.5.1	Discussions held on content of report, comments incorporated and report finalised.	End March 2011	Report approved by the Minister.
<b>3.2 SUB-PROGRAMME: CD: University – Financial Planning and Information Systems (R6.861 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
<b>3.2.1 D: University - Financial and Physical Planning</b>					
3.2.1.1 <b>To provide appropriate policy frameworks for improvement of teaching and learning.</b>	New policy for the utilisation of teaching development grants.	3.2.1.1.1	Draft proposals consulted on with HESA and the CHE, and final draft of the new policy submitted to Minister for approval.	End October 2010	Policy approved for implementation.
	New policy framework for the funding of the clinical training of health sciences professionals.	3.2.1.1.2	Finalise new policy framework, publish for comment and submit to Minister for approval.	End March 2011	New policy framework approved by the Minister.
	Policy and framework for a CAT System and transcript supplements for HE.	3.2.1.1.3	Finalise policy and framework.	End March 2011	Policy approved by the Minister.

<b>3.2 SUB-PROGRAMME: CD: University – Financial Planning and Information Systems (R6.861 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
3.2.1.2 <b>To ensure the effective use of earmarked funds for intended purposes by universities.</b>	Earmarked funds properly used by universities, as indicated in progress reports - i.e. output efficiency, infrastructure development and foundation programmes.	3.2.1.2.1	Monitor and assess progress reports on the use of the earmarked funds and propose adjustments as required for approval.	Ongoing	Progress reports assessed and necessary changes approved.
3.2.1.3 <b>To review the funding of the university education system.</b>	Report on the review of the current funding framework.	3.2.1.3.1	Work with departmental technical team to assess the effectiveness of the funding framework, introduced in 2004/05 as a steering mechanism, and determine what changes should be made to the detailed provisions of the framework.	End December 2010	Progress report on the assessment of the funding framework submitted to the Minister.
	Report on the need for additional student accommodation.	3.2.1.3.2	Work with departmental technical team to assess the need for additional student accommodation, and the ways in which the expansion of student accommodation could be financed.	End December 2010	Report approved by the Minister.
	New input funding strategy.	3.2.1.3.3	Work with Academic Planning Directorate on issue of "unfunded" students and possible changes to input funding strategies, and finalise new input funding strategy for Minister's approval.	End December 2010	New input funding strategy submitted to Minister for approval.
	Targets and allocation criteria for new round of funding for infrastructure.	3.2.1.3.4	Prepare proposals for the Minister on strategic targets and the allocation criteria for the new round of infrastructure funding to start in 2012/13.	End December 2010	Proposals submitted to the Minister for approval.

3.2 SUB-PROGRAMME: CD: University – Financial Planning and Information Systems (R6.861 million)					
Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
3.2.2.1 <b>To ensure that HEMIS meets the needs for management information across the sector, and is properly maintained with the required data.</b>	Qualitative and quantitative HEMIS management information.	3.2.2.1.1	Update the system with data from universities for 2009.	Student data: April 2010 Audited data: August 2010	Data sets produced.
		3.2.2.1.2	Update the system with data from universities for 2010.	Staff and space data: May 2010 Student data: October 2010	Information in system updated timeously.
		3.2.2.1.3	Conduct a review to identify revisions of HEMIS, consult on the revisions and acquire the necessary approval.	End March 2011	Revisions approved and implemented.
	Enhanced HEMIS.	3.2.2.1.4	Propose and consult on the appropriate enhancement of HEMIS.	End March 2011	Functionalities added to the HEMIS system, improving the planning and monitoring of the university education sub-system.

<b>3.3 SUB-PROGRAMME: CD: University – Policy and Development (R11.220 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
<b>3.3.1 D: University – Support and Sector Liaison</b>					
3.3.1.1 <b>To provide regulatory support to the universities.</b>	Amended universities' statutes.	3.3.1.1.1	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 and when required.	Revised university statutes approved and gazetted timeously.
	Councils and boards fully capacitated.	3.3.1.1.2	Call for nominations for members of boards and councils, submit to Minister for approval and gazetting.	As and when required.	Council and board members appointed.
	Develop regulations consequential to the enactment of the NQF Act.	3.3.1.1.3	Draft regulations and consult with stakeholders, finalise and submit regulations to Minister for approval and gazetting.	December 2010	Regulations approved by Minister and ready for gazetting.
3.3.1.2 <b>To support universities in enhancing student governance and leadership.</b>	Student organisations well capacitated.	3.3.1.2.1	Support provided via discussions, the provision of guides and manuals, and training workshops.	Support as and when required, workshops to be arranged.	Workshops held and guides and manuals, to support student organisations, distributed.
	Framework for student leadership.	3.3.1.2.2	Meetings and discussions held with national student organisations and universities to draft framework.	End March 2011	Framework approved and ready for implementation.
	Student Charter.	3.3.1.2.3	Facilitate and support the process of developing a University Student Charter via SAUS and HESA respectively.	End March 2011	Student Charter adopted by major stakeholders (HESA and SAUS).
3.3.1.3 <b>To support universities in accelerating the process of transformation.</b>	Implementation framework for recommendations contained in the 2009 report of the Ministerial Committee on Transformation.	3.3.1.3.1	Draft an implementation framework in conjunction with universities, containing outputs and targets, and identify support and monitoring mechanisms.	End March 2011	Implementation framework finalised and ready for use by the Department and universities.

<b>3.3 SUB-PROGRAMME: CD: University – Policy and Development (R11.220 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
3.3.1.4 <b>To support universities in improving governance.</b>	Report on governance and accountability of institutional councils.	3.3.1.4.1	Monitor and assess councils' efficacy via discussions held and advice given in supporting Councils to fulfil their fiduciary responsibilities.	Ongoing	Status Report for Minister produced annually.
	Data base of persons with the requisite skills, competencies and experience to be eligible as ministerial appointees to university councils.	3.3.1.4.2	Data base developed, persons with skills and competencies identified and fed into the data base.	End of March 2011	Data base complete and maintained on an ongoing basis.
	Report on institutional forums.	3.3.1.4.3	Discussions held to support institutional forums in implementing recommendations to assist them in fulfilling their fiduciary responsibilities, and monitor progress upon implementation.	As and when required.	Status Report to Minister produced annually.
3.3.1.5 <b>To promote the internationalisation of the university education system and support student exchanges.</b>	National framework for internationalisation of university education.	3.3.1.5.1	Develop and consult on a proposed framework for the internationalisation of university education, with emphasis on IBSA and the African continent.	End March 2011	Framework developed and approved by the Minister.
	Student exchanges effected.	3.3.1.5.2	Meetings and/or discussions held to facilitate student exchanges.	Ongoing	Student exchanges supported/Annual Status Report.
	Information disseminated.	3.3.1.5.3	Disseminate information in the data base on international opportunities to undertake studies and research to universities and the public.	Ongoing	Information data base made accessible to the public and institutions.

<b>3.3 SUB-PROGRAMME: CD: University – Policy and Development (R11.220 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
<b>3.3.3 D: Private Higher Education</b>					
3.3.3.1 <b>To ensure appropriate regulation and registration of private higher education institutions.</b>	Register of private institutions and amended regulatory framework.	3.3.3.1.1	Consider applications for registration in terms of the Act and review regulations for the registration of private HE institutions.	Ongoing	Register of institutions compliant with Act and revised regulations.
3.3.3.2 <b>To support the integration of the registration process of hybrid private education institutions that offer programmes in both the FET and HE sectors.</b>	Plan for integrated administrative systems.	3.3.3.2.1	Consult with stakeholders and develop a plan for an integrated administrative system for the registration of private HE and FET institutions.	End March 2011	Planned integrated administration system developed and ready for implementation.

<b>3.4 SUB-PROGRAMME: CD: Teacher Education and Development (R1.692 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
3.4.1 <b>To ensure an adequate supply of quality teachers for the Basic Education System.</b>	Plan to develop a network of HET institutions to produce quality teachers.	3.4.1.1	An expert-based working group, drawing from role-players across the system, is established to construct the plan.	End April 2010	Quantified plan presented to the Minister for approval.
			An educational economist is contracted to cost the plan.	End May 2010	
	Additional funds requested for implementation.	3.4.1.2	Prepare an MTEF bid on the basis of the quantified plan to source funding for the implementation of the plan.	End June 2010	MTEF bid submitted to the Treasury via the 2011 MTEF process.

<b>3.4 SUB-PROGRAMME: CD: Teacher Education and Development (R1.692 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
<b>3.4.2 To promote research in teacher education, so as to strengthen the capacity and capability of universities to produce Foundation Phase teachers for the Basic Education System.</b>	Initiatives to increase the number of Foundation Phase teachers.	3.4.2.1	Conduct a seminar on Foundation Phase teacher education to initiate the establishment of a Foundation Phase teacher education research association, including funding for research proposals.	November 2010	Seminar held and a task team constituted to develop a Constitution and organise a conference to launch the research association in 2011/12.
		3.4.2.2	Support the establishment of collaborative teams to support the development and production of Foundation Phase teacher education learning materials.	January 2011	Teams established and initial work on learning materials started.
		3.4.2.3	Support the design, development and funding of new Foundation Phase initial teacher education B.Ed. programmes and courses, and funding provided.	Ongoing	New B.Ed. programme and course approved, institutions identified and funding support provided for lecturers and courses.
		3.4.2.4	Collaborate with universities engaged in Foundation Phase teacher education to develop and implement a coherent recruitment and advocacy campaign, targeting African students, in rural areas in particular.	February 2011	Campaign developed and launched.

3.4 SUB-PROGRAMME: CD: Teacher Education and Development (R1.692 million)					
Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
		3.4.2.4	Collaborate with universities engaged in Foundation Phase teacher education to develop and implement a coherent recruitment and advocacy campaign, targeting African students, in rural areas in particular.	February 2011	Campaign developed and launched.
		3.4.2.4	Collaborate with universities engaged in Foundation Phase teacher education to develop and implement a coherent recruitment and advocacy campaign, targeting African students, in rural areas in particular.	February 2011	Campaign developed and launched.
		3.4.2.5	Provide Foundation Phase initial teacher education bursaries via NSFAS, targeting African language students.	May 2010	Sixty bursaries, to cover 4 years of study, are awarded to African Language Foundation Phase students enrolling in 2010 for first-year studies.
				December 2010	Initiate a process of identifying a further 140 such students, from rural districts in particular, to be awarded bursaries, so as to be enrolled in 2011/12.



3.4 SUB-PROGRAMME: CD: Teacher Education and Development (R1.692 million)					
Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
		3.4.2.6	Assist institutions offering Foundation Phase teacher education (African languages) with the funding of structured mentoring programmes to support funded students, in order to enhance the chances of academic success in minimum time.	March 2011	Funding provided to the relevant universities.
3.4.3 <b>To strengthen the provision of initial teacher education in the Higher Education and Training System, in collaboration with the Department of Basic Education (DBE).</b>	Quality criteria, quotas and allocations to universities for Funza Lushaka Bursaries.	3.4.3.1	Management committee, comprising teacher education components in the DHET and DBE, is constituted to establish quality criteria for bursary selection, quotas for programmes and specialisation, and funding allocations to universities.	July 2010	Criteria for 2011/12 bursars established.
			Collaboratively establish quotas for different qualification types and programme specialisation, in line with the PQM of institutions and their ability to offer these.	September 2010	Quotas and funding allocations established for participating universities in 2011/12.
3.4.4 <b>To develop regulatory policies for teacher/ lecturer qualifications, in line with the HEQF.</b>	Teacher qualifications policy.	3.4.4.1	Finalise a draft policy document in collaboration with the CHE and the DBE on minimum requirements for qualifications in teacher education for public comment, and hold a workshop within the field for discussion purposes.	July 2010	Policy gazetted for public comment and workshop held.
			Analyse and incorporate into a final draft for approval.	September 2010  December 2010	Final draft policy approved by the Minister.  Policy document gazetted.

<b>3.4 SUB-PROGRAMME: CD: Teacher Education and Development (R1.692 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
	Lecturer qualifications policy.	3.4.4.2	Draft policy in collaboration with the CHE and FET colleges. Public comment received on lecturer policy framework, analysed and incorporated into a draft policy on minimum qualification requirements for lecturers for approval and gazetting,	May 2010  September 2010	Final draft policy approved by the Minister.  Policy document gazetted.
3.4.5 To ensure alignment of teacher/ lecturer education programmes with academic policy, teacher education policy and Programme Qualification Mix (PQM)	Programmes evaluated and accredited	3.4.5.1	Evaluate programmes received and advise institutions where necessary	Ongoing	Programmes evaluated and workshops held where necessary
		3.4.5.2	Advise on the alignment of programmes on the PQM of institutions in co-operation with the D: Academic Planning, Monitoring and Evaluation	Ongoing	Programmes on PQM of institutions aligned with policy
		3.4.5.3	Liaise with the CHE on accreditation of recognised programmes	Ongoing	Recognised Programmes accredited
3.4.6 To pursue funding for earmarked grants to support quality work-place integrated Learning in initial teacher/lecturer education programmes	Develop a MTEF Bid for funding to enable Universities to deliver quality work place integrated learning in initial teacher/ lecturer education programmes	3.4.6.1	An MTEF Bid is constructed on the basis of institutional plans	End June 2010	MTEF Bid is submitted to Treasury through the 2011 MTEF process

# ONE-YEAR SHORT-TERM OPERATIONAL/PERFORMANCE PLAN: 2010/11

## PROGRAMME 4: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

4.1 SUB-PROGRAMME: CD: Planning and Institutional Support (R3 787.149 million)					
Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
<b>4.1.1 D: Public FET Colleges</b>					
4.1.1.1 <b>To support the development of college institutional capacity in order to achieve transparency, enhanced performance, accountability and efficiency.</b>	Strong oversight over FET colleges' financial monitoring systems and reporting.	4.1.1.1.1	Develop financial monitoring systems, including financial policies and guidelines.	01/09/2010	Financial monitoring systems and financial manuals and guidelines developed, on par with PFMA.
	Report on student participation rates in colleges.	4.1.1.1.2	Assess and monitor the targets for the improvement of participation rates against the operational plan.	30/09/2010	Report on participation rates and targets for the next financial year.
	Updated system indicators for the use of college Business Management System (BMS) to support FETMIS.	4.1.1.1.3	Develop BMS indicators and data requirements for use by colleges.	01/04/2010	Indicators and data requirements finalised.
	Report on the standard Management Information System (MIS) pilot programme.	4.1.1.1.4	Pilot the Standard MIS programme for colleges, aimed at data collection in three colleges.	30/04/2010	Standard MIS programme for colleges piloted and modified accordingly.
	Assessment report on human resources and payroll capacity requirement for FET colleges.	4.1.1.1.5	Assess the HR and payroll capacity requirements in colleges.	30/09/2010	State of readiness report completed, and plan for establishing phased-in approach developed.

4.1 SUB-PROGRAMME: CD: Planning and Institutional Support (R3 787.149 million)					
Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
	Colleges monitored and supported with the implementation of a conditional grant.	4.1.1.1.6	Develop the monthly and quarterly reporting template and action plans for the monitoring of the conditional grant.	01/04/2010	Monthly and quarterly reports are submitted by colleges.
	Three-year Strategic Plans and a one-year Operational Plan developed and approved.	4.1.1.1.7	Develop three-year Strategic Plans and a one-year College Operational Plan template for implementation in provinces and colleges.	01/09/2010	Strategic and operational planning template developed, approved and submitted to provinces and colleges.
	Annual revision of programme costs in terms of the Norms and Standards for Funding FET Colleges.	4.1.1.1.8	Provide the provincial departments with the revised programme costs.	01/09/2010	New programme costs revised and distributed to provinces for implementation in 2011.
	Strategic, consultative and information-sharing sessions with stakeholders are held.	4.1.1.1.9	Hold strategic meetings of the HEDCOM Sub-Committee for FET Colleges, FETCEO, SACPO, HESA and the SETA CEO Forum, and provide secretarial support to the NBFET.	01/04/2010	Reports on and minutes of meetings held with stakeholders.
4.1.1.2	<b>To effectively manage and support the transition of colleges to an exclusive national legislative competence.</b>				
	Draft progress report and recommendations regarding the transfer of colleges.	4.1.1.2.1	Co-ordinate the activities of the Transfer Oversight Committee (TOC).	01/04/2010 – 31/03/2011	Progress report on the exploration of the possibility of the transfer of colleges drafted.

4.1 SUB-PROGRAMME: CD: Planning and Institutional Support (R3 787.149 million)					
Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
<b>4.1.2 D: Private Colleges</b>					
4.1.2.1 <b>To regulate and support private colleges, as a means of expanding the institutional base for providing quality post-school education and training opportunities.</b>	Private FET colleges monitored for compliance and performance.	4.1.2.1.1	Develop and dispatch annual reporting tool to private colleges and analyse compliance and performance.	01/04/2010 - 31/10/2010	Approved Monitoring and Evaluation Report.
	Continue to evaluate applications for registration and amendment of registration.	4.1.2.1.2	Process applications for registration as private FET colleges.	01/04/2010 - 31/03/2011	Decisions taken on all applications.
		4.1.2.1.3	Publish names of registered colleges in the <i>Government Gazette</i> .	30/09/2010	Names of 350 colleges published in the <i>Government Gazette</i> .
		4.1.2.1.4	Maintain Register of Private FET Colleges.	01/04/2010 - 31/03/2011	The Register of Private FET Colleges is kept up-to-date.
	Advocacy campaign to ensure public awareness of registration of private FET colleges.	4.1.2.1.5	Update and publish an information booklet on FAQs about registration.	31/08/2010	Some 400 copies of updated information booklet printed.
		4.1.2.1.7	Respond to enquiries via the Department's Call Centre.	01/04/2010 - 31/03/2011	Call Centre register of enquiries available.
		4.1.2.1.8	Develop print media statements and articles about private institutions.	01/04/2010 - 31/03/2011	Published newspaper/magazine articles available.
		4.1.2.1.9	Participate in radio interviews.	30/09/2010 - 29/02/2011	Report on interviews given.
	Support provided to private FET colleges.	4.1.2.1.10	Hold information-sharing meetings with registered private colleges.	18/08/2010 - 20/10/2010	Record of 8 meetings available.

<b>4.1 SUB-PROGRAMME: CD: Planning and Institutional Support (R3 787.149 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
<b>4.1.3 D: Financial Planning</b>					
4.1.3.1 <b>Plan and monitor the equitable distribution of funding in support of policies for education and training delivery in public FET colleges and Public Adult Learning Centres (PALCs).</b>	Implementation of the FET Colleges Funding Norms monitored.	4.1.3.1.1	Monitor the implementation of the Norms and Standards for Funding Public FET Colleges.	01/04/2010	Report on the implementation of the Norms and Standards.
	Norms and Standards for PALCs finalised.	4.1.3.1.2	Finalise the development of the Norms and Standards for PALCs.	31/08/2010	Ministerial Gazette determining the implementation date of PALC Norms and Standards.
<b>4.1.4 D: Education Labour Relations and Conditions of Service</b>					
4.1.4.1 <b>Provide support for progressive improvement in the Conditions of Service of college employees to ensure sustained labour peace, staff commitment and productivity.</b>	Technical support provided to college councils as employers.	4.1.4.1.1	Support the FETCEO in the negotiation process in the ELRC and the GPSSBC.	01/04/2010 – 31/03/2011	Collective agreements and resolutions signed.
	FETCEO supported with the development of standards for lecturer qualifications.	4.1.4.1.2	Support FETCEO in the presentation of the lecturer development framework in the Bargaining Chamber.	November 2010	Collective agreement signed.

<b>4.2 SUB-PROGRAMME: CD: Programmes and Qualifications (R104.034 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
<b>4.2.1 D: College Curriculum Development and Support</b>					
<b>4.2.1.1 To develop and maintain a diverse range of high-quality responsive vocational programmes for colleges.</b>	National Certificate (Vocational) NC(V) Policy revised.	4.2.1.1.1	Update NC(V) Qualifications Policy.	01/04/ 2010 - 30/09/2010	Revised NC(V) Policy published.
	Subject and assessment guidelines for 5 new subjects in the NC(V) programmes developed.	4.2.1.1.2	Develop subject and assessment guidelines for 5 new subjects in NC(V) programmes.	01/04/ 2010 - 31/03/2011	Subject and assessment guidelines for 5 new subjects in NC(V) programmes posted on the departmental website.
	Subject and assessment guidelines in fundamental subjects and in 2 NC(V) programmes updated.	4.2.1.1.3	Update subject and assessment guidelines in fundamental subjects and in 2 NC(V) programmes.	01/04/ 2010 - 31/03/2011	Updated subject and assessment guidelines posted on departmental website.
	Catalogues of approved textbooks for 3 new programmes and 2 new subjects in NC(V) programmes updated.	4.2.1.1.4	Generate updated catalogues of approved textbooks for 3 new programmes and 2 new subjects in NC(V) programmes.	01/04/ 2010 - 30/09/2010	Updated catalogues for 3 new programmes and 2 new subjects posted on the departmental website.
	Integrated Continuous Assessment (ICASS) guidelines compiled.	4.2.1.1.5	Compile ICASS guideline document.	01/04/2010 – 30/07/2010	Approved ICASS guideline document distributed to colleges.
<b>4.2.1.2 To train and support lecturers to ensure a competent college workforce.</b>	Lecturer training held for 3 new programmes.	4.2.1.2.1	Coordinate lecturer training for 3 new programmes.	01/06/2010- 30/01/2010	Report on 3 lecturer training workshops drafted.
	Lecturer training workshops held on conducting Integrated Summative Assessment Tasks (ISATs).	4.2.1.2.2	Co-ordinate 2 lecturer training workshops on conducting ISATs.	01/04/2010 - 30/09/2010	Report on 2 workshops in ISAT Management.
	Three Level 4 ISATs aligned with relevant trade tests.	4.2.1.2.3	Align 3 Level 4 ISATs with relevant trade tests.	01/04/2010 – 30/11/20010	Completed ISATs distributed to colleges.

4.2 SUB-PROGRAMME: CD: Programmes and Qualifications (R104.034 million)					
Strategic Objectives	Performance Measures (includes targets)	No.	Activity	Time-frame	Output (includes performance indicators)
<b>4.2.2 D: Youth Development Programmes</b>					
4.2.2.1 To initiate and support interventions aimed at addressing the challenges facing students, particularly with regard to academic performance, programme choices, governance and leadership, extra-curricular activities, and students' general welfare.	Twenty colleges supported to implement the Student Support Service (SSS) Framework.	4.2.2.1.1	Monitor and support colleges in the implementation of the SSS Framework.	1/04/2010 - March 2011	Report on the impact of the implementation of the SSS Framework.
	Guidelines and schedule developed.	4.2.2.1.2	Develop guidelines and schedule for the management and administration of the bursary scheme.	01/04/ 2010 – 31/07/2010	Guidelines and schedules ready for workshops to be held.
	College financial aid officers trained in the management and administration of the bursary scheme.	4.2.2.1.3	Train colleges in the 2011 DHET Bursary Scheme Administration and Management.	30 September 2010	Report on the provincial workshops.
	College bursary allocations determined.	4.2.2.1.4	Determine college bursary allocations for 2011.	31 October 2011	Bursary allocations sent to colleges.
4.2.2.2 <b>Forge strong linkages and partnerships with agencies and structures dealing with challenges facing the youth.</b>	Management and coordination plans for the implementation of the 3 projects developed.	4.2.2.2.1	Manage and coordinate: (a) USAID-SA Partnership; (b) the NPT Project and (c) the NICHE Projects, focusing on challenges facing the youth in colleges.	01/04/2010 – 31/07/2010	Reports on the implementation of the 3 projects.
	Department's participation in youth development initiatives co-ordinated.	4.2.2.2.2	Take part in the activities that support the implementation of the National Youth Policy and the NYDA Strategy.	1/04/2010 – 31/07/2010	Report on the Department's participation and role in implementing the NYDA Strategy.



<b>4.2 SUB-PROGRAMME: CD: Programmes and Qualifications (R104.034 million)</b>					
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>No.</b>	<b>Activity</b>	<b>Time-frame</b>	<b>Output (includes performance indicators)</b>
<b>4.2.3 D: Adult Education and Training</b>					
<b>4.2.3.1 To review Adult Education and Training (AET) to ensure that responsive and enabling policies and programmes can be put in place.</b>	Appropriate policy for AET programmes.	4.2.3.1.1	To draft legislation and policy for AET programmes.	March 2011	Approved policy on AET programmes.
	A new GETC developed.	4.2.3.1.2	To develop qualification at NQF 1.	March 2011	Approved qualification at NQF 1.
	A new NSC for adults and out-of-school youth developed.	4.2.3.1.3	To develop qualification at NQF 4.	March 2011	Approved qualification at NQF 4.
	ABET Level 4 materials developed.	4.2.3.1.4	To develop ABET Level 4 materials.	December 2010	Relevant ABET materials developed.
<b>4.2.3.2 To ensure the quality, credibility and fairness of the assessment process in PALCs.</b>	All PALCs comply with the assessment policy.	4.2.3.2.1	To implement the assessment policy.	December 2010	Report on the implementation of, and compliance with the assessment policy.

# ONE-YEAR SHORT-TERM OPERATIONAL/PERFORMANCE PLAN: 2010/11

## PROGRAMME 5: SKILLS DEVELOPMENT

5.1 SUB-PROGRAMME: CD: SETA Coordination (R75.995 million)				
Strategic Objectives	Performance Measures (includes targets)	Activities	Time- frame	Output (includes performance indicators)
5.1.1 <b>Provide a dynamic interface between the workplace and learning institutions and promote learning at work and for work.</b>	Support and manage the functioning of SETAs in implementing the NSDS II (2010/11).	Manage implementation of SLA via score-cards, quarterly monitoring and validation, and reporting.	Q'ly	2010/11 SLA with SETAs signed off. Verified quarterly reports of SETAs' performance produced.
		Learning programme regulations revised and system development.	Q'ly	Learning programme regulations published for comment.
		Revise framework for best practices in skills development NSA.		
		Revise policy framework for ESDA, ISOE and SDIs.		Draft regulations for public comment.
	NAMB established to provide assessment and moderation services by March 2011.	A business plan is approved by DGHET for the establishment of NAMB Launch of NAMB by DGHET. Provide trade testing services.	Q1 Q4	NAMB framework in place.  NAMB launched. Reduced backlog.
5.1.2 <b>Steer and support the development of internal and external structures and systems that effectively enable the achievement of the above-mentioned four goals.</b>	By March 2011, OFO language is used for SETA strategic and project planning.	Revise SSP guidelines.	Q4	SSP guidelines completed.
		SETA reporting frameworks to be inclusive of OFO.	Q4	OFO used across the public and private sector, including SETAs and for NSF project planning.

5.1 SUB-PROGRAMME: CD: SETA Coordination (R75.995 million)				
Strategic Objectives	Performance Measures (includes targets)	Activities	Time- frame	Output (includes performance indicators)
	Co-ordinate the SETA re-establishment process so that by 30 August 2010, the new SETA landscape can be gazetted.	Prepare draft landscape proposals for finalisation by MoHET.  Publish <i>Gazette</i> on new landscape.  Prepare SETA certificates, based on new landscape.	Q2  Q3  Q3	SETAs recertified by April 2011.
5.1.3 <b>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.</b>	Scarce skills lists for each IPAP produced. Priority sectors, as identified, included in SETA 2011/12 SLA.	DGHET signs off SETA SLAs.  DGHET approves revised scarce skills framework and guidelines.	Q4 2009/10  Q3	Visible alignment of SSPs aligned with economic and growth objectives, as reported in the implementation report.
	A framework on scarce and critical skills information dissemination is developed by March 2011.	Scarce skills information is integrated into DHET final list and dissemination framework is supported.	Q4	Scarce skills information disseminated to SETAs and the workplace.
	Facilitate and manage the development and adoption of Sector Skills Plans for 2011-14.	DGHET approves revised sector skills planning guidelines.	Q2	SSPs aligned with sectoral and growth objectives.

<b>5.2 SUB-PROGRAMME: National Skills Development Services (R 21.267 million: It is R72.998 million minus R51.731 million for transfer to NSF)</b>				
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>Activities</b>	<b>Time- frame</b>	<b>Output (includes performance indicators)</b>
5.2.1 <b>To provide funds to support projects identified as national priorities in the context of the NSDS II and III.</b>	Funding plan finalised and implemented.	One-year funding plan aligned with NSDS II.	May 2010	Reports on implementation of plan submitted by March 2011.
5.2.2 <b>To provide funds to support other projects that are pertinent to the achievement of the goals of the Skills Development Act, as determined by the DG of DHET.</b>	Strategic priorities, as determined by the DG, accommodated in the funding plan for 2010.	DG's priorities accommodated within the 2010 funding plan.	May 2010	Reports on the implementation of the plan submitted by March 2011.
	Plan implemented, monitored and evaluated.	Implementation of plan. Monitoring of plan. Evaluation of plan.	End Aug 2011	Annual Report prepared.
5.2.3 <b>To steer the development of internal and external structures and systems that effectively enable the achievement of the above-mentioned two goals.</b>	1. Improved capacity and systems of the NSF to disburse funding in an efficient manner.	<ul style="list-style-type: none"> <li>Review NSF capacity and structure.</li> <li>Develop a financial system for the NSF.</li> <li>Develop M&amp;E system for the NSF.</li> </ul>	June 2010 Sept 2010 March 2010	Approved structure. Functional SAP system.
	2. To develop grant funding strategies appropriate to the needs and development requirements of the SA economy.	<ul style="list-style-type: none"> <li>Revise funding strategy and NSF model.</li> </ul>	March 2011	NSA endorsed funding framework
	3. To develop and improve mechanisms for communicating NSF development programmes.	<ul style="list-style-type: none"> <li>Develop a communication strategy for the NSF.</li> <li>Implement communication programme.</li> </ul>	May 2011 March 2011 Monthly	Approved strategy.

5.2 SUB-PROGRAMME: National Skills Development Services (R 21.267 million: It is R72.998 million minus R51.731 million for transfer to NSF)					
Strategic Objectives	Performance Measures (includes targets)	Activities	Time- frame	Output (includes performance indicators)	
<b>National Skills Authority</b>					
5.2.4	<b>Advise the Minister on a National Skills Development Policy.</b>	Advise the Minister on DHET recommendations on the following: <ul style="list-style-type: none"> <li>• NSDS III</li> <li>• SETA landscape</li> <li>• SETA SLA and SSPs</li> <li>• SETA Annual Reports</li> <li>• NSF Funding Plan</li> <li>• NSF Annual Report</li> <li>• Annual skills conference</li> </ul>	In relation to each policy, the Secretariat of the NSA must ensure that: <ul style="list-style-type: none"> <li>• proposals are circulated;</li> <li>• quality advice generated; and</li> <li>• advice forwarded to the Minister.</li> </ul>	April 2010 -March 2011	Advice submitted
5.2.5		Advise Minister on annual skills conference and on best practice in the skills development of candidates.	Develop the skills conference framework and ensure stakeholder participation.	Feb – Sep 2010	Skills conference and awards for organisations.
5.2.6	<b>Direct the undertaking of research that will enable the authority to best fulfil its advisory functions.</b>	Data bank on research reports and other historical information on NSA work is created, fully integrated and accessible.	Provide advice on the establishment of Management Information Systems.	April 2010 – March 2011	Approved policy framework on the data bank. Operational data bank system
		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.	April 2010 – March 2011	Signed Memorandum of Agreement with DHET research agent.
5.2.7	<b>Steer the development of structures and systems that effectively enable the achievement of the above-mentioned 3 goals.</b>	NSDS marketing strategy is developed and implemented by March 2011 to ensure public awareness.	Develop communication and marketing strategy.	April – August 2010	Approved MC Strategy.

<b>5.2 SUB-PROGRAMME: National Skills Development Services (R 21.267 million: It is R72.998 million minus R51.731 million for transfer to NSF)</b>				
<b>Strategic Objectives</b>	<b>Performance Measures (includes targets)</b>	<b>Activities</b>	<b>Time- frame</b>	<b>Output (includes performance indicators)</b>
	Develop and build the capacity of the NSA. Enhance skills development delivery by March 2011.	Reposition and realign the NSA. Development and capacity-building programmes.	Dec 2009 – June 2010	New NSA Policy Framework with operational manual. Restructured and re-engineered NSA. Report on the implementation of capacity-building programmes.
5.2.8	<b>Develop the first draft of the National Skills Development Strategy.</b>	Draft NSDS III prepared.	End March 2010	Draft NSDS III.
		Consultation within branch. Consultation within Department. Finalisation of draft. Submission to NSA.		
5.2.9	<b>Monitor and evaluate the implementation of NSDS II.</b>	Quarterly and annual implementation reports prepared and published electronically.	Q'ly and annual	Quarterly and annual NSDS implementation reports prepared.
		Information from SETA. Coordination and NSF research findings collected and consolidated. Research findings incorporated into reports. Reports finalised.		
5.2.10	<b>Support the work of the branch.</b>	Quality reports submitted on time.	As required.	Plans and reports submitted on time.
		Coordinate branch-level work plans. Prepare branch-level reports.		
5.2.11	<b>Under the guidance of the Department's Corporate Services, develop and strengthen branch's capacity and performance.</b>	Increasing levels of DG satisfaction with branch performance against Strategic Plan.	Annual	Increasing achievement of Strategic Plan objectives.
		Develop branch-level capacity. Develop programmes. Develop financial and information systems to support branch.		

5.3 SUB-PROGRAMME: CD: Quality Development and Promotion (R19.285 million)				
Strategic Objectives	Performance Measures (includes targets)	Activities	Time- frame	Output (includes performance indicators)
5.3.1 <b>Ensure quality learning at and for the workplace.</b>	QCTO fully operational by 31 March 2011.	Operationalise the QCTO Board.	Q'ly Q2  Q4	Approved QCTO Constitution. Agreed on QCTO Strategic  Plan for 2011/12 - 2013/14.
		Support listing of the QCTO as a public entity.	Q4	QCTO Business Case approved by MHET, MPSA, MoF.
		Coordinate policy refinement and approval processes.	Q3	Consultation processes coordinated in terms of draft QCTO Policy and Regulations.
			Q4	Final draft Occupational Qualifications Regulations submitted to MHET for publication.
		Operationalise and establish an interim QCTO Team.	Q1 -4	Approved ToR and organogram for interim QCTO Team.  Contract positions filled.
		Implement Foundational Learning.	Q2	Agreement on the implementation of Foundational Learning obtained.
Q3	Interim SLA for Foundational Learning signed with assessment quality partner.			
Develop occupational curricula for priority occupational areas and standardised N Courses to cover knowledge requirements.	Q1 - 4	Occupational curricula finalised and approved by QCTO.  Draft occupational qualifications submitted to SAQA for registration.		

5.3 SUB-PROGRAMME: CD: Quality Development and Promotion (R19.285 million)				
Strategic Objectives	Performance Measures (includes targets)	Activities	Time- frame	Output (includes performance indicators)
		Develop and implement national (N) and occupational assessment specifications for priority occupational areas.	Q1 - 4	Qualification assessment specifications finalised and approved by QCTO.
		Operationalise NAMB as Assessment Quality Partner (AQP) for trades by March 2011.	Q1	Agreement in terms of operational arrangement signed between SAQA and NAMB, and communicated to SETA ETQAs.
			Q2 - 3	Draft Artisan Regulations supported by QCTO.
			Q4	Signed SLA with NAMB as AQP.
		Develop and implement relevant systems to operationalise the QCTO.	Q3	Business requirements analysis for QCTO IT systems agreed upon.
			Q4	Phase 1 of QCTO IT system implemented.
		Build capacity and advocate the QCTO.	Q2	QCTO capacity development framework agreed upon.
			Q4	Phase 1 of the QCTO capacity development framework implemented.
		Ensure effective project financial and procurement management to operationalise QCTO.	Q1 - 4	QCTO structures met as and when required.  Service providers procured in line with DHET policy.  QCTO budget for 2011/12 ensured.







## 10. SERVICE DELIVERY IMPROVEMENT PROGRAMME

## 10. SERVICE DELIVERY IMPROVEMENT PROGRAMME

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 could 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 relationships with its 'customers' are 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. DHET is a new department, although it has inherited functions from the Departments of Education and Labour. As a new department it will, in this financial year, undertake customer satisfaction surveys in order to establish indicators, current status and desirable targets for the improvement of service delivery. These surveys will form the basis of the Service Improvement Plan for the 2010/11 financial year. This plan will also indicate the mechanisms for complaints.

SERVICE	CLIENT	RESPONSIBILITY	CONSULTATION	INDICATOR	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.	HRDSA Council	Human Resources Development	N/A	Timeous production of: <ul style="list-style-type: none"> <li>minutes</li> <li>notifications of meetings</li> <li>relevant documentation.</li> </ul>	A new structure.	To be established by TWG when established.
To provide financial management and management support to universities and relevant public entities.	Universities and public entities	Universities Branch	Directly with universities and public entities, and via HESA.	Customer satisfaction survey to be conducted to establish indicators, current status and desired targets.		
To provide regulatory support to universities.	Universities	Universities Branch	Directly with Universities.	Customer satisfaction survey to be conducted to establish indicators, current status and desired targets.		

SERVICE	CLIENT	RESPONSIBILITY	CONSULTATION	INDICATOR	CURRENT STATUS	TARGET STANDARD
To support universities in enhancing student governance and leadership.	Universities	Universities Branch	Directly with Universities		Customer satisfaction survey to be conducted to establish indicators, current status and desired targets.	
To support universities in improving governance.	Universities	Universities Branch			Customer satisfaction survey to be conducted to establish indicators, current status and desired targets.	
To support the enhancement of research output and the academic performance of universities.	Universities	Universities Branch and DST	HESA		Customer satisfaction survey to be conducted to establish indicators, current status and desired targets.	
To support universities in managing the impact of HIV and Aids.	Universities	Universities Branch and HEAIDS	HESA		Customer satisfaction survey to be conducted to establish indicators, current status and desired targets.	
To promote the internationalisation of the University Education System, of the African Continent in particular, and support student exchanges.	Universities	Universities Branch and International Relations	HESA		Customer satisfaction survey to be conducted to establish indicators, current status and desired targets.	
To ensure the appropriate regulation and registration of private higher education institutions.	Universities	Universities Branch	Private providers		Customer satisfaction survey to be conducted to establish indicators, current status and desired targets.	

SERVICE	CLIENT	RESPONSIBILITY	CONSULTATION	INDICATOR	CURRENT STATUS	TARGET STANDARD
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 indicators, current status and desired targets.



## 11. ACQUISITION OF MOVABLE CAPITAL ASSETS

## 11. ACQUISITION OF MOVABLE CAPITAL ASSETS

<b>Acquisition of movable capital assets</b>		
<b>Description</b>	<b>2009/10</b>	<b>2010/11</b>
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

Due to the split of the Department of Education, a large number of assets will be transferred to the Department of Higher Education and Training. These assets will first be assessed for utilisation purposes before new assets are to be purchased.



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



## 12. 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.**



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

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

The projections of income/revenue are as follows:

<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>
<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
6 522	6 890	6 983	7 001



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

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

Description	2010/11	2011/12	2012/13
<b>Acquisition of information technology goods</b>			
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 of.	Ongoing	Ongoing	Ongoing
3. Acquisition of servers.	Stabilise the servers and LAN infrastructure in the Sol Plaatje Building.	Review the capacity and technology of the servers and expand and/or replace, if necessary.	Review the capacity of the servers and refresh, if necessary.
4. Acquisition of software.	<ul style="list-style-type: none"> <li>Formalise licensing enterprise agreements with Microsoft and Symantec.</li> <li>Renew maintenance agreements with service providers and ensure licensing compliance.</li> <li>Acquire other software to support the objectives of the Department.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and expand current licensing enterprise agreements with Microsoft and Symantec.</li> <li>Renew maintenance agreements with service providers and ensure licensing compliance.</li> <li>Acquire other software to support the objectives of the Department.</li> </ul>	Maintain and expand current licensing enterprise agreements with Microsoft and Symantec. <ul style="list-style-type: none"> <li>Renew maintenance agreements with service providers and ensure licensing compliance.</li> <li>Acquire other software to support the objectives of the Department.</li> </ul>
5. Improve and expand the Information Technology backbone (infrastructure).	<ul style="list-style-type: none"> <li>Stabilise the LAN equipment (switches, routers, etc.) in the Sol Plaatje Building and expand and/or refresh, if necessary.</li> <li>Review the IT backbone and improve/expand, if necessary.</li> <li>Implement VOIP.</li> </ul>	<ul style="list-style-type: none"> <li>Review and improve/expand the IT infrastructure to support the Department's functions.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refresh the IT infrastructure to support the Department's functions.</li> </ul>

Description	2010/11	2011/12	2012/13
<b>Acquisition of Information Technology Services</b>			
1. Service Level Agreements.	<ul style="list-style-type: none"> <li>• Implement a new Business Agreement and Integration Agreement 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, etc.)</li> <li>• Implement Service Level Agreement and MoU regarding the maintenance and support by Labour on the SETA systems:               <ul style="list-style-type: none"> <li>(i) SETA</li> <li>(ii) SAP FI for NSF</li> <li>(iii) NSFDIS</li> <li>(iv) Grants</li> <li>(v) Levies</li> <li>(vi) SAP MM for NSF</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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, etc.)</li> </ul>
2. Acquisition of services for the development/expansion of information systems.	<ul style="list-style-type: none"> <li>• The restructuring and development of the Department's website.</li> <li>• Maintain, review and enhance HEMIS.</li> <li>• Consolidate all information management data bases via a central data warehousing system to feed the BI reporting layer.</li> <li>• Design and develop an ECM solution for the Department.</li> <li>• Evaluate and redesign the SETA system inherited from Labour and integrate and accommodate it within the Department's own infrastructure (SETA, SAP FI for NSF, NSFDIS, grants, levies and SAP MM for NSF).</li> <li>• Implement new VPN and domain for DHET.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and support the Department's website.</li> <li>• Maintain, review and enhance HEMIS.</li> <li>• Maintain the data warehouse and the reporting functionality of the BI tool.</li> <li>• Continue with the implementation of an ECM system.</li> <li>• Integrate the SETA systems (SETA, SAP FI for NSF, NSFDIS, grants, levies and SAP MM for NSF).</li> <li>• Maintain, review and enhance VPN.</li> <li>• Prepare for implementation of the IFMS.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and support the Department's website.</li> <li>• Maintain, review and enhance HEMIS.</li> <li>• Maintain the data warehouse and the reporting functionality of the BI tool.</li> <li>• Maintain, review and enhance the ECM system.</li> <li>• Maintain, review and enhance the SETA systems (SETA, SAP FI for NSF, NSFDIS, grants, levies and SAP MM for NSF).</li> <li>• Maintain, review and enhance VPN.</li> <li>• Implement IFMS.</li> </ul>





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



## 15. 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 functions.
- b) Define the posts required 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 was developed on the basis of an interim organisational structure, as the functional units have in full (as intact functions) or in part (as split functions) not yet been fully received from the Departments of Education and Labour. The interim organisational structure is a simple replication of the organisational structure of the Departments of Education and Labour, which interim structure facilitated the movement of staff from the relinquishing departments to the DHET.

A total of 824 funded posts were provided for on the staff establishment of DHET over the medium term. This includes one Executive Authority and one Accounting Officer.

As the total human resources base is to be finalised with the transfer of posts and persons to perform the transferred functions, the organisational structure of DHET will be aligned with 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 eliminate any duplication of functions. 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 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 DHET are Staffing Services, Financial Services, Logistical Services, Security and Asset Management, Internal Audit, Communication and Strategic Planning. The information systems that will mainly be used by the DHET are the transversal systems (PERSAL, BAS and LOGIS) and the Higher Education Management Information System.

A Human Resources Plan, as envisaged in IIID, will be prepared by 30 September 2010.

The background of the slide features a photograph of a person wearing a full white protective suit, including a hood and a face mask. The person is kneeling on a light-colored tiled floor, looking down at something in their hands. The entire image is overlaid with a semi-transparent green filter. On the left side of the slide, there is a vertical decorative element consisting of a grid of squares in various shades of green, with some areas appearing more saturated than others.

16. DETAILS OF SPECIFIC PLANS ON WHICH THE  
EXECUTIVE AUTHORITY REQUESTED A REPORT

## 16. DETAILS OF SPECIFIC PLANS ON WHICH THE EXECUTIVE AUTHORITY 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; and
- an audit of capacity requirements by universities and FET colleges, as well as the establishment of interventions to provide support where needs are identified.



## 17. VOTE STRUCTURE

# 17. VOTE STRUCTURE

## VOTE: HIGHER EDUCATION AND TRAINING

<b>VOTE: HIGHER EDUCATION AND TRAINING – REVISED</b>
<b>Programme 1: Administration</b>
<b><i>Sub-programme: Minister</i></b>
<b><i>Sub-programme: Management</i></b>
<b>Activities:</b>
DG
DDG: Human Resource Development, Planning and Monitoring Coordination
DDG: Chief Financial Officer
DDG: Administration
DDG: University Education
DDG: Vocational and Continuing Education and Training
DDG: Skills Development
CD: Ministerial Services
Office of the DG (Administration)
CD: Media Liaison and Communication
Media Liaison and National Communication
<b><i>Sub-programme: Corporate Services</i></b>
<b>Activities:</b>
Internal Audit
CD: Financial and Logistical Services
Financial Management
Logistical Services

<b>VOTE: HIGHER EDUCATION AND TRAINING – REVISED</b>
CD: Development Support and Public Entities
Development Support
Public Entities
CD: Personnel Administration and Development, Security and Asset Management, Office Services and GITO
Personnel Administration and Development
<i>Transfer to SETA</i>
Security and Asset Management and Office Services
GITO
<b>Sub-programme: Office Accommodation</b>
<b>Programme 2: Human Resources Development, Planning and Monitoring Coordination</b>
<b>Sub-programme: Human Resources Development, Strategic Planning and Coordination</b>
<b>Activities:</b>
National Human Resources Development
Strategic Coordination and Secretarial Support
<b>Sub-programme: Planning, Information, Monitoring and Evaluation Coordination</b>
<b>Activities:</b>
Information Systems Coordination
Planning, Monitoring and Evaluation Coordination
<b>Sub-programme: International Relations</b>
<b>Activities:</b>
International Relations
<i>Transfer to India-Brazil-South Africa Trilateral Commission</i>

<b>VOTE: HIGHER EDUCATION AND TRAINING – REVISED</b>
<b><i>Sub-programme: Legal and Legislative Services</i></b>
<b><i>Sub-programme: Social Inclusion in Higher Education and Training<sup>3</sup></i></b>
<b>Activities:</b>
Social Inclusion and Equity
<b>Programme 3: University Education</b>
<b><i>Sub-programme: University - Academic Planning and Management</i></b>
<b>Activities:</b>
University - Academic Planning Monitoring and Evaluation
University - Management Support
<i>Transfer to NSFAS</i>
<i>Transfer to CHE</i>
<i>Transfer to SAQA</i>
<i>Transfer to NIHE</i>
<b><i>Sub-programme: University - Financial Planning and Information Systems</i></b>
<b>Activities:</b>
University - Financial and Physical Planning
University - Management and Information Systems
<b><i>Sub-programme: University – Policy and Development</i></b>
<b>Activities:</b>
University - Support and Sector Liaison
University - Policy and Development Support
Private Higher Education Institutions

<b>VOTE: HIGHER EDUCATION AND TRAINING – REVISED</b>
<b><i>Sub-programme: Teacher Education</i></b>
<b>Activities:</b>
Continuing Professional Teacher Development
Initial Teacher Education
<b><i>Sub-programme: University - Subsidies</i></b>
<b>Programme 4: Vocational and Continuing Education and Training</b>
<b><i>Sub-programme: Planning and Institutional Support</i></b>
<b>Activities:</b>
Public FET Colleges
Private FET Colleges
Financial Planning
Education Labour Relations and Conditions of Service
<b><i>Sub-programme: Programmes and Qualifications</i></b>
<b>Activities:</b>
FET Curriculum Development and Support
Adult Education and Training Programmes
Examinations and Assessments
Youth Development Programmes
<b>Programme 5: Skills Development</b>
<b><i>Sub-programme: SETA Coordination</i></b>
<b>Activities:</b>
INDLELA
SETA Performance Management
SETA Support and Learnership



**VOTE: HIGHER EDUCATION AND TRAINING – REVISED*****Sub-programme: National Skills Development Services*****Activities:**

Skills Support Programmes

Strategic Projects

*Transfer to National Skills Fund*

National Skills Authority Secretariat

Skills Development Strategic Management Unit

***Sub-programme: Quality Development and Promotion*****Activities:**

Quality Council for Trades and Occupation

## (FOOTNOTES)

- 1 The Department's programmes and the programme structure of the ENE were developed on the basis of an interim organisational structure, as the functional units, either in full (as intact functions) or in part (as split functions), have not yet been fully transferred from the Departments of Education and Labour. When the entire human resources base has been finalised, the organisational structure will be aligned with the available resources, to maximize efficiency and coherence across the integrated post-school system. This is likely to result in changes to the DHET's programme structure. (Section 14 reports on this process in greater detail.)
- 2 This project will contribute to several outputs contained in the Strategic Plan:
  - Universities: Trainer development (item 3.4, page 35).
  - Colleges: Public FET colleges, qualifications and programmes, college curriculum and development support (item 4.1, p. 37/8).
  - Skills development: SETA coordination: interface between institutions and the workplace, quality learning in the workplace (item 5.1, p. 40).



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