

# EDUCATION AND HEALTH

# 4

## DETAILED DISCUSSION PAPER TOWARDS THE 2015 NGC:

# Assessment of the work of the ANC in the Basic Education, Higher Education & Training, Health and Science & Technology sectors: 2013-2017

## GLOSSARY

- ABET – Adult Basic Education and Training  
 ANA – Annual National Assessments  
 CAPS – Curriculum and Assessment Policy Statements  
 CEM – Council of Education Ministers  
 DBE – Department of Basic Education  
 DHET – Department of Higher Education and Training  
 DoH – Department of Health  
 DST – Department of Science and Technology  
 DTI – Department of Trade and Industry  
 ECD – Early Childhood Development  
 EPWP – Expanded Public Works Program  
 FET – Further Education and Training  
 HEI – Higher Education Institution  
 IQMS – Integrated Qualifications Management System  
 LTSM – Learning and Teaching Support Material  
 NEEDU – National Education Evaluation and Development Unit  
 NHI – National Health Insurance  
 NHIF – National Health Insurance Fund  
 PSETA – Public Sector Education and Training Authority  
 QLTC – Quality of Learning and Teaching Campaign  
 SETA – Sector Education and Training Authority  
 TVET – Technical and Vocational Education and Training

## INTRODUCTION

The fundamental goal of the African National Congress is that of uniting all South Africans around its vision and programmes in order that the masses participate in the building of a united, non-racial, non-sexist, democratic and prosperous society in our country.

As the governing party, the ANC relies on the strength of its branches and their ability to work among the people, mass participation of communities in programs of the ANC and those of government, and its ability to use state power to advance speedily its goal of realizing the ANC's historic mission.

Today in 2015, in the **Year of the Freedom Charter and Unity in Action to Advance Economic Freedom!**, the Freedom Charter in its 60th year of existence continues to be the beacon for the ANC, its Alliance partners and country. It continues to be our guide as the ANC implements its policies, plans and programs in the education, health, science and technology sectors in communities and in government.

These above-mentioned sectors continue to work tirelessly to move South Africa closer to ideals of the Freedom Charter, especially the realization of the demand of the people that *"The doors of learning and culture shall be open!"* ANC programs also carry in them the spirit of the clause *"There shall be houses, security and comfort!"* which, further studied, states that *"A preventive health scheme shall be run by the state ... (and) free medical care and hospitalisation shall be provided for all, with special care for mothers and young children"*.

The work of the ANC Subcommittee on Education and

Health is guided by clear directives that are contained in the Strategy and Tactics of the African National Congress. High on the agenda of the Subcommittee is that the sector navigates successfully and efficiently the second phase of transition of the revolution led by the ANC in South Africa towards greater political freedom and genuine economic emancipation, as it relates to education, health, science and technology. The Subcommittee also ensures that its programs contribute to the goal of radical socio-economic transformation of the country.

The Subcommittee, after considering the implications of overlapping terms of governance for government departments' reporting periods on the report of the ANC, whose reporting period is not aligned to that of government, made a deliberate choice of adopting the approach of structuring its report in such a way that it expresses the notion of "continuity and change". That is, it reflects on all the work that was done in government during the period January 2013 to May 2014, which is based on resolutions of the 52nd ANC National Conference, and adds to that an account of progress made through the work that was performed during the period of May 2014 to date, that is based on resolutions of the 53rd ANC National Conference.

This report and account of the work done by the sector must be read together with the official report of the ANC NEC on resolutions of the 53rd National Conference. The Subcommittee has ensured that all its constituent sectors provide reports against every resolution of conference without exception, viz. resolutions under *Education and Health* plus relevant resolutions listed under the *Social Transformation Committee (STC)* on the official report of the last national conference. A document with extracts of the said resolutions is available from the Subcommittee on request.

## **BACKGROUND**

At the dawn of democracy, the ANC stated its objectives in its document, **Ready to Govern**, that the basic objectives of ANC policy are fourfold:

- To strive for the achievement of the right of all South Africans, as a whole, to political and economic self-determination in a united South Africa;
- To overcome the legacy of inequality and injustice created by colonialism and apartheid, in a swift, progressive and principled way;
- To develop a sustainable economy and state infrastructure that will progressively improve the

- quality of life of all South Africans; and,
- To encourage the flourishing of the feeling that South Africa belongs to all who live in it, to promote a common loyalty to and pride in the country and to create a universal sense of freedom and security within its borders.

A lot of progress has been made in the last 21 years by the ANC and the ANC-led government towards the attainment of these objectives. However, these objectives continue to inform the conduct of the work of sectors in the Subcommittee and motivate these sectors to deliver on the people's mandate in areas where they are active and where its operatives have been deployed.

The ANC has made excellent progress in the transformation of South Africa from apartheid to democracy. The implementation of the ANC's Reconstruction and Development Program (RDP) is one of the key factors that made it possible for the ANC to succeed. The sectors that are integral to the Subcommittee on Education and Health have been and remain at the centre of this reconstruction of our country, and their contribution has been immense assisted by the involvement of stakeholders inside and outside of government.

This report is an account to the membership and leadership of the ANC on progress made in the implementation of the organisational mandate from the 53rd National Conference, ANC NEC meetings and Makgotla, the NDP 2030, the 2009 & 2014 Election Manifestos and the 2009–2014 and 2014–2019 Medium Term Strategic Frameworks (MTSFs).

## **THE BALANCE OF FORCES IN THE EDUCATION, HEALTH, SCIENCE AND TECHNOLOGY SECTORS**

The ANC is the leader of society and party of government. Its primary focus is the work of the movement in communities. The ANC uses government as its vehicle for the implementation of its policy and programs plus the delivery of services to our people. The ANC has the power and legitimacy to do so as authorized by the overwhelming mandate that it receives from the majority of the people at every national, provincial and local government election since 1994.

The following critical issues that affect the balance of forces in our sector are discussed in-depth in a separate document submitted to the leadership of our movement:

**Centrality of ANC branches:** Weak branches create conditions for the opposition to be strong.

**Governance:** Poor governance and social distance between governance structures and communities weaken the ANC and the Alliance. A push for a return of ANC members to activism and the adoption of an approach such as the delivery and governance model adopted by the ANC KwaZulu-Natal of Operation Sukuma Sakhe and the War Room Implementation Plan (WRIP) should be considered by all provinces to bring governance to the level of communities in every ward.

**Competing interests of the Executive and bureaucracy** most of the times end up tipping the balance of power of decision in favour of the bureaucracy away from Executive Authorities thereby compromising the ability of government to deliver on the mandate of the ANC.

**Effects of competition over the imposition of conditions for co-governance onto Executing Authorities** by various stakeholders such as members and leaders of non-governmental organisations and labour unions sometimes tilt the balance of power away from Executive Authorities.

**Instability of management structures** caused by unjustifiable removal of managers such as principals, senior managers, heads of departments and directors general and the prolonged non-appointment of managers into vacant posts plus frequent changes of political principals such as Members of Executive Councils (MECs) and Ministers disturb power relations in government departments and compromise all efforts to promote continuity.

Other important external factors that affect the sector's ability to deliver on its mandate are the negative influence of the private sector on the public sectors' policy choices; the influence of donors or development partners on the design and implementation of ANC and government policies and programs; implications of poor security of information on the strength of government; and lapses in the application of basics of Minimum Information Security System (MISS), which compromise the security of the ANC and that of the state.

## **EVALUATION OF PROGRESS MADE AGAINST PLANS AND PROGRAMS BY VARIOUS SECTORS**

In its evaluation of progress made, the Subcommittee has endeavoured to provide a political assessment

of performance against targets as opposed to an assessment that focuses purely on administrative matters.

The following are sectoral reports of progress made in the implementation of resolutions of the 53rd ANC National Conference, the 2014 Election Manifesto and the government 2009–2014 and 2014–2019 MTSFs. It also focuses on specific imperatives of each sector that flow from the above.

The Subcommittee considered in its reporting implications of the two year time lag between the ANC taking resolutions at national conference in December 2012 and the act translation of the said resolutions into the mandate of government in 2014 post-elections. This report therefore covers the period 01 January 2013 to date.

This summary presents an account of progress to reflect the following:

- Resolutions have been fully implemented.
- Resolutions are in the process of being implemented with the likelihood of success.
- Resolutions have not been implemented and/or the Subcommittee awaits reports, programs and funding plans from sectors. These will be submitted to the NEC prior to the NGC.

## **ANC SUBCOMMITTEE ON EDUCATION AND HEALTH**

This is an account of the work and performance by the ANC NEC Subcommittee on Education and Health and that of similar Subcommittees at Provincial, Regional, Zonal and Branch level.

**The following programs which were part of the 2007 Conference and subsequent NEC resolutions were completed:**

- All provinces have successfully implemented the resolution of the NEC that directed that the Department of Health and Department of Social Development should exist as separate entities.

**The following programs which are part of the 2014-2019 mandate have been completed:**

- PECs have appointed Chairpersons of Subcommittees on Education and Health in line with the resolution of conference. The Subcommittee will report on this matter as it affects RECs, ZECs and BECs.
- PEC Subcommittees on Education and Health in

Gauteng, KwaZulu Natal and the Eastern Cape hold regular meetings, have Programmes of Action and have submitted reports on the work that they are doing in branches and communities, e.g. education and health campaigns including work on School Governing Bodies (SGBs), healthy lifestyle and the National Health Insurance (NHI).

- The 53rd National Conference Strategy and Tactics makes reference to critical role of the National System of Innovation (NSI) in building a knowledge-based economy.
- The ANC prioritises science and technology policy development, implementation and monitoring capacity.
- Conference supports the implementation of the NDP 2030 and endorses its objectives and goals.
- The Subcommittee provided guidance to and did oversee the government process of developing the draft White Paper on the National Health Insurance (NHI). This was finalised on 17 March 2014 instead of 2013 as directed by the resolution. The said draft was submitted to the Secretary General's Office in March 2014 and has been approved by the NEC.
- The principle of mainstreaming Science, Technology and Innovation in the ANC, government and the private sector has been adopted by the Subcommittee and its implementation remains work in progress.

**The following are work in progress from the 53rd National Conference:**

- Provincial Subcommittees on Education and Health have been established in the Eastern Cape, Western Cape, Gauteng, KwaZulu-Natal and Limpopo. Gauteng and KwaZulu Natal have functional Regional Subcommittees. Provincial Subcommittees are engaged in the process of establishing similar subcommittees at all levels of the organisation from province to branch level. The NGC will receive a comprehensive progress report on this matter.
- The ANC commenced with the engagement of its structures, the Alliance and communities to mobilize grass roots support for improved education outcomes. Together with the DBE and PDEs, the ANC held initial meetings to promote the Quality of Learning and Teaching Campaign (QLTC). These meetings are being rolled out. Training has been offered to 1749 School QLTC Sub-committees in 45 districts, 214 departmental officials and 1749 QLTC stakeholders.

- The ANC and the Gauteng Provincial government have implemented programs such as a meeting of stakeholders to mobilise broad social support for the roll out of the NHI.
- The ANC and government have embarked on activities to promote healthy lifestyles through mobilization of individuals and communities to engage in physical activities, good dietary practices and reduction of harmful use of alcohol, tobacco and to control of substance abuse.
  - The National Strategy and Guidelines for the Prevention and Management of alcohol and substance use have been distributed to all provinces.
  - In order to streamline the implementation of physical education and school sport in all provinces, a Multi-Stakeholder meeting was held on 20–21 February 2015.
- The ANC and government have mobilized all necessary resources to achieve the goals and priorities set out in the National Development Plan 2030. That was consolidated through the alignment by sectors of resolutions, the manifesto and the NDP 2030 with budgets of government departments towards the finalization of the 2014–2019 government Mid-Term Strategic Framework (MTSF).
- The Subcommittee will report on the on-going training and development programmes for government officials that are aimed at building capacity of government.
- Disciplinary steps are being taken against officials who engage in corrupt, unethical or unlawful practice.
- Government and trade unions are cooperating to stamp out ill-discipline in the sector.
- Steps are being taken to combat many cases of conflict of interest that relate to procurement involving public representatives and civil servants. The DHET has instituted steps such as putting in place regulations that bar students and management from participating in specific business activities linked to the sector.
- In the face of interventions such as those implemented in line with Section 100 (1)(b) in the health sector, viz. Mpumalanga, Eastern Cape, Limpopo, and in the basic education sector, viz. Free State, Gauteng, Limpopo and the Eastern Cape; the sector has linked these with efforts to develop capacity in areas of interventions.

**The following are issues that are from the 53rd National Conference which were not implemented within the deadline provided by resolutions. They need intervention if the Subcommittee and its sectors are to complete them by December 2017:**

- The NEC Subcommittee on Education and Health has neither conducted comprehensive policy consolidation and/or reviews of official policy documents of specific sectors, namely Basic Education, Higher Education & Training, Health and Science & Technology nor, where indicated, consolidated existing ANC policy positions into identifiable ANC policy documents as directed by the resolution. The deadline was 30 June 2013.
- The ANC in the sector has not embarked on programs to actively promote the national anthem of the country as it currently exists; and did not engage in a structured campaign or program to ensure that whenever the ANC sings the original Nkosi Sikelela iAfrika, it should not be referred to as the national anthem. However, government through the DBE has commenced with programs to promote the National Anthem. The DBE has made it compulsory for all the 201 schools participating at the SASCE competitions this year to sing the African Union anthem. Provinces were provided with audio as well as written material to practise the African Union anthem.
- The Subcommittee has not followed up its sectors to note any gaps that might have been identified by the NDP 2030 for purposes of policy and planning.
- The Subcommittee has not directed government sectors to put in place business processes and to institutionalise these, thus making sure that there are consequences for every action.
- The Subcommittee has not received reports on national skills audits that should have been urgently carried out at all levels of government in order to identify the gaps.
- The Subcommittee has not followed up its sectors to oversee the enforcement of strict adherence to the disciplinary standards and norms, including adherence to formal and proper dress code.
- The Subcommittee has not initiated steps for the drafting of legislation that should be passed to guide Section 100 (1)(b) interventions and other interventions, especially in the education and health sectors. This will be followed up.
- The Subcommittee has not prioritised as directed by the resolution the drafting of legislation that will effectively bar all civil servants from taking

up employment or positions as local government councillors whilst still employed in government posts. A report and draft legislation will be submitted by the Subcommittee.

**The Subcommittee will submit reports on the following resolutions which are directives specific to all ANC Subcommittees on Education and Health:**

- The ANC must take strong action to deal with corruption.
- The ANC must ensure that all collusion that leads to irregularities is stamped out.
- The ANC must ensure that its name and all its structures are not abused in the furtherance of corrupt activities.
- The ANC must take responsibility and ensure that both elected leaders and deployed cadres in the administration are held accountable.
- The Subcommittee on Education and Health must submit to the ANC leadership a plan of how to ensure accountability of ANC structures, leaders and employees responsible for delivery and education sector outcomes thus enabling decisive action to be taken where performance does not achieve expected outcomes.
- The ANC as a party must act on its members who fail to perform.

**Special focus: the ANC and Military Health Services**

- The Subcommittee will put greater focus on Military Health Services, especially its infrastructure which includes the state of clinics and hospitals, health technology, human resources and quality of care. Follow ups will be done on long-standing conference resolutions that refer to the work of the ANC as it relates to military health services.

**ANC STRUCTURES IN MUNICIPALITIES AND THOSE IN PROVINCIAL AND NATIONAL LEGISLATURES: EDUCATION, HEALTH, SCIENCE AND TECHNOLOGY**

This is an account of performance by the ANC members in relevant study groups in provincial and national legislatures. This report has a definite flaw as it does not provide a detailed account of the work of councillors in local government who are charged with the task of driving the education, health, science and technology agenda in local communities.

ANC members of Study Groups and Portfolio Committees in the National Assembly and the National Council of Provinces and members of their Technical Support structures, namely researchers and coordinators, participate regularly in meetings and activities of the ANC NEC Subcommittee on Education and Health. These members have Programmes of Action and have submitted reports on the work that they are doing in Parliament.

Members of Mayoral Committees conduct their work of sectors of this subcommittee through their active participation in PEC and Regional Subcommittees, especially in Gauteng, KwaZulu Natal and the Eastern Cape. The Subcommittee will submit a comprehensive report of its work in structures of local government and those that are in provincial Legislatures and Parliament to the NEC through the Secretary General's Office (SGO).

## BASIC EDUCATION

The performance of the basic education sector is against the 2009-2014 ANC Education Ten Point Program and the Program that was adopted at the ANC NEC Lekgotla of June 2014. The Ten Point Program and the 2014 POA were translated into government Programs of Action in the first Cabinet Lekgotla that took place immediately after the 2009 and 2014 national and provincial elections. The POAs were further refined, at the level of government, into the Negotiated Service Delivery Agreements that were signed between the President of the Republic and the Minister of Basic Education.

The Basic Education sector implemented its plans and programs throughout the January 2013 to May 2014 period with distinction. This was necessary, as it was the case for all sectors, to complete the government 2009 election mandate. The mandate of the sector was based on the 2009–2014 Education Ten Point Program and the Negotiated Service Delivery Program.

### The following programs which were part of the 2009–2014 mandate were completed:

- Developed a sector plan, **Action Plan to 2014: Towards Schooling 2025**, for coordinating and implementing a sector-wide strategy with deliverable targets and indicators in support of Government's outcomes-focused approach. The Action Plan has been updated to **Action Plan 2019: Towards Schooling 2030**. THE DBE has also identified six (6) focus areas in the 2014–2019 MTSF as a way of responding to the NDP.
- Signed a Delivery Agreement with relevant

departments in government in support of Outcome 1: Quality basic education.

- Conducting external tests, namely the Annual National Assessments (ANA), for all grade 3 and grade 6 learners every year, and providing results to parents.
- Improve national–provincial alignment and efficiency of education expenditure, through procuring textbooks nationally and allocating resources to improve district capacity.
- Develop a social compact for quality education.
- Implement poverty combating measures that improve the environment for learning and teaching.
- To support inclusive education, the DBE integrated and infused into Teacher Development activities three sets of guidelines namely, Guidelines for Full-service Schools, Guidelines for Special Schools and The Institutionalisation of Curriculum Differentiation. Developed a turn-around strategy and checklist for Special schools for monitoring curriculum delivery and improvement of the functionality of Special Schools.
- Training Manuals on the Prevention and Management of bullying have been developed to address concerns of safety at schools. The Centre for Justice and Crime Prevention (CJCP) and DBE have conducted nine Provincial Consultative workshops with stakeholders on the Draft National School Safety Framework. To address the increasing incidence of Satanism in schools, the department hosted an Occults meeting with Religious formations.
- Promotion of social cohesion included the Luthuli Oral History competition, the Moot Courts at Constitution Hill, the 2014 SASCE National Choral Championships, Sporting codes and Indigenous Games.
- Promotion of reading and access to libraries through book flood campaigns.

### The following are challenges that are still work in progress from the 2009–2014 government term of governance:

- Teachers to be in-class, on time, teaching.
- Focus efforts on improving the quality of early childhood education and primary schools.
- Enhance recruitment of quality teachers and strengthen teacher development.

- Strengthen management capacity to ensure working districts and schools.
- Increase the use of Information and Communication Technology (ICT) in education.
- Addressing the challenges experienced when communities use schools as centres of their protest action.

**The following are issues that were not implemented and remain from the 2009–2014 government term of governance:**

- Teachers to also be required to use textbooks in class. The Sector has been working towards 100% Universal Coverage since 2011. To date the DBE has made significant progress by achieving 93% universal coverage. The CEM has approved the principle of one core textbook per subject per grade. The sector has also put systems in place to monitor the utilisation of Learning Teaching and Support Material.
- Ensure effective evaluation of all teachers based on extent to which learner performances improve.

**The following programs which are part of the 2014–2019 mandate have been completed:**

- A Presidential Commission has been established to review the remuneration and conditions of employment of education and health professionals and make recommendations on salary adjustments and wage increases in a manner that protects education and health as national priorities. Clarity will be sought about its terms of reference as those pertain to education and health because they are APEX priorities.
- The DBE and PDEs adhere to existing policies to avoid problems currently experienced with the movement of educators to where they are needed.
- The BE sector accepts the principle that educators who are to be evaluated must not be the ones determining whether they should be assessed or not and also should not have the final word on how the evaluation should be done.
- The DBE has distributed to schools guidelines on the roles, responsibilities and functions of School Governing Bodies (SGBs). It embarked on a project of simplifying the said guides for Chairpersons of SGBs and parents.
- The DBE has ensured that Grade 3, 6 and 9 learners are measured every year. The original plan for this program has been exceeded. All public schools and state-funded independent schools administer

ANA according to the standardized time table every year. This program continues to be improved and maintained.

- The DBE has increased the number of Grade 12 and university entrance passes and improved the quality of National Senior Certificate (NSC) results. Learners passing NSC examinations or Matric with university entrance have more than doubled from about 70 000 in 2000 to over 170 000 in 2013. The quality of passes continues to improve as demonstrated by the 2014 NSC results; and this program is being maintained.

**The following are work in progress from the 2014–2019 government term:**

- The Ministerial Task Team on the National Senior Certificate (NSC) whose brief was to investigate issues around the NSC, including the value of Life Orientation and Environmental Education, and History as compulsory subjects in the curriculum, submitted its report to the Minister and DBE in June 2014. The report was discussed by the Subcommittee on 03 November 2014. It is still under discussion in the Subcommittee.
- The ANA policy is being finalised and item banks for Grades 7 and 8 have been developed to assist with further analysis and remediation. The 2014 results showed no improvement in the Grade 9 mathematics, while languages have improved in the same grade. Results have been analysed and district reports completed to assist with ongoing intervention.
- The DBE has made good progress in dealing with the media and coverage of issues in the sector. A proactive communication strategy is being implemented to provide information and clarify misperceptions on a variety of topics.
- The Department has piloted the profiling of educators in 10 out of a total of 52 districts in 2014 and has since initiated a project to update the qualification profile of all teachers. To date, PERSAL data has been received and analysis completed. Detailed PED reports were developed and sent to HoDs via the Acting DG requesting their intervention in ensuring the closure of PERSAL exceptions.
- Based on the outcome of the study conducted in 2013 on the implementation of the post provisioning norms, the Post Provisioning Model software will be revised to take into account all relevant factors that affect post provisioning including the socioeconomic context and curricula

needs. A different and more stable system of post provisioning has been established to avoid yearly movements of teachers between schools and learners across provinces; and quality outcomes have been linked to that.

- The BE sector has adopted a centralized approach in the procurement of Learning and Teaching Support Material (LTSM) and most provinces are employing the central procurement model.
- The public BE sector has expanded its capacity to print text books and workbooks and own their intellectual property. These are being improved continuously.
- The DBE has developed the National Catalogues for Grades 1–12 to ensure that uniform and standardized textbooks are provided to all learners across the system. Provinces are procuring from these catalogues.
- All public schools and state-funded independent schools administered ANA according to the standardized time table as a way of embarking on a rigorous monitoring and evaluation of performance in the education sector.
- The sector has started with implementation of this resolution that all teachers, principals and deputy principals as well as education officials must be assessed and evaluated with the intention of improving their skills and accountability. The sector is far from achieving its objectives. Comprehensive progress reports will be submitted on this matter.
- In order to address both the content knowledge and methodology through quality teaching leadership and management development, PEDs are planning their programmes in stronger alignment with the Integrated Strategic Planning Framework for teacher education and development (ISPFTED). The DBE has established a National Institute for Curriculum and Professional Development to tackle the self-diagnostic assessments for teachers in Numeracy and Literacy.
- Accountability mechanisms have been developed to ensure that teachers, principals and all officials in the system are held accountable through an efficient monitoring system utilizing modern technology. Performance management has now become accepted and systems are in place for this to be implemented, monitored and supported by the relevant officials in all schools. However, the Subcommittee will receive a report on progress being made in the implementation of performance management and the use of modern technology to achieve this goal.
- The BE sector ensures that school principals that are being appointed are appropriately qualified and are also be appointed on merit. The Subcommittee will receive from the DBE the approved proposal on the Standards for South African Principalship (SASP) for consideration.
- As a step towards increasing teacher development with regard to the use of sign language, a teacher training manual for Foundation Phase and Grade 9 teachers has been developed. All Braille workbooks developed are accompanied by Teachers' Guides.
- In preparation for the introduction of indigenous languages in 2014, the DBE department has finalized training manuals, versioning of lesson plans and Grade 1 First Additional Language workbooks. Lesson plans have been developed and distributed to provinces in July 2014.
- The DBE is implementing a program to phase out multi-grade schools by 2020. The Subcommittee will receive a comprehensive report on progress being made on the phasing out of multi-grade schools, which will include the number of existing multi-grade schools and a plan with targets for the phasing out process. The DBE is providing focused dedicated service and support to multi-grade schools with elaboration at all levels in the system starting from national to provincial, district and up to schools level.
- To sharpen efficiency in the sector, the Department has introduced a number of initiatives and incentives for children to enrol in schools and attend schools regularly. These are measures being taken to strengthen the basic education sector to provide more opportunities for young people as well as increasing retention, progression, and completion rates in the basic education sector. The Subcommittee will receive a report on the number of children who enter schools per year, number of those who drop out of schools and plans to record and decrease the drop-out rates.
- The department has focused on psychosocial support programmes to address drop-out rates especially at high school level and also embarked on the Keeping Girls in Schools (KGIS) project.
- The DBE and the DHET are expanding post school options through collaboration to strengthen and improve articulation between basic and post-school education in order to expand the effectiveness of credible post-school education

and training options. The Subcommittee will submit a report on this matter. This includes a report on the White Paper on Post-School Education and Training.

- The DBE implements programs that promote inclusive education. The Subcommittee will receive a report on the development and advocacy of learning programmes linked to the National Senior Certificate and the National Curriculum Statement for consideration.
- In implementing policies and programmes that are geared towards the protection and promotion of the rights of people with disabilities, including embarking on a campaign for the protection of the disabled in society with relevant stakeholders, the department is strengthening district support to all schools and mainstreaming of disabled people in schools by mediating and institutionalizing the Guidelines for Full Service or Inclusive Schools. The Subcommittee will receive comprehensive plans on identified needs and the establishment of special schools for specific disabilities.
- Basic Education and Higher Education and Training sectors will submit a report to the Subcommittee on the baseline, plans and progress report on the training, employment and professionalization of Grade R teachers, include plans to achieve targets by 2018 and give an account of the conduct of the Limpopo teacher training program which produced about 300 university qualified ECD practitioners who were subsequently lost to the private sector.
- The DBE is implementing programs aimed at accelerating the implementation of a Comprehensive Early Childhood Development Programme, e.g. the development of policy, detailed plans and strategies plus funding in preparation for the expansion of the second year of ECD plus collaboration between the Departments of Social Development, Basic Education and Health.
- To promote school safety, the DBE and PDEs are implementing in all provinces the 2nd phase of the Partnership Protocol of linking schools with police stations and the establishment of Safe School Committees. 15514 schools have been linked to police stations as at June 2014 and Safe School Committees have been established.
- The DBE continues to use school sport as the bedrock for sport development and excellence. The Subcommittee will submit a comprehensive report, which will provide details of participating schools and sporting codes schools and progress registered to make sport compulsory in schools.
- The DBE has ensured access to sport facilities by people with disabilities. Its integrated school sport programme continues to cater for disabled children in each sporting code and sport facilities used are accessible for use by people living with disabilities.
- The Council of Ministers and the DBE have approved the promotion of arts and culture through social cohesion programmes, such as the hoisting of the flag, debating teams, music and poetry as part of nation-building and creative industry development. A focus on indigenous knowledge systems and cultural studies will be integrated to promote social inclusion in school programmes. A report will be submitted on these matters including plans to include the programme in the curriculum.
- The DBE is developing a programme for further promoting the arts in indigenous and historically marginalised communities. The Subcommittee has directed the DBE to act on this and to report to it in 2015.
- The DBE has commenced with the implementation of programmes on indigenous languages. A report on the state of development of policy on indigenous African languages, which seeks to ensure that the offering of one African language is compulsory in schools, will be considered by the Subcommittee in 2015.
- The DBE is implementing programmes to improve the performance of South African learners in maths and science. The sector will submit a report of progress on implementation of plans to improve the performance of learners in maths and science, which will include collaboration between South Africa and other countries such as Cuba with which the DBE has agreements on education.
- The Subcommittee noted that the DBE created a new learning Space on the portal for Home Based Education plus designed and developed a DBE Cloud solution; and also that the DBE promotes professional development for teachers in the field of ICT. The DBE will submit to the Subcommittee a detailed sectoral plan on ICT, a report on promoting an e-literate society by making e-skills a compulsory subject and that the curriculum that focuses on end-user computing as well as encourages young people to pursue careers in the ICT sector.

- Through the Quality Learning and Teaching Campaign (QLTC), a number of stakeholders contribute to quality improvement in education after signing pledges indicating their role to be played in demonstrating their commitment to the non-negotiables. The stakeholders include teachers, teacher unions, learners and parents, Government Departments, Business, Community Organisations and Non-Governmental Organisations.
- Education partners e.g. teacher unions are highly involved in the development of teachers where the Department allocates funding for the training programmes through the Teacher Union Collaboration (TUC), and the unions have to account on the usage of these funds. Parents are encouraged to participate in the education of their children by serving in the School Governing Bodies. The year 2015 is the year of SGB elections which will be conducted countrywide in March.
- The DBE and PDEs are implementing programmes aimed at improving scholar transport.
- Legislation on the appointment of school principals has not been amended to allow for a different method of appointment. The draft amended legislation will be presented to the Subcommittee.
- The role of School Governing Bodies (SGBs) in the appointment of school principals has not been clarified and communicated to all learners, parents, communities and other stakeholders. A report on this matter, especially in relation to the review of the SA Schools Act, will be submitted to the NEC.
- The BE sector has not embarked on a program to hold school Principals accountable for poor management, poor discipline and poor outcomes. A report on the implementation of this resolution by the DBE and PDEs will be submitted.
- The sector has not fully developed mechanisms to enable the deployment of principals to areas of need and for purposes of mentoring and coaching. A report on the implementation of this resolution by the DBE and PDEs will be submitted.

**The following are issues that are from the 2014–2019 government term of governance which were not implemented within the deadline provided by resolutions of the 53rd National Conference. They need intervention for them to be completed by December 2017:**

- The Integrated Qualifications Management System (IQMS) document has been discussed at the Education Labour Relations Council (ELRC) towards a refined, improved and enhanced IQMS as an efficient instrument for teacher assessment and development. The IQMS has been reviewed. The new instrument, now called the Quality Management System (QMS) for School-based Educators, was adopted by all parties in November 2014 at a special bargaining meeting of the ELRC.
- The BE and HET sectors have not been able to ensure that certain category of teacher training take place in colleges whilst strictly monitoring quality at those institutions. The Subcommittee will analyse the barriers and provide solutions to the impasse on opening of nursing and teacher training colleges and submit a report on this matter.
- The Subcommittee has received a report on the review of the funding model for schools, which includes the transformation of the Quintile model to classify schools into fee-paying and non-fee paying schools.
- The DBE has not completed the legislative review of the powers of School Governing Bodies with regards to the locus of authority in terms of language, and capacity of schools and curriculum choices and appropriate policy and legislative changes have not been made. The Subcommittee will receive the said review report for consideration.
- The DBE has not reported on a focused program of developing SGBs in rural and township schools through the funding that has been made available.
- The DBE has not launched the advocacy campaign encouraging SGBs to co-opt members with appropriate technical skills to assist Governing Bodies.
- The DBE has put in place programmes to strengthen the two stream model of provisioning which must be strengthened to reflect the balance between the vocational and academic pathways.
- The National Policy for Grade R has been finalized. The Subcommittee will receive the draft policy, implementation plan and resourcing plan by the BE in consultation with the DSD and STC.
- The DBE has not presented a long-term comprehensive plan to the Subcommittee that focuses on indigenous and grassroots sport development in schools over the next 10 years. The Subcommittee will submit a report on

progress being made to develop indigenous and grassroots sport over the next 10 years.

- The issue of standardizing the curriculum and content of history in all schools, public and private, and of making history as compulsory subjects have not received the necessary attention from the basic education sector of the Subcommittee.

### HIGHER EDUCATION

The performance of the higher education and training sector is measured against the resolutions of conference and the program that was adopted at the ANC NEC Lekgotla of June 2014. The higher education and training sector was, during 2013 to 2014 pre-election period, focused mainly on the task of establishing a new department, namely the new Department of Higher Education and Training. ANC policies and programs were translated to the government Programs of Action for implementation as the mandate that was obtained from the South African electorate.

The newly established Higher Education and Training sector implemented its plans and programs with distinction, despite the fact that it had a dearth of skills and resources. This was necessary, as in the case of all sectors, to complete the government election mandate.

#### **The following programs which were part of the 2009–2014 mandate were completed:**

- The establishment of a new Department of Higher Education and Training.
- The University of Mpumalanga (UMP) and Sol Plaatje University (SPU) have been established in August 2013 and construction has started.
- The DHET has streamlined Sector Education and Training Authorities (SETAs) and other institutions to address existing and forecast skills shortages. The work of the SETAs has been aligned with the developmental agenda of the country. Their governance structures have been standardised and reduced in size, resulting in more resources being directed towards training as opposed to administration. The National Skills Development Strategy (NSDS) III was adopted and implemented as from 1 April 2011. The Minister will be initiating a process of consultation with relevant social partners in the area of skills development on the draft SETA landscape and NSDS framework, as the current dispensations is ending on 31

March 2016. The new SETA Grant Regulations were implemented on 1 April 2013 to provide guidance on how the levies should be spent with a focused priority to address scarce and critical skills through public training institutions. A policy for a single national artisan learner funding and administration system was implemented from 4 June 2013. This policy incentivised employers to open up more artisan learner workspaces on the basis of a guaranteed and sustainable grant funding policy.

- The DHET has, through the National Skills Fund (NSF) ensured the following:

- The NSF disbursed in 2014-2015 an amount of R125 million in addition to the R106 million in 2013-2014 towards the expansion of the medical and veterinary facilities at the University of Pretoria to double the intake of MBChB students and Veterinary Sciences students from the 2017 academic year onwards. Work is well on course and is due for completion in 2015. R114.5 million remains committed towards completion of the project. The expansion of the MBChB programme and Veterinary Sciences at the University of Pretoria is to address the acute shortage of doctors, medical personnel and veterinary scientists in the country.
- The NSF disbursed in 2014-2015 an amount of R47.4million in addition to the R8.5million in 2013-2014 towards developing renewable energy training facilities at the Cape Peninsula University of Technology, known as the South African Renewable Energy Training Centre. Work is well on course and is due for completion in the 2016–2017 financial year. R49.6 million remains committed towards completion of the project. This initiative is the first of its kind in the country and seeks to respond to the country's adopted strategy to promote renewable energy production in order to supplement the current fossil fuel energy production.
- The NSF continues to expend on the R2.5billion commitment towards construction of the 12 new TVET college campuses and the refurbishment of 2 existing campuses across 16 sites. Construction has commenced on 3 sites and construction at the remaining 13 sites will commence within the 2015–2016 financial year.
- The NSF disbursed in 2014–2015 an amount of R89.3million in addition to the R96million

in 2013–2014 towards establishing work-integrated learning facilities for engineering students at the University of Johannesburg. Work is well on course and due for completion in the 2015–2016 financial year. The work-integrated facilities include a training workshop, design centre and industrialisation centre. R27.3million remains committed towards completion of the project. The project aims to provide on-the-job training to engineering students in order to register as engineers. The facilities are not limited to only engineering students from the University of Johannesburg, but are available to engineering students from across the country.

- Approximately R750million was disbursed towards funding undergraduate and post-graduate bursaries in scarce and critical skills through National Student Financial Aid Scheme (NSFAS) and National Research Foundation (NRF) in 2014–2015. This funding is directed at over 13 000 undergraduate and over 1 300 post-graduate students taking programmes in all the 26 Universities.
- R2.5billion continues to be expended towards expanding the TVET college sector benefitting an additional 25 000 learners in 2014–2015, with R0.960billion remaining committed towards the expansion of the TVET college sector.
- R300million has been allocated towards the establishment of the South African International Maritime Institute and the roll out of an extensive National Cadetship Programme on maritime. This is in response to the recent focus of the country on developing a vibrant blue or oceans economy.

**The following are challenges that are still work in progress from the 2009–2014 government term of governance:**

- A Ministerial Task Team was established to ascertain whether community service for graduates is feasible within South Africa and to propose a model for implementing community service for graduates. A report on this matter was supposed to have been finalised by the end of March 2015. The HET sector expects that this report will be approved by the Minister by the end of June 2015.
- The Department is working on plans to realise closer alignment between the research funding

strategies of the Department of Higher Education and Training (DHET), Department of Science and Technology (DST) and the National Research Foundation (NRF). The Policy and Procedures for Measurement of Research Output of Public Higher Education Institutions was finalized. The revised Research Outputs Policy has been published in the Government Gazette for implementation.

- The Department developed a document 2014 Survey of Former College of Education Sites which provides a description of the current usage of the former Colleges of Education across the country. This is work in progress. Most of the colleges are being utilised as TVET colleges, district offices for provincial education departments or for other purposes by provincial governments. The Department has identified some sites for development as TVET college campuses and others as potential sites for teacher education campuses. These are being explored together with the provincial departments of education. The most important limiting factor to the re-opening of former Colleges of Education is the absence of enabling policy and legislative framework. Another factor that hampers progress towards the re-opening of these colleges is lack of funding to develop these campuses into effective delivery sites for PSET education and training.
- The Department is engaging with the Department of Agriculture Forestry and Fisheries (DAFF), National Treasury and legal services around the function shift of Agricultural colleges and expansion of veterinary sciences programmes. It is expected that the Task Team appointed to advise the Ministers on this matter will present its recommendations by 31 March 2016.
- The Subcommittee has noted the work that is being done by the DHET towards student accommodation.
- The DHET is implementing programs towards investing in priority skills and education, including through improving performance in mathematics, science and technology. Foundation Provisioning Programmes were supported by the Department for at risk first-time entering university students and by 2013, these catered for 17 960 students. Teaching Development Grants were provided to universities for tutors and mentors to support students as well as to develop the teaching expertise of lecturers. It is anticipated that the number of first year students in foundation programmes will increase from 17 960 in 2013 to approximately 30 000 in 2015.

- Student selection and placement tests have been instituted at Technical and Vocational Education and Training (TVET) colleges at the commencement of the academic year to, among other things, identify student numeracy and literacy gaps, and advice on the most suitable programmes of study depending on the students' career interests and academic competency levels. Several colleges are now offering academic support programmes in Mathematics and First Additional Language towards improving the overall performance and certification of all students.
- The DHET is implementing programs to place TVET colleges at the centre of a popular drive to develop skills development for the economy. The full function shift occurred on 1 April 2015 when all TVET colleges became a national competency. TVET college student headcount enrolments increased by 105% from 345 566 in 2010 to 708 885 in 2014. R1.5 billion has been allocated from the National Skills Fund (NSF) and an additional R1 billion from the Sector Education and Training Authorities (SETAS) for the construction of 12 new TVET college campuses and refurbishment of 2 TVET college campuses across the country. An additional R2.8 billion from the NSF was committed to all 50 TVET colleges, aimed at increasing the student intake towards occupational directed programmes and other programmes such as skills programmes, apprenticeships and learnerships. A turn-around strategy for TVET colleges was launched in 2012 with Human Resource generalists and Chartered Accountants (CAs) deployed to TVET colleges. College Councils have been appointed and are functioning in TVET Colleges. Legislation was enacted in 2010, 2012 and 2013 to move Further Education and Training, and Adult Education and Training functions from a provincial to a national competency. Principals and Deputy Principals have been transferred and been in the employ of the Department since 1 April 2013. Provincial staff formerly attached to Provincial TVET college support units, have been transferred into the DHET. The Apply Now Campaign was launched to ensure that learners think about and apply to their preferred institutions of further or higher education and training timeously. This campaign is also aimed at altering the largely negative perception about TVET colleges.
- The Department has developed a high-level TVET college infrastructure budget expansion plan and currently analysing the university campuses infrastructure master and maintenance plans, as well as disability audits.
- The Department has published a Gazette late in 2014 listing the 12 TVET colleges who will now deliver Higher Certificate (National Qualifications Framework Level 5) qualifications in collaboration with universities.
- Annual teaching and learning plans are being developed, and will be monitored annually to ensure consistent work towards academic excellence.
- The DHET has conceptualised a foundational learning programme (NQF level 1) and are in the process to discuss this with QCTO for development and implementation.
- Recommendations of the Ministerial Task Team appointed to review the National Certificate (Vocational) [NC(V)] have been sent to Umalusi for further consideration. Umalusi will start with the NC(V) policy review towards implementation in 2016.
- In its quest to expand the resources devoted to knowledge production, innovation and research, Research Development Grants were provided to universities to assist with the development of research capacity, focusing mainly on providing support to academic staff towards their Masters and PhDs. The National Skills Fund (NSF) committed R301 million towards the funding of bursaries via the National Research Foundation (NRF) to increase the levels of postgraduate studies and PhD's in South Africa in response to the New Growth Path, Industrial Policy Action Plan and National Development Plan, targeting over 1500 beneficiaries in postgraduate programmes. To ensure the development of a new generation of academics, the DHET set aside R50 million in 2012 and R70 million for postgraduate students, as loans through the National Student Financial Aid Scheme (NSFAS). In 2014, an amount of R74 million was allocated to NSFAS to support postgraduate studies, mostly Honours and MTech studies which are under-represented in the funding provided by the NRF with 2 020 students being funded. For the 2015 academic year, R77 million has been allocated to NSFAS and it is expected that a similar number of students will be supported.
- In addition the Staffing South African Universities Framework has been approved by the Minister and the first phase of implementation commenced in the 2015–2016 financial year, with the projected

appointment of 150 or more new academic staff members. , the New Generation of Academics programme (nGAP) has been approved and being implemented. R272 million has been reprioritised to support the first intake of 125 nGAP scholars by July 2015. It is expected that there will be further funding reprioritised to support a second intake before the end of the 2015/16 financial year. If this is achieved it is expected that the total number of nGAP scholars will exceed the above-mentioned target of 150 new academic staff members during this financial year. The target includes that 80% of the appointees will be black and/or women.

**The following are issues that were not implemented and remain from the 2009–2014 government term of governance:**

- A report on transformation in public universities has not been submitted. The Subcommittee noted that the DHET established in January 2013 an Oversight Committee on Transformation in South African Universities.
- The Subcommittee has not received a report on the review and improvement of the National Student Financial Aid Scheme (NSFAS) aimed at encouraging students from working class and poor communities to go to tertiary institutions. The Subcommittee has noted that the DHET has increased the NSFAS funding at Universities from R2.2 billion in 2010 benefitting 148387 students to R3.693 billion in 2013 assisting 194923 students. This has been increased to R4.095 billion in 2015, which means that the fund has been doubled in five years. NSFAS student bursary funding at TVET colleges increased from R318 million in 2010, benefitting 61706 students to R1.953 billion in 2013 assisting 220978 students. It also noted that NSFAS students in their final year were provided with full cover of costs to study in 2011 with 57667 students benefitting in the 2011 and 2012 academic years totalling R1.9 billion with final year students, who successfully completed their studies, had their loans converted to a 100% bursary, as an incentive. The number of students covered by NSFAS at universities will not be able to grow without the injection of additional funding. Currently only 205000 university students can be supported per annum. The 26804 final year students who were funded and graduated as part of the final year programme amounted to R1.1 billion.
- The Subcommittee has noted that the program of the re-opening of teacher training colleges is

being implemented albeit without urgency. The work done by the DHET has mainly concentrated on expanding teacher training in or through university campuses and **not on the actual re-opening of teacher training colleges**. This work by the DHET is in line with strategies contained in the Integrated Planning Framework for Teacher Education and Development in South Africa, 2011–2025. The expansion and strengthening of teacher education for all education sub-sectors, including pre-schooling, schooling and post-schooling has resulted in an increase from just under 6000 new teacher graduates in 2008 to 16555 in 2013. The expansion initiatives that are now in place will ensure that the country is soon able to produce sufficient numbers of teachers. An enrolment planning process recently concluded with universities indicated that the system will produce in excess of 23000 new teachers annually by 2019, thus largely addressing the teacher supply-demand gap.

- The first intake of 50 medical students for the new medical school located at the University of Limpopo (UL) which was scheduled for January 2015 has been postponed to January 2016 as a result of the university having not met requirements demanded by the Council on Higher Education (CHE), as required in terms of quality assurance procedures. However, the university has received professional accreditation by the Health Professional Council of South Africa (HPCSA). This project of establishing a new medical school is linked to the Presidential Project of building an academic hospital in Limpopo. In terms of the academic hospital supporting the training of medical students, the DHET has been engaging with the Department of Health as there is a comprehensive plan to develop/upgrade academic hospitals.

**The following programs which are part of the 2014–2019 mandates have been completed:**

- The unbundling of MEDUNSA from the University of Limpopo has been completed. The MEDUNSA campus has been incorporated into the Sefako Makgatho Health Sciences University (SMU) on 01 January 2015.

**The following are work in progress from the 2014–2019 government term of governance:**

- The DHET has established a Ministerial Task Team to ascertain whether community service for graduates is feasible within South Africa and

appointed an experienced researcher and expert to conduct research that will inform the Task Team. The Subcommittee will receive a report on impact studies that will inform a policy on Community Service for Higher Education Graduates, initially targeting professional fields linked to national human resource development priorities and progressing to a community service scheme for all higher education graduates.

- The DHET has introduced a newly structured National Student Financial Aid Scheme (NSFAS) to enable fee-free education from 2014 onwards. NSFAS has implemented a new student centric model on 7 October 2013 which makes it possible for eligible students at higher education and training institutions including TVET colleges to apply directly to NSFAS for funding. First time NSFAS applicants registered at 6 universities and 5 TVET colleges are able to apply directly in this implementation phase. The NSFAS new model aims at repositioning NSFAS to provide more efficient and effective financial aid to students
- The Subcommittee received a preliminary report on the support for the training of veterinary science graduates. The HET sector will submit a comprehensive report with policy, plans and financial implications of the planned support for the training of veterinary science graduates, which will include progress being made in the acquisition of funds or setting up of a bursary fund to send South African students to colleges and universities in SADC to counter-balance the inflow of students from other countries in Africa. The Department has made available for the 2015-2016 financial year an earmarked allocation of R141.764million in terms of providing support to the four universities involved in veterinary education and training in South Africa. These students, access funding through the special NSFAS category for scarce skills. The DHET and DAFF have established a task team to investigate the feasibility of establishing a second faculty for Veterinary Sciences in South Africa.
- The DHET is working on the revitalization of the academic profession. Its first phase is currently being implemented following the Minister approval of the *Staffing South Africa's Universities Framework (SSAUF)*.
- The DHET has not submitted to the Subcommittee a comprehensive report on alleged irregularities in the awarding of professorships by some HEIs, which would include a list of corrective measures taken to stop the practice. A briefing paper on the

*Appointment of Professors* was submitted.

- The DHET is implementing programs to evaluate against transformation targets of Councils and governance structures of Higher Education Institutions (HEIs). The Subcommittee will receive a report of the Oversight Committee on Transformation in South African Universities.
- The Subcommittee has noted that the DHET is working towards the finalization of a policy on student accommodation; that it has allocated R1.652billion towards student housing over the period 2012–2015; and that it works with various partners to address the provision of student accommodation in the post-school system. R1.413billion has been ring-fenced for historically disadvantaged institutions and campuses. Existing infrastructure funds for the period 2012–2013 to 2014–2015 have been allocated largely to those universities with the greatest needs and backlog. The draft Policy on Student Housing at Public Universities and Minimum Norms and Standards was published for public comment on 11 April 2013. Comments were received and analysed; and this draft policy was updated. A joint Treasury and Departmental team is working on the funding policy which was scheduled for publication by 31 March 2015. However, challenges related to the funding of this program have not been resolved. The Department has planned a student-housing symposium to explore other means of financing student housing, which will be held on 22 June 2015. It is expected that the final updated student housing policy will be ready for gazetting by the end of July 2015.
- The Subcommittee has noted the report of the HET sector on lecturer capacity development focusing on content training for lecturers on learning areas as well as programmes where academic performance was below par in the previous years. The DHET will submit a report on Quality Assurance in colleges to the Subcommittee.
- The DHET has not succeeded in getting all government departments to pay their Skills Development Levies. The Subcommittee has noted with concern allegations that the Premier of the Western Cape is spearheading a campaign to undermine the decision of Cabinet on the payment of Skills Development Levies by all government departments. The DHET is examining the appropriateness and adequacy of the legal framework for the enforcement of compliance by all government departments of provisions of the Skills Development Act (SDA) and Skills

Development Levy Act. The amendment of the Act, to enforce the contribution of levy to SETAs by public service employers, forms part of the broader discussion of the White Paper implementation and new SETA landscape processes. With the Public Service Sector Education and Training Authority (PSETA) revenue, in line with the guidance provided in the National Treasury's circular of 10 July 2014, national departments have applied or are applying for the creation of transfers for the Public Service Sector Education and Training Authority (PSETA) in 2014–2015. The PSETA finally for the year ended 31 March 2015, received R47,806030.38, from government departments. The National Treasury has further issued a Circular, on the 15 January 2015, which states that “...*The 2014 Medium-Term Expenditure Committee and the Ministers’ Committee on the Budget have recommended and Cabinet has approved additional funding for PSETA for the 2015 Medium Term Expenditure Framework (MTEF) period in support of its training projects. In this regard, the 2015 Appropriation Bill includes a single transfer for PSETA through Vote 10: Public Service and Administration. This creation of, and increase in transfers for PSETA in a single vote means that other national and provincial departments no longer need to create transfers for PSETA from 2015–2016 onwards, unless such transfers are meant for a different purpose. As undertaken in the National Treasury’s circular, a sustainable mechanism for funding PSETA over the 2015 MTEF period and onwards has been determined...*”

- The DHET has not submitted a proposal to the Subcommittee on central coordination of internships that must be monitored or controlled in all departments throughout all levels of government. The Subcommittee was informed by the HET sector that the coordination of internships in the public service is the responsibility of the Department of Public Service and Administration, as directed by the Human Resource Development Council of South Africa (HRDSA).
- DHET has developed a draft concept document on the single point of access for public to gain access to learning programmes, which is still subject to internal discussions together with the process towards the implementation of the White Paper for Post-School Education and Training and SETA landscape processes, a Draft concept Document: *Single Point of access to learning programmes* was submitted. The DHET is implementing a Central Application Service (CAS), which is being piloted

in phases towards a single point of access into the whole of the post-school education and training system.

- The DHET has intensified its Campaign against Corruption. An amendment to the Higher Education Act was done in 2012 to ensure that university Council members and management declare their business interests to prevent them benefiting from contracts with institutions. Student governance rules to stop students from being part of tender committees have been instituted. There is no university currently under administration. There is no TVET college that is currently under administration. Forensic investigations have been initiated at 11 TVET colleges. Currently there are 3 Principals and 7 Deputy Principals on precautionary suspension. Thus far, 2 principals have tendered their resignation and 2 principals were dismissed after undergoing disciplinary processes. The Governance Charter for all the SETAs is being developed which will address some of the weakness identified in governance. The first draft Governance Charter is in place and is in the process of consultation. There are currently three (3) Sector Education and Training Authorities (SETAs) under administration, i.e. Local Government SETA (LGSETA), Culture, Arts, Tourism, Hospitality and Sports Education and Training Authority (CATHSSETA) and Safety and Security Sector Education and Training Authority (SASSETA). The report that will be submitted to the Subcommittee will include progress on the work of the DHET in dealing with bogus colleges plus proposals of steps, such as the amendment of existing laws, to be taken to deal with the scourge.

**The following are issues that are from the 2014–2019 government term of governance which were not implemented within the deadline provided by resolutions of the 53rd National Conference. They need intervention for them to be completed by December 2017:**

- The HET sector did not finalize the policy on free higher education to all undergraduate level students for adoption before the end of 2013. The Subcommittee noted that the Ministerial Working Group on Fee-Free Higher Education completed its report in mid-2013 and that the Minister elected not to publish the report, but rather to work with its recommendations to develop a draft policy statement. The DHET, NSFAS, HESA, SAUS, National Treasury, Council of Higher Education and Department of Performance Monitoring and

Evaluation, held a joint workshop at the end of July 2014 to discuss and explore the challenges around these issues. It was agreed that a policy dialogue process, as recommended in the Ministerial Report on Fee-Free Higher Education for the Poor, should be entered into, in order to develop a set of regulations that could be utilised to regulate the awarding of loans across the system in a fair manner, while the short fall in funding exists. This process is underway and the first policy dialogue took place in mid-October 2014. The Second policy dialogue has taken place and data is being collected from all institutions to inform the process going forward. Three further policy dialogues have been scheduled for the 2015–2016 financial year, which will inform the policy on fee-free education. The target date for amendments to NSFAS Act and draft regulations to be published for public comment is March 2017. The sector will submit to the Subcommittee the final draft policy on free higher education to all undergraduate level students.

- The Subcommittee has noted that the DHET has developed a draft Framework for Staffing South Africa's Universities Framework (SSAUF), which it intends to begin implementing in the 2015–2016 financial year. The Subcommittee will receive a report on this matter and the draft framework.
- The DHET has not introduced a newly structured National Student Financial Aid Scheme (NSFAS) to enable fee-free education from 2014 onwards. However, NSFAS has implemented a new student centric model on 7 October 2013 which makes it possible for eligible students at higher education institutions and TVET colleges to apply directly to NSFAS for funding. First time NSFAS applicants registered at 6 universities and 5 TVET colleges are able to apply directly in this implementation phase. The NSFAS new model aims at repositioning NSFAS to provide more efficient and effective financial aid to students.
- The HET sector has not used the current NSFAS as a basis for introducing the newly structured scheme. The Subcommittee will receive a report on progress being made on using the current NSFAS as a basis for introducing the newly structured scheme.
- The DHET has not utilized a policy dialogue model to develop a fully-fledged costing model.
- The HET sector has not submitted proposals for consideration to be given to a "Graduate tax" for all graduates from higher education institution.
- The DHET has not implemented Community Service for all students who are funded from the fiscus, government bursaries and/or loan schemes as yet. The Subcommittee will receive a comprehensive proposal that reflects on policy and legal issues pertaining to the immediate implementation of Community Service for all students who are funded from the fiscus, government bursaries and/or loan schemes.
- The DHET has not submitted to the Subcommittee a consolidated plan with estimated costs of infrastructure requirements to expand the post-school education and training system, which will be linked and coordinated by the Presidential Infrastructure Coordination Council (PICC).
- The DHET has not moved as directed by conference all public colleges, specifically Agricultural and Nursing colleges currently under provincial authority, to a national competence in line with the constitution.
  - The DHET did not immediately after the conference transfer all Agricultural Colleges to the Department of Higher Education and incorporated them fully into the post school system, as directed by the resolution.
  - The DHET did not immediately after conference transfer all nursing colleges to the National Department of Health and ensured that these operate under the requirements of the Higher Education Act of 1997 as amended, and are fully incorporated into the post-school system in terms of articulation, governance, information systems and skills planning. The Subcommittee will receive a combined report from the DHET and the DoH on this matter.
- The DHET has not submitted the full audit of all former College of Education infrastructure undertaken to identify those colleges which are not being utilised for educational purposes or are underutilised and could be productively used to expand post school education and training opportunities. The Subcommittee has received a report entitled 2014 Survey of Former College of Education Sites, which is work in progress.
- The DHET has not recapitalised all former colleges not utilised for educational purposes, e.g. as university campuses, TVET college campuses, teacher development institutes or centres, for foundation and intermediate phase teacher education or as TVET college campuses, or for other post school education purposes.

- The HET and Science & Technology (S&T) have not submitted to the Subcommittee before the end of 2013 the final document on the Policy and Procedures for Measurement of Research Output of Public Higher Education Institutions, which aims to promote research and development.
- The first intake of 50 medical students for the new medical school located at the University of Limpopo (UL) which was scheduled for January 2015 and is linked to the Presidential Project of building an academic hospital in Limpopo has not been done.

### Further reports from Higher Education and Training sector on other matters, work and mandate

The following are reports that the Subcommittee on Education and Health will receive from the Higher Education and Training sector for consideration and forward-submission to the NEC before the NGC:

- A report of the Special Committee on the Transformation of Higher Education Institutions (HEIs).
- The Higher Education and Training funding model that is informed by the report of the Ramaphosa Commission and a model that is biased in favour of the Historically Disadvantaged Institutions of Higher Learning.
- The criminalization of non-registered bogus colleges.
- A review of the curriculum content of the National Senior Certificate – Vocational (NSC-V).
- A policy document on the alignment of FET Academic schools, Technical schools and TVET colleges.
- The initiative that has been embarked upon to attract better qualified TVET lecturers and staff.
- Discussions between Higher Education & Training and Higher Education South Africa (HESA) on the standardization of points or scores for purposes of admission to universities or universities of technology.
- The provision of opportunities for graduates to undergo practical training as agreed between the Minister of Higher Education and Training, in his capacity as a convener of the Human Resource Development Inter-Ministerial Task Team, and State Owned Enterprises (SOEs), sister departments and the private sector.

- The centralization of applications for Higher Education Institutions.

### HEALTH

The health sector's mandate is reflected in its **2009–2014 ANC Ten Point Plan**, the **2011 Negotiated Service Delivery Platforms** plus the **POA that was adopted at the ANC NEC Lekgotla of June 2014**. The Ten Point Plan and the 2014 POA were translated to the government Programs of Action in the first Cabinet Lekgotla that took place immediately after the 2009 and 2014 national and provincial elections. The POAs were further refined, at the level of government, into the Negotiated Service Delivery Agreements that were signed between the President of the Republic and the Minister of Basic Education.

The Health sector implemented its plans and programs throughout the 2013–2014 May period with distinction. This was necessary, as in the case of all sectors, to complete the government election mandate that was based on the 2009–2014 Health Ten Point Plan and the Negotiated Service Delivery Program.

#### ***The following programs which were part of the 2009–2014 mandate were completed:***

- Adopt annual integrated plans to ensure unified action across the health sector in pursuit of goals.
- Under the Implementation of the National Health Insurance (NHI), finalize policy proposals on the NHI.
- Set up the Office of Health Standards and Compliance (OHSC), as a National Quality Management and Accreditation Body.
- Perform an audit of Health ICT at all levels of the National Health System public sector only.
- Draft the National ICT Strategy for Health.
- Implement quality improvement plans for the 18 identified health districts.
- Evaluate all CEOs of hospitals to ensure that they meet minimum requirements for effective management of the said facilities, and institute corrective measures where indicated, including re-training and/or redeployment.
- Do a feasibility study for the establishment of a leadership academy for health managers.
- Improved Human Resources Planning, Development and Management; and the review

and refinement of the Human Resources Plan for Health.

- Develop norms and standards for Human Resources for all levels of the health system.
- Develop a National Health Infrastructure Plan that incorporates the use of PPPs and that is also modelled on the 2010 infrastructure delivery programs.
- Finalize the Health Technology Plan and Strategy.
- Finalize the Health Technology policy and regulations.
- Implementation of the PMTCT and Paediatrics Treatment and Adult Treatment guidelines
- Collaborate with United Nations agencies and other multi-lateral bodies for technical support
- Mobilize financial and other resources from the Global Fund and other major donors.
- Mass mobilization for better health for the population , Intensify health promotion programs.
- Strengthen programs focusing on disabled persons.
- Intensify the implementation of programs to attain the Millennium Development Goals (MDGs).
- Strengthen programs focusing on Maternal, Child and Women's Health.
- Focus on non-communicable diseases, injuries, patient's rights and quality plus provide accountability.
- Finalize and implement the Health Promotion Strategy targeting the Youth.
- Strengthen community participation mechanisms, governance structures and consumer bodies to improve the health of the population.
- Develop a proposal and strategy for policy review.
- Review of drug policy.
- Strengthen all work and efforts to ensure affordability of drugs.
- Research to accurately quantify Infant Mortality Rate.
- Research into the impact of social determinants of health and nutrition.

**The following are challenges that are still work in progress from the 2009–2014 government term of governance:**

- Development of a Social Compact for better

health outcomes.

- Refine and scale up the detailed plan on the improvement of quality of services and direct its immediate implementation.
- Strengthen health-specific management capacity for programs and facilities, especially hospitals.
- Evaluate and strengthen the District Health System and Primary Health Care.
- Review all policies, legislation, regulations and directives that led to the closure of nursing schools and colleges.
- Expand the scope and numbers of Community Health Workers.
- Strengthen programs against MDR-TB and XDR-TB.
- Improve drug supply and management.
- Draft plans for the establishment of a state-owned drug manufacturing entity.

**The following are issues that were not implemented and remain from the 2009–2014 government term of governance:**

- Pursue a program that ensures that South Africa contributes meaningfully to and continues to gain from work with and in the SADC, Africa and the global community
- Development of legislation to support the creation of the NHI
- Under *Overhauling the health care system and improve its management*, draft proposals for legal reforms to unify the public health service.
- Develop a decentralized operational model including new governance arrangements.
- Finalize delegations for all managers at all levels of the public health system, with special attention on hospital managers or CEOs to ensure decentralization of management.
- Develop an accountability framework for the public and private sector.
- Draft plans and allocate resources for the re-opening of nursing schools and colleges in the 2010 academic year.
- Finalize plans for the creation of auxiliary personnel, including a frame-work for task shifting, for all categories of health professionals.
- Increase access by and output of targeted groups, namely Historically Disadvantaged Individuals

(HDIs), Women, persons with disabilities and Youths from academic health complexes.

- Improve the research output, especially from formerly disadvantaged health training institutions.
- Review the accessibility, output and research capacity of academic health complexes.
- Urgent implementation of refurbishment and preventative maintenance of all health facilities.
- Strengthen provincial departments of health capacity to deliver and maintain health infrastructure for primary and secondary health facilities
- Review the funding of the revitalization programme and submit proposals to get participation of the private sector to speed up this programme.
- Strengthen programs against TB at a primary care level.
- Complete the South African Demographic and Health Survey 2008.
- Support research studies to promote indigenous knowledge systems and the use of appropriate traditional medicines.
- To support health research that promotes partnerships that promotes the protection of health from climate change.

**The following programmes which are part of the 2014–2019 mandate have been completed:**

- Conference welcomed the report that the DoH has a National Human Resource Strategy for Health.
- Non-negotiables for health, e.g. pharmaceuticals, security, vaccines, food, dry dispensary, have been adopted as a policy and good practice for hospitals and clinics and a strategy of monitoring availability of essential goods and services. The sector will report on the monitoring of implementation of this resolution and incidents of shortage plus plans to prevent the said shortages.
- The DoH, in partnership with Departments of Social Development and Economic Development, civil society, and international development agencies, launched the National Family Planning Campaign in Tembisa in February 2014.
- Regulations on diet and salt content in foodstuffs to enforce salt reduction in the food industry were signed on 18 March 2013.

**The following are work in progress from the 2014–2019 government term of governance:**

- The NHI fund has not been set up as yet using state revenue. The resolution directs that the fund be set up urgently by 2014. However, discussions have been initiated between the Department of Health and the National Treasury through the facilitation of the Presidency.
- ANC and government are working to mobilize of broad social support for the roll out of the NHI. The Gauteng ANC and government have undertaken roadshows to popularise NHI in the NHI Pilot districts in 2013.
- The Ministry and National Department of Health have not yet assumed responsibility and overall management of Central Hospitals.
- The National Department of Health has not as yet implemented programs to ensure improved management and related capacity of central hospitals to deliver services efficiently and effectively, as the NDoH has not yet assumed full responsibility and management of Central Hospitals. However, full delegations for all managers in Tertiary and Central Hospitals have been developed; and relevant areas of policy and legislation related to this resolution are being considered.
- Critical services such as cleaning services, security services, food services and laundry services and linen supply are not as yet being provided in-house.
- The department has commenced with direct delivery of pharmaceuticals, dry dispensary and related supplies to facilities by suppliers to ensure improved turnaround times and prompt payment of suppliers. It has also started with the implementation of the Direct Delivery Strategy (DDS), Central Chronic Medicine Dispensing and Distribution Programme (CCMDD), the operationalization of the Control Tower and Provincial Medicine Procurement Units (PMPU); end-to-end visibility in the supply chain and electronic data interchanges and Direct Purchasing. The sector will report on these programs and the extent of their roll out.
- The DoH has introduced central procurement mechanism for Antiretrovirals (ARVs), Small Volume Parenterals and Insulin Devices. A report will be submitted to indicate the extent of roll out of the said procurement mechanisms to all pharmaceuticals, dry dispensary and medical equipment and devices.

- The Health and Science and Technology sectors will submit to the Subcommittee a combined report on ensuring that the State is a majority shareholder in, Ketlaphela, the state-owned pharmaceutical company and indicate progress being made in this venture.
  - Government is working on strengthening the capacity of rehabilitation services in the public sector with a focus on mental health, physical disability, gender based violence, childhood trauma and substance abuse. The Subcommittee will receive the approved *Rehabilitation Model* for implementation and a report that incorporates plans of the DBE under “Youth” for consideration.
  - In order to accelerate the training of health professionals in collaboration with the Ministry of Higher Education and local Universities and where necessary to extend training to outside the borders of our country; the DoH has expanded the Mandela-Castro Health Collaboration by increasing intake of students from about 90 per annum to close to 1000 per annum in 2012. Most local universities have expanded their training platform for medical students thereby increasing their total intake per annum. The Subcommittee will receive a report with plans, figures or numbers on the implementation of this resolution.
  - The ANC and government have embarked on activities to promote healthy lifestyles through mobilization of individuals and communities to engage in physical activities, good dietary practices and reduction of harmful use of alcohol, tobacco and to control of substance abuse. The Subcommittee will receive a report based on district plans to indicate numbers of people participating in these activities and those that are being screened for various chronic diseases.
  - An Ombudsperson responsible for Quality of Health Care has not yet been appointed. The deadline for this appointment was 2013.
  - Facility improvement teams have been introduced in all facilities in the 10 NHI pilot districts. The Subcommittee will receive a report and plans on the acceleration of the establishment of facility improvement teams in the all of the 52 health districts as per resolution.
  - The DoH gazetted in 2012 draft regulations to ban smoking in public places and certain areas outdoors. The Subcommittee will receive a report on the finalization of this matter.
  - The DoH has embarked on programs aimed at accelerating the contracting of General practitioners to work in government clinics. This program has not met its targets year-on-year. The Subcommittee will receive a report in this regard.
- The following are issues that are from the 2014–2019 government term of governance which were not implemented within the deadline provided by resolutions of the 53rd National Conference. They need intervention for them to be completed by December 2017:**
- The National Pricing Commission to regulate the health care costs in the private sector was not established in 2013 as per resolution. The DoH is waiting for the finalisation of and recommendations from the Market Enquiry into the Private Health Sector Costs to inform appropriate interventions.
  - The DoH and DHET have not moved the primary training platform for nurses to locate it at nursing colleges inside the hospitals. Instead, the Department embarked on the process of assisting public Nursing Colleges to be ready to offer NQF aligned nursing qualifications. The DOH will provide the Subcommittee a report on progress plus a plan to accelerate the refurbishment of nursing colleges, the number of nursing colleges that have already been refurbished and targets of refurbishment per province up to 2017.
  - The National Health Commission was not launched in 2013 as directed. Draft legislation on the establishment of the National Health Commission has been developed and fast-tracked but still has to be finalised by Cabinet for publication. The Subcommittee will receive the draft legislation and a report with a time-table that indicates its projected processing through Parliament.
  - The DoH established the OHSC nationally by the inauguration of the national Board of OHSC in January 2014. The deadline for this launch was 2013. The Interim CEO for the National OHSC was appointed on 01 April 2014 and the OHSC has not been established in all nine provinces.
  - The DoH and DBE have not concluded consultation of parents on school health programme, in relation to reproductive health rights, HIV Counselling and Testing and prevention of Sexually Transmitted Infections (STIs). However, the first round of the Human Papillomavirus (HPV) vaccination campaign for 2015 took place during 23 February – 20 March 2015. All 9 year old learners or older Grade 4 girls received the vaccination. The Subcommittee will receive their combined report.

- Laws to abolish marketing of alcohol products were not passed by 2013 as directed by the resolution.

## SCIENCE AND TECHNOLOGY

The mandate of the Science and Technology sector is reflected in the **ANC programmes and plans for the 2009–2014 period of governance**. Those were translated into the government POA for the same period. The sector POA that was adopted at the ANC NEC Lekgotla of June 2014; and its translation into government policies and plans is reflected in the 2014–2019 MTSF.

The Science, Technology and Innovation sector implemented its plans and programs throughout the 2013–2014 May periods with distinction. This was necessary, as in the case of all sectors, to complete the government election mandate that was based on the 2009 Election Manifesto and the 2009–2014 Medium Term Strategic Framework.

### The following programmes which were part of the 2009–2014 mandate were completed:

- The announcement on 25 May 2012 that South Africa has won the bid to host the Square Kilometre Array (SKA) radio telescope project marked the completion of a mandate for the DST to lead in the effort of getting a project of massive scientific significance to South Africa, Africa and the Southern hemisphere. This is significant as it includes the recognition of the MeerKat telescope, a South African product, as a critical component of the SKA project.
- Science, technology and innovation (STI) have been included and identified as one of important contributors to socioeconomic development by the National Development Plan (NDP), New Growth Path (NGP) and Industrial Policy Action Plan (IPAP).
- The launch of a pilot plant for the development of Titanium metal powder in June 2013 at the Council for Scientific and Industrial Research (CSIR), progress made in the Fluorochemicals Expansion Initiative and strides made in the implementation of the Aeroswift Program, which is an example of the next generation of additive manufacturing technologies, are some of the projects embarked upon by the DST towards new industry development on the basis of novel or promising technologies.
- The absorption of Sun Space (Pty) Ltd into Denel Dynamics as per Cabinet resolution was a key milestone meant to complement the National Space Strategy and strengthen the development of the satellite and space industry in South Africa

### The following are challenges that are still work in progress from the 2009–2014 government term of governance:

- The Minister has mandated the recently appointed NACI to develop a decadal science, technology and innovation (STI) plan.
- The Minister of Science and Technology has met with the Minister of Finance to discuss the proposal for the establishment of the research and innovation vote. Both Ministers agreed to set up task team which will look into the sources of funding including national and provincial government, corporate social investment, private sector investment in research and development and international funding, especially philanthropic.
- Identified new emerging industries led by R&D through Emerging Industrial Action Plan (EIAP).
- Initiated technology localisation programme aimed at supporting industries in order to strengthen their technology capabilities, to find contracts from competitive supply demand programme (CSDP) and SOCs as well as export new products.
- Initiated sector innovation fund for R&D support to existing industries.
- Supported over 2000 small, medium and micro enterprises (SMMEs) through the Technology Stations Programme.
- The DST is implementing programs to transform and strengthen South Africa's research capacity. At the end of 2014–2015 financial year, South African Research Chairs Initiatives (SARCHI) had a total of 153 awarded chairs. Of these, 73% were recruited in South Africa, 23% were women and 30% were black.
- The DST established numerous human capital development (HCD) initiatives and programmes in support of a wide range of strategic imperatives that include financial support to the postgraduate students. A total of 11335 postgraduates were funded through the DST funding programmes for their postgraduate studies in 2014–2015 financial year. The DST supported a total of 4 064 researchers during the 2014–2015 financial year.
- The sector implements the Youth into Science

Strategy to enhance youth's access to science, engineering and technology (SET), as contribution to endeavours to develop high end SET scarce skills.

- The DST has contributed to about 2000 graduates and students placed in the DST funded work preparation programmes in Strategic Energy Technologies Information Systems (SETIs) including its science councils, national facilities and museums for the past two to three years.

### **The following are issues that were not implemented and remain from the 2009–2014 government term of governance:**

- Improvement of uptake of Science, Technology and Innovation (STI) outputs within government or public sector.
- Local procurement of STI outputs.
- Changing the current preference by South Africans of foreign technologies over locally developed technologies or products.
- Expansion and transformation of research capacity.
- Significantly increasing funding for black and female students and emerging researchers.
- Setting funding aside to send masters and PhD students abroad, i.e. growing the DST contribution towards the establishment of South Africa's External Skills Incubator.

### **The following programmes which are part of the 2014–2019 mandate have been completed:**

- The principle of mainstreaming Science, Technology and Innovation in the ANC, government and the private sector has been adopted. In an effort to mainstream SIT inside and outside government, the DST plays different roles and undertakes different activities. Those include as being the Co-Chairs of the Economic Sectors, Employment Creation and Infrastructure Development (ESE&ID) Cluster and championing activities such as Improving Research and Development (R&D) partnerships with industry, building institutional and interdepartmental instruments to help ensure that promising R&D matures into new industries, and increasing the level of R&D activities in the country as a percentage of GDP. The DST also leads the development of the Emerging Industries Action Plan (EIAP), which contributes to a coordinated and well-managed

R&D-led industrial development programme. The EIAP has the added benefit of serving as a platform for potential collaboration or co-funding between local and foreign partners, as areas for potential collaboration or co-funding.

### **The following are work in progress from the 2014–2019 government term of governance:**

- The first dish of the MeerKat, which will form 25% of the first phase of the SKA, was launched in March 2014. This project is on course and continues to contribute to assist South Africa to attract other radio-astronomy initiatives such as the C-Band All Sky Survey (C-BASS) and the Precision Array for Probing the Epoch of Re-ionisation (PAPER).
- A highlight of the 2012/13 financial year was the expansion of the broadband connectivity to all the major campuses of tertiary educational institutions through the continued implementation of the SANReN programme. A total of 139 research and educational sites have been connected with high-speed networks ranging from a minimum of one to a maximum of 10 gigabits per second.
- The DST with the DBE, the ECDE, the DRDLR and with officials, teachers, SGBs, local government and community leadership in the Nciba circuit in the Cofimvaba District have embarked on a pilot project, which is being monitored by HSRC. This project is used to assess the extent to which quality outcomes can be achieved by the introduction of a range of innovative technologies such as ICT in schools, alternative energy supply, sustainable sanitation options, e-Health in clinics and hospitals, nutrition through local supply of ingredients by small scale agricultural developments and a combined Science Centre and Teacher Resource Centre in Cofimvaba.
- The Department and the CSIR's Wireless Mesh Network technology project connected 200 schools in Nkangala (Mpumalanga) and Sekhukhune (Limpopo) districts. The project has since been expanded its rural connectivity project by launching the Northern Cape phase of the wireless mesh network (WMN) technology initiative. This project aims to reduce poverty through job creation, economic growth and better quality of life. Approximately 27 410 learners and 772 teachers are benefiting from the project. Discussions are at an advanced stage with a private sector mining company in Northern Cape to provide further funding for the expansion of the network to other areas in the province with small, medium and micro enterprise (SMME) that

has taken over the maintenance of the project.

- The DST and the Bill and Melinda Gates Foundation (BMGF) have entered into an innovative agreement, namely the Sanitation Technologies Agreement, whose purpose is to provide access to sanitation services in rural areas. Through this agreement a variety of innovative sanitation technologies have been selected and are being piloted in rural schools in the Eastern Cape (Phase I). In addition, arrangements have been finalized with some of the technology demonstrators and a selection process within the 27 district municipalities has been initiated. The demonstration in some Nciba Circuit schools is in progress.
- The Ministry of Science and Technology provides strategic leadership and coordination of the National System of Innovation (NSI). The Minister has mandated the recently appointed NACI to develop decadal science, technology and innovation (STI) decadal plan. The Minister approved the expanded role and functions of the NACI as part of strengthening the capacity of the NSI to meet socioeconomic development challenges facing South Africa. That includes the promotion of bilateral relations to enhance the implementation of STI policies. The Subcommittee will receive a detailed report that will include the alignment of DST plans with priorities of sectors such as agriculture that contribute to economic development.
- The Minister of Science and Technology is in the process of submitting to Cabinet a memorandum on the research and innovation vote to ensure that government adequately finances and capacitates the National System of Innovation (NSI) and target achieving 1,5% expenditure of GDP by 2017. The DST has modelled the 1.5% Growth Expenditure on Research and Development (GERD) target in terms of this means in Rand terms. The DST has identified potential sources of funding, including national, provincial and local government, corporate social investment, private sector investment in R&D and international funding - especially philanthropic. It shared the results of the analyses with a task team made up of representatives of the DST and National Treasury (NT).
- Various initiatives and programmes continued to be supported during the year under review in the Bio-economy arena. These have resulted in South Africa being ranked number 36 amongst 54 countries in the World Review of Biotechnology (2014). One of the key achievements was the signing of a Memorandum of Agreement (MOU) between Pfizer Inc and the North West University (NWU) in June 2014 towards the potential use of Pfizer's genetically modified animal models, for evaluations in oncology, inflammation, immunology, central nervous system and cardio vascular system disorders. This is expected to contribute towards the development of the pharmaceutical sector in South Africa in terms of the Bio-economy Strategy and of the Industrial Policy Action Plan (IPAP) of South Africa. Preclinical testing is a crucial step in the establishment of this sector as it forms part of the development and registration of any therapeutic product. A national Preclinical Drug Development Programme for South Africa was instituted by the Department and includes the establishment of a national Preclinical Drug Development Platform (PCDDP) for small animals at the North West University. This platform is meant to serve all researchers and companies involved in drug development in South Africa and beyond.
- Other initiatives implemented by the Department continued to generate significant research interest as evidenced by the publication in the Nature Journal of an article on the Eucalyptus Genome Platform collaboration between the University of Pretoria, the Forestry and Agricultural Biotechnology Institute (FABI) and the Department. As part of the Indigenous Knowledge Systems (IKS) Bioprospecting and Product Development Platform's cosmeceuticals flagship project, an access and benefit-sharing agreement was signed, for a skin-tone candidate product, between a cosmeceuticals consortium and the community of Kundabakazi in the Eastern Cape in September 2014. This agreement underpins the commitment for the bioprospecting platform programme for compliance with the national legislation that regulates bioprospecting work for a pipeline of innovative products. This watershed signing event symbolises the efforts to reduce biopiracy while strengthening indigenous knowledge associated with national biodiversity. These Bio-economy RDI initiatives have also resulted in the generation of four publications in journals and one copyright (Copyright on Moringa Vitamin Water). In addition a total of 154 postgraduate students were supported in the Bio-economy related RDI initiatives.
- In the Energy domain key partnership agreements were signed between the Department and the South African Post Office (SAPO) and Transnet. These agreements are expected to see these organisations deploying fuel cell technologies

that are developed by the three Hydrogen South Africa (HySA) centres of competence (CoCs) towards reducing their higher energy bills and carbon foot-print by virtue of their vast and geographically dispersed infrastructure, including buildings and a large mostly diesel and petrol-operated engine and vehicle fleets. The year also saw the launch of an innovative 2,5 kW hydrogen fuel cell power generator prototype unit at the University of the Western Cape's (UWC) Nature Reserve which was also expected to lower its energy bills and carbon foot-print. These HySA CoCs have also resulted in the generation of 32 publications in peer reviewed journals and two patent applications being filed – one on hydrogen storage and supply system integrated with fuel cell power pack that comprises liquid and one on Metal Hydride Storage Container. In addition a total of 142 postgraduate students were supported in the energy related RDI initiatives. The TIA also approved R9,987,114 for the nine month HySA Telco Project being undertaken by HySA Catalysis together with local and international partners. The project involves providing a methanol based fuel cell for providing power to a telecommunications base station. Some funding to the value of £101,000.00 over three years, i.e. £37,000.00 per annum, has been secured by HySA Catalysis to support fuel cell development activities over a three year period from SuperGEN and Newton Fellowship through the University of Southampton. The Royal Academy of Engineering, in partnership with the TIA, awarded the "Leaders in Innovation" Fellowship to Dr Steven Chiuta of HySA Infrastructure to visit the United Kingdom for a training course on technology commercialisation from 16 March to 25 March 2015. The Fellowship brings the leading technology entrepreneurs from the Newton Fund partner countries to the UK for an intensive training course on innovation whilst also building Business-to-Business networks with similar enterprises in the UK.

- The Department's Commercialisation Framework was approved during the reporting period. Advanced plans are underway to implement the framework in terms of proposals received from the CSIR. Part of this work will include plans on implementing the Emerging Industries Action Plan (EIAP) concept note as developed by the DST. In addition, a total of sixty-five interns were assigned to work for host companies as part of the DST-Technology Top 100 (TT100) Workplace Internship Programme.
- The Nanotechnology Vision 2015 for South Africa, a roadmap for nanotechnology innovation, in South Africa was also approved during the reporting period. Agreements were also concluded for the Nanotechnology Health, Safety and Environment (HSE) Platform and Code of Conduct, as well as support provided to the MINTEK Nanotechnology Innovation Centre (NIC) for the Implementation of the South Africa-Russia Cooperation in nanotechnology research. Additional infrastructure funding was provided to the CSIR's NIC for their nanotechnology pilot facility. The photonics and robotics initiatives managed by the CSIR were both resuscitated. A call for proposals in the photonics Emerging Research Area (ERA) was issued, resulting in numerous projects identified for funding, whilst plans for a call for proposals supporting robotics RDI were progressed to an advanced stage. These ERA RDI initiatives have also resulted in the generation of 40 publications in peer reviewed journals and one patent applications being filed (one PCT patent granted in the Nano TB project patent number). In addition a total of 111 postgraduate students were supported in the ERA related RDI initiatives with a total of 18 graduating during the year.
- A significant achievement for the period under review, was the completion of the first NIPMO Incentive Scheme Guideline for Intellectual Property Creators (IP Creators) seeing over 360 IP Creators being awarded a Certificate of Recognition for their role in the creation of an invention for which a South African Patent was granted. Key guidelines, practice notes and interpretation notes developed included the Guidelines for the operation of the NIPMO Incentive Scheme, Guidelines or the IP Fund as well as the long awaited Guideline on IP Ownership. NIPMO also launched its Office of Technology Transfer (OTT) Framework and Technology Transfer Manual in line with the legislative mandate for NIPMO to provide best practices to the Department's stakeholders.
- Toward the end of the financial year, Cabinet approved publication of the draft Bill for the Protection, Promotion, Development and Management of Indigenous Knowledge Systems (IKS) Bill for a comment period of 60 days. The draft Bill would formally establish and define the functions and role of the National Indigenous Knowledge Systems Office. Another important regulatory intervention will come to bear when the Accreditation and Certification Policy Framework is approved by Cabinet.

**The following are issues that are from the 2014–2019 government term of governance which were not implemented within the deadline provided by resolutions of the 53rd National Conference.**

*They need intervention for them to be completed by December 2017:*

- The DST and DHET have not submitted to the Subcommittee before the end of 2013 the final policy document on the Policy and Procedures for Measurement of Research Output of Public Higher Education.

**SPECIAL REPORTS:  
EVALUATION OF PERFORMANCE OF  
PROGRESS OF COMMON PROGRAMMES**

**Infrastructure**

- The DBE and PDEs are implementing plans that are focusing on the delivery and maintenance of school Infrastructure urgently and in an integrated manner. However, this remains a great challenge, as there are still backlog in delivery and maintenance of infrastructure and persistence of under-spending.
- The DBE has developed a comprehensive school building program which is coordinated by the Presidential Infrastructure Coordinating Committee (PICC). Infrastructure developments in the education sector have been integrated with the broader socio-economic developments of government and provincial programmes funded through the EIG and ES and the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) have been submitted to the PICC.
- DHET has secured 16 sites for the construction of 12 new TVET Colleges and the refurbishment of existing campuses. The tender evaluation and adjudication process is underway for the remaining 13 sites.
- The DoH under the auspices of the PICC, conducted a comprehensive audit of all health infrastructure to ensure that the revitalization and refurbishment of all substandard infrastructure will be executed by 2025 using the public fiscus and public-private partnerships where appropriate. The health sector will submit a report on this resolution to the Subcommittee.
- The DoH has establishes teams of engineers and other professionals in built industry from, e.g., the CSIR, DBSA, Transnet, Eskom, to provide health infrastructure on a massive scale in the

pilot districts in order to shorten the pilot period. The IUSS has been introduced to assist improve delivery of infrastructure and expenditure. The restructuring of the Infrastructure Unit of the NDoH and establishment of Infrastructure Program Office is currently underway. The DoH still experience the challenge of under expenditure. The health sector will submit a report to the Subcommittee indicating the number of team established and the target for the sector plus timelines.

- Provincial health departments have established effective project management teams led by Technical professionals such as engineers. The health sector will submit a report to the Subcommittee indicating the number of team established and the target for the sector per province plus timelines.
- The DoH has established workshops in health facilities for maintenance of infrastructure and medical equipment. The Subcommittee will receive a report on this matter with plans, targets and estimated costs.
- The DST is implementing the Square Kilometre Array (SKA) and MeerKAT project coordinated through the Presidential Infrastructure Coordinating Committee (PICC). The Board of the international SKA Organisation in March 2015 agreed on the design of the first Phase of the SKA, called SKA1, which will fit into the 650 million budgeted for its construction. The detailed design is now proceeding and construction of SKA1 is expected to start in 2018. The first dish of the MeerKat, which will form 25% of the first phase of the SKA, was launched in March 2014. This project is on course and continues to contribute to assist South Africa to attract other radio-astronomy initiatives such as the C-Band All Sky Survey (C-BASS) and the Precision Array for Probing the Epoch of Re-ionisation (PAPER). The outstanding reputation of the SKA SA team and of the MeerKAT has led the Max Planck Society (MPG) of Germany to invest 11million Euros to build S-Band receivers and fund all the necessary ancillary equipment for the MeerKAT. The SKA SA human capital development programme has been very successful in bringing young people into astronomy and engineering and strengthening university teaching and research. In total 699 grants and bursaries have been provided. We have extended this to our African partner countries and now have additional support from the UK government’s Newton programme for

the development of radio astronomy capacity in Africa. Big Data is the obvious spin-off from the SKA, which will produce much more data at a rate much faster than the entire worldwide web. The challenges being faced in dealing with this deluge of data in the SKA project is similar in extent to that expected in the commercial environment within the next five years. The fact that IBM has opened a new laboratory in Johannesburg and CISCO donating \$5m worth of equipment to NMMU is proof of the global ICT industry's high regard for Big Data.

- *Ketlaphela*, a government project for state pharmaceutical manufacturing, is on course.
- The DST has, through the South African National Research Network (SANReN) and broadband access initiative, connected 139 research and educational sites using high-speed ICT networks. The ICT Research, Development and Innovation (RDI) Roadmap has allowed the DST investment into ICT RDI to grow significantly and be aligned to national priorities, creating an ICT RDI ecosystem that is attractive to foreign direct investment. As such during the 2014–2015 period, ICT multinational companies invested over a R373million over 10 years into ICT R&D investment. The DST established a three year partnership worth R66.6 million in investments. The strength of the South African ICT RDI ecosystem led the private sector to substantially increase their investment into R&D in this country, with their research agendas directed by and aligned to the ICT RDI Roadmap. Apart from the direct DST investment benefits, the ICT RDI Roadmap has also influenced other developments within the ecosystem. The NRF has approved 3 related research chairs: Innovative Small Satellite Technology and Applications for Africa at the Cape Peninsula University of Technology; Enabled Environments for Assisted Living at Tshwane University of Technology and Advanced Sensor Networks at University of Pretoria. Universities such as the University of Witwatersrand and Sol Plaatjies University has both setup Data Science programmes, with the latter the first institute on the continent to offer an undergraduate degree in Data Science. Initiatives such as the Health Patient Registration System with the Department of Health (DoH) has been implemented at 38 facilities across 8 provinces allowing 328639 registered patients to benefit from improved healthcare information systems.

### **Job creation, economic growth and youth empowerment**

The departments of Basic Education and Health rank among government departments, at a national and provincial level, as some of those with the highest number of employees. Their contribution to government job creation and job placement is material. All sectors in the Subcommittee collaborate with other government departments and the private sector to implement programs, such as the Expanded Public Works Programs, School Health and Early Childhood Development, which contribute to activities under discussion.

- The DBE contributes immensely towards job creation initiatives through the ASIDI programme, Kha Ri Gude, Internships and the National School National Programme. *Details of this contribution are contained in the main body of the report.* The DBE has not reported on its investment in priority skills related to education. A report outlining key priority skills for radical economic transformation will be presented to the Subcommittee for consideration and forwarded to the NEC and NGC.
- The DHET has, through its contracting strategy of the Sol Plaatje and Mpumalanga Universities, created at least 564 jobs through work associated with infrastructure development. The TVET college infrastructure program has resulted in about 825 employment opportunities in three (3) out of sixteen (16) identified sites mentioned above.
- The DoH has through its 3535 Data Capturer Project employed 2855 data capturers. KwaZulu Natal absorbed the majority of its data capturers into full-time employment. The DoH has more than 30 000 Community Health Workers (CHW). These CHWs are employed by the DoH and NGOs. Job creation and youth employment that accrues from the DoH infrastructure program, which includes facility maintenance, is massive and will be quantified.
- The DST is funding the Aeroswift program, which is integral to the next generation of additive manufacturing technologies. This program is expected to have substantial impact on existing manufacturing processes and technologies. The DST invested, under the National Biotechnology Strategy (2001), an amount of R2 billion to develop the South African biotechnology-related system of innovation. The top seven biotechnology companies invested in at that time are now generating just under R1 billion per annum. The DST supported South African participation in

a project sequencing the Eucalyptus genome, and the resultant technology advancement is maintaining the competitiveness of the forestry sector and also drives increased profits. The DST also funds a project that employs the “sterile insect technology” to dramatically reduce the pest population. This has made it possible for farmers to realise additional harvest benefits of up to R512 million. The DST is involved in projects to improve technology-based competitiveness of the established primary economic sectors through, e.g. ICT, automation, miniaturisation and the ability to mine, manufacture or beneficiate products on a smaller scale. Initial progress has been made in this regard through the establishment of partnership programmes such as the sector innovation fund initiative. The Post-Harvest Innovation programme and a similar partnership on mining and minerals beneficiation are examples of programs supported by the DST to extend the partnership model to priority sectors of the economy. These programs are well aligned with IPAP, and include forestry, sugar, aquaculture, and boat-building. Over the last decade, the DST focused its Research and Development (R&D) investment on promising mineral beneficiation opportunities, particularly where South Africa enjoyed technology development advantages and where studies have confirmed long-term increases in demand; e.g. the direct production of titanium metal powder and growing the fuel cell development capabilities. The DST provides support to approximately 2 000 SMMEs annually by promoting access to technological services via the Technology Stations Program (TSP), which is hosted by the Technology Innovation Agency (TIA). This enables SMMEs to access specialised equipment, knowledge and innovation support.

### Youth

■ Sectors in the Subcommittee are implementing plans to strengthen and implement policies and programs to eradicate drug abuse and alcohol-related risks as key component of youth development work. The Subcommittee will present an integrated implementation and funding plan plus progress report which will include drug-testing guidelines, the involvement of school-based support teams, oversight by national and provincial Portfolio Committees plus the development by the health sector of community-based programs for detoxification and rehabilitation. This will be done in consultation with the STC.

- The DBE and the DoH implemented a rights-based comprehensive sexuality education in schools. The two sectors have not made sufficient progress towards improving access to Sexual and Reproductive Health Services and family planning for the youth, despite the implementation of a schools health programme. Educators have been trained on sexual and reproductive health and SGB Guidelines plus Tool Kit developed by the DBE. 4 364 Life Orientation educators were trained on the implementation of sexual and reproductive health programmes for learners during quarter 4. The Department of Basic Education has, on 5 May 2015, released the Draft National Policy on HIV, STIs and TB for public comment. The DBE and DoH will submit to the Subcommittee a combined report on the implementation of rights-based comprehensive sexuality education in schools.
- In view of the DBE indicating that it is no longer responsible for the provision of sanitary wear for the Indigent Girl Child since the Department of Social Development is responsible for the said project. The Subcommittee will work towards the establishment of a community-based program that consolidates all initiatives that provide sanitary wear for the indigent girl-child with the involvement of communities, the private sector and the support of the Department of SMMEs.
- In 2014 the DHET reached learners in 6812 schools through the Apply Now Campaign. This complemented the Career Development Services Helpline (0860 356 635), Khetha radio program, social media platforms, the National Career Advice Portal (NCAP) and other career awareness events and activities. The DHET highlighted approximately 425 095 opportunities that are available to 2014 Matriculants within the PSET system at universities, public TVET colleges, and in various industries that collaborate with Sector Education and Training Authorities (SETAs). The sector develops and strengthens the capacity of its institutions to respond comprehensively to the challenges posed by the HIV and AIDS through the Higher Education and Training HIV & AIDS Programme (HEAIDS).
- The DST assigned 108 Interns to host companies as part of its internship program. The DST supported, by 30 June 2014, over 6655 postgraduate and post-doctoral fellows through bursaries managed through the National Research Fund (NRF). The DST funds about eighty (80) sites across all provinces to prepare, through activities of the National Science Week, the youth for science careers and to promote the building of research capacity. The

DST supports *Dr Math*, a mobile tutoring service which allows users to receive maths tutoring by accessing tutors on their cell phones via MXit network, Dr Math has over 25000 registered users to date.

### **Learner Pregnancy**

■ The DBE and PDEs are implementing a comprehensive programme focusing on Sexual Reproductive Health (SRH) and education outcomes to keep girls in schools. The Subcommittee will receive a progress report on the implementation of recommendations of the 2009 DBE report entitled **Teenage pregnancy in South Africa** – with a specific focus on school-going learners. The DBE has come up with a draft policy for the Prevention and Management of Learner Pregnancy. This policy is an alternative to the previous policy that punished learners for falling pregnant. The proposed new policy considered the rights of the learner to education, dignity and the right of privacy. The draft policy would be circulated to Provincial Education Departments.

### **A summary of progress made towards the achievement of the MDGs**

South Africa has done relatively well and is therefore in a position to achieve most of its targets towards the Millennium Development Goals (MDGs) in the following areas: promotion of universal primary education; promotion of gender equality and empower women; reduction of child mortality; improvement of maternal health; combatting of HIV & AIDS, malaria and other diseases; ensuring environmental sustainability; and the development of a global partnership for development. The country is not likely to achieve the goal of eradication of extreme poverty and hunger by target date.

## **ORGANISATIONAL FACTORS, IN THE ANC AND GOVERNMENT, INFLUENCING THE ABILITY OF SECTORS TO DELIVER**

### **Leadership**

The Subcommittee on Education and Health has provided the necessary leadership and oversight over this sector. Regular meetings and support of various sectors by the Subcommittee and the SGO has ensured

that these sectors are able to surmount challenges that arise from time to time. Poor leadership and management, especially at lower levels of government institutions, have a negative effect on the ability of government to deliver.

**Technical support systems for the Subcommittee** to research, compile documents, train members of leadership structures in the sector is necessary for strengthening of the Subcommittee at national and provincial level in order for the Subcommittee to perform to its maximum.

**Policy inconsistencies** by political leaders and executive managers pose political and administrative risks.

**ANC Executive Authority in government**, namely Ministers and Deputy Ministers, should be utilised maximally for the best effectiveness of implementation. The activation of policy pronouncement made by the President in 2009 that Deputy Ministers should have formal delegations and be given specific areas of responsibility could be realised through amendments to relevant legislation such as the Constitution, the Public Service Act and the Public Finance Management Act. This could provide the necessary legal framework for the Deputy Ministers to be more gainfully employed, especially ANC Deputy Ministers

**Maximum of use of ANC capacity in Offices of Ministers, Deputy Ministers, MECs and Mayors:** The ANC would perform better and service delivery would improve if the appointment and movement of strategic human resources, e.g. Chiefs of Staff and Special Advisers, were consciously used to their maximum political benefit.

**Ministers and MECs must be held to account by the ANC and society for the resolution of perennial human resource challenges in departments.** Executing Authorities must perform regular assessments of institutional organisation structures and staff job descriptions as directed by the Public Service Act and the PFMA.

**Sectors and departments must manage the engagement and use of consultants to improve service delivery.** Qualified staffs employed by various government departments must deliver according to their job descriptions. The ANC must lead in ensuring that government derives maximum benefit from appropriate use of consultants and that there is political leadership provided by Executing Authorities for their appointment and deployment by the administration.

### **Better management of financial resources and donor funds**

Poor management of funds available from the fiscus, as demonstrated by audit reports compiled by the Auditor General and poor management of donor funds compromise the ability by various sectors to deliver on their mandate. The Subcommittee will take greater interest in the management of financial resources and donor funds of sectors, especially Basic Education and Health, and report accordingly to the NEC.

### **Better distribution of financial resources between various levels of government**

National departments are by their nature focused on policy formulation plus monitoring and evaluation; whilst provincial departments, districts and institutions are responsible for delivery of services. Most funds, including donor funds, should be therefore allocated to facilities, districts and provinces, as service delivery takes place in facilities. Basics of decentralisation of management of services must be implemented, as there are instances where funds from donors, e.g. billions of Rands for education and health programs, are alleged to have been either returned to the European Union or dumped on service providers and consultants because of the lack of capacity of national departments to spend. This happened despite many provinces having a dire need for these funds for their operational activities.

### **Instability caused by the high turnover of senior managers**

The high turnover of sector deployees and senior management including DGs is a hindrance. The Subcommittee will analyse the turnover, especially of political heads, heads of departments and Directors General, in sector departments at district, provincial and national levels and determine the effects of the said turnover on the ability of government to deliver on its mandate. Findings and recommendations will be communicated to the NEC for consideration.

The following cross-cutting issues are stumbling blocks to delivery by government departments, especially for the health sector:

- Poor human resources planning, development and management.
- Poor financial management, including inappropriately appointed Chief Financial Officers and lack of financial management skills.
- Failure of systems in procurement or supply chain management.

- Poor planning, delivery and maintenance of infrastructure, especially maintenance thereof.

### **INTEGRATING ISSUES OF GENDER AND DISABILITY IN THE WORK OF THE ANC AND THE CONTRIBUTION OF SECTORS TO EMPOWERMENT AMONG DISADVANTAGED GROUPS**

The Subcommittee on Education and Health has consistently and deliberately sought to integrate issues of gender, disability and youth into its plans and programs.

### **ASSESSMENT OF THE CONTRIBUTION OF THE WORK OF SECTORS TO FRATERNAL RELATIONS AND COOPERATION IN SADC, AFRICA AND THE WORLD**

The ANC Subcommittee on Education and Health has no formal program of collaboration with former liberation movements in SADC countries and beyond. However, the Mandela-Castro Health Collaboration is a program of medical training whose success depends on the good relations that exist between the ANC and the Communist Party of Cuba.

All sectors of the Subcommittee participate in various fora which promote bi-lateral and multi-lateral relations at the level of government, e.g. UNESCO and the World Health Organisation. This has not been translated into activity that benefits the ANC directly. The same is true for work that is being done with other governments in Africa, in BRIC countries and in other parts of the world.

The Subcommittee will submit a report on its contribution to the work of the ANC in promoting cooperation, especially with former liberation movements and those who supported the ANC struggle and programs against apartheid. It will also report on plans and progress made in ensuring that ANC political work is done and Party-to-Party relations are promoted during visits to other countries through structured interactions with political leaders of parties allied to the ANC.

### **IDENTIFYING CRITICAL PRIORITY AREAS AND PROPOSED AMENDMENTS OF PLANS AND PROGRAMS FOR QUICK WINS TOWARDS THE ACHIEVEMENT OF TARGETS BY DECEMBER 2017**

The Subcommittee regards as critical the commitment of the ANC to radical social and economic

transformation. The following priority areas and intervention measures have been identified per sector to give effect to that call and for quick wins to ensure that the mandate of the ANC is implemented with greater urgency from now on and after the NGC:

### ■ **ANC Subcommittees on Education and Health**

The Subcommittee will identify human and financial resources that are at its disposal and use those to its maximum benefit. These resources include activists that are working in the public and private institutions, policy units, research bodies and those deployed abroad. The Subcommittee aims to do the best with what is available to execute its mandate.

The following will be attended to with a renewed sense of urgency:

- Implement a plan to ensure that all sectors account for all the commitments made to deliver on each of the resolutions reflected in this report and submit reports to the NEC where indicated.
  - Ensure that all provinces are assisted to have functional Provincial and Regional Subcommittees on Education and Health, and that these report regularly on the work of the subcommittee including the work being done in ANC branches and with the Alliance.
  - Implement a plan to ensure that the Subcommittee responds to directives contained in resolutions, especially those whose deadlines were missed.
  - Implement campaigns such as the Quality of Learning and Teaching Campaign (QLTC) with a renewed sense of urgency.
  - Energise ANC branches to embark on campaigns to ensure that SGBs, Clinic Committees and hospital boards are truly representative of and account to communities.
  - The ANC must communicate its achievements in these sectors to the masses of our people on an ongoing basis.
  - Local Government must play a critical role in supporting Education, Health and Science & Technology.
  - The structures of the movement are encouraged to actively participate in the activities of the Subcommittee. This entails attending meetings of the subcommittee.
- **ANC structures in provincial and national legislatures**
  - These structures have started to submit reports on their execution of tasks that emanate from meetings of the NEC Subcommittee. This will be institutionalised and maintained.
  - ANC Members of Portfolio Committees will be required to report in line with the mandate of the Subcommittee. Their reports include their performance of oversight over the Executive, their contribution to law-making, e.g. drafting legislation on making schooling compulsory, and their work in Provinces and local communities.
- **Cross-cutting priorities for all government sectors**
  - Encourage plus assist sectors to establish or strengthen systems in departments for good governance and delivery to last beyond 2017.
  - Reintroduce practical or on-the-job training for all college and some university students, viz. compulsory rotations, bed-side training and work during vacations for technical and medical students.
  - Consolidate all Reproductive Health issues and re-formulate the plan to integrate the work of education, health and social development.
  - Identify and resolve factors that are responsible for the inability or failure of government to implement ANC resolutions on the re-opening of colleges, especially nursing and teacher training colleges. These factors include the absence of appropriate policy and the necessary enabling legal framework for the re-establishment of the college sector, which includes TVET and community colleges.
  - Consolidate strategies, plans and efforts of all sectors in the subcommittee for effective delivery and maintenance of infrastructure, appropriate technology and equipment for schools, clinics, hospitals, colleges, universities and relevant science and technology sites; and conclude the macro infrastructure plan for the university education sector by March 2015.
  - Encourage all sectors to identify and support innovation in addressing both social and technological challenges.
  - Promote and support the local, provincial, and national commitment to increase investment in research and development to achieve the 1,5% of GDP in Manifesto.

## ■ **Basic Education**

- Engage trade unions for members to accept re-deployment and re-skilling.
- Working towards strengthening programs in Maths, Science and Technology, the sector will introduce Technical Mathematics and Technical Science in 2016. It will also provide support to the Intermediate and Senior Phases laying solid foundation required to succeed in studying the MST subjects at the FET level.
- In order to realise the objective of making Learner Teacher Support Material (LTSM) available and to provide a textbook for every learner, in every subject, in every grade, the sector will build the capacity of the State to develop, print and deliver LTSM.
- In order to promote Inclusive Education, the sector has initiated a process of developing the South African Sign Language (SASL) curriculum for grades R to 12, whose implementation will follow a phased-in approach starting at Foundation Phase and grade 9 from 2015 to end with implementation at grade 12 in 2018. Training focused on more than 250 teachers and Deaf Teaching Assistants from the implementing grades in 45 schools will be implemented from 2015 onwards.
- Information Communication Technology will be prioritized for implementation at schools to act as an anchor for the radical transformation of the basic education.
- Teacher Development will be prioritised to enhance teacher performance and quality of learning and teaching support through increasing the depth of content knowledge of our teachers.
- Reading Promotion and Library and Information Services will be prioritised to enhance learners' knowledge and skills, help them to succeed academically and prepare them to be active members of their communities.
- The National Education Collaboration Trust will be used more to galvanise members of communities, teacher unions, traditional leadership and businesses into district steering committees to work with the district offices, schools and communities in order to drive improvement activities in the target schools.
- Provide psycho-social support to schools.
- Ensure that education is regarded as a continuum.
- Allow for a discussion with stakeholders to reflect on the frequency and scope of the ANA test, notwithstanding its positive reception.
- Ensure that we sustain the momentum of the infrastructure programme, with particular reference to the provision of water and electricity.
- Ensure that the Ministry of Telecommunications and Postal Services works closely and collaboratively with the Departments of Science and Technology and Basic Education to provide rapid universal connectivity for ICT as an enabler for quality education.
- Explore ways in which schools with amenities share their resources with historically disadvantaged schools, given the disparities in resources because of the legacy of apartheid
- That we swiftly move to a quality management system to enable the DBE to assess the competencies of educators for development purposes and to encourage self-assessment by educators.
- To discourage frequent curriculum changes in order to avoid change fatigue.
- Fast track the implementation of the LURITS system to enable the education sector to track learners from basic to higher education.
- Intervene in the intermediate and senior phase of school especially in the area of mathematics.
- Provide support to Learner Representative Councils (LRCs) to better understand their roles in the governance of school.
- Mobilise communities to oppose tendencies to target schools as part of civil disobedience.
- Improve the efficiency of scholar transport provision.
- To embed our constitutional values and principles as well as those of the Freedom Charter in the Curriculum.
- Improve efficiency in the roll out of the National School Nutrition Programme (NSNP).
- Commitment by all parties to maintain labour peace during the period of salary negotiations.

## ■ **Higher Education and Training**

- Prioritise the finalisation of policy for free higher education to all undergraduate level as a matter of urgency, with the aim of implementation by 2018 provided funds are available to support such a decision.
- Finalise the policy on Community Service for

- all students by July 2016 and commence with implementation by December 2017.
- Fast track the conclusion of the work of the various committees and structures to ensure that progress is made by December 2017 on the project of shifting of Nursing and Agricultural Colleges currently under a provincial authority to a national competency in line with the constitution.
  - Engage all relevant structures of the ANC and government to avail resources to ensure that good progress has been made by December 2017 on the recapitalisation of all former colleges not utilised for educational purposes.
  - Publish in the Government Gazette by January 2015 the statement on Policy and Procedures for Measurement of Research Output of Public Higher Education Institutions and finalise Policy and Procedures for Measurement of Research Output of public HEIs by March 2015.
  - Finalise the Higher Education and Training funding model and framework by March 2015 and implement the approved framework by the end of March 2016.
  - Urgently put in place sustainable mechanisms which include law enforcement agents to enforce the criminalization of non-registered bogus colleges.
  - Prioritise the conclusion of the development of the Central Applications Service architecture and operationalize the system of centralization of applications for Higher Education Institutions by March 2018.
  - Back to school campaign must be extended to include Higher Education Institutions.
  - Disagreements at HEIs must be dealt with in a disciplined manner without resorting to vandalism and destruction of property or acts of intimidation.
  - Conclude work of the various committees and structures on shifting Nursing and Agricultural Colleges to a national competency by March 2017.
  - Finalise Higher Education and Training funding model and framework by March 2015 and implement approved framework by March 2016
  - Fast track Central Application Service (CAS) for implementation by March 2018.
  - Engage all relevant structures of the ANC and government to avail resources.
  - Implementation of forensic audit of NSFAS at institutions by March 2015 linking this up with the Gap funding.
  - Implementation of first phase of Staffing South African Universities Framework by 1 July 2015.
  - Education Alliance must have a programme to support the Post-School Education and Training (PSET) system.
  - Monitor HEIs to ensure they are not are using the national benchmark test as a hindrance to the transformation agenda.
  - Ensure that the Departments of Higher Education and Training and Science and Technology work collaboratively, cohesively and in an integrated manner in the promotion of Science, Maths and Technology to support the Department of Basic Education's newly established Maths, Science and Technology unit.
- **Health**
- On the implementation of the National Health Insurance (NHI)
    - Actively engage all relevant structures of the ANC and Alliance in the movement and in Parliament to fast-track the finalization of the White Paper on the NHI and the necessary legislative framework to ensure that the NHI Fund and legislation are in place by the date of the next national conference.
    - Implementation of the NHI starts at PHC level, as that would be affordable.
    - The matter should be discussed comprehensively at a broad meeting of the Subcommittee on Education and Health.
  - On the establishment of the NHI fund, this matter must be finalised by health and Treasury.
  - On the Expansion of free Primary Health Care
    - Prioritise and intensify the roll out the program of the Ideal Clinic Model using the Operation Phakisa Delivery Model.
    - Adopt the model of Operation Sukuma Sakhe and the War Room Implementation Program (WRIP) in all provinces to be the method of delivery of community programs and creative use of auxiliary workers, such as Community Health Workers, Lay Counsellors, AIDS Councillors, Community Liaison Officers and Community Development workers.
    - Reactivate programs to ensure that the

District Health System (DHS) is functional in all provinces, as a practical step of strengthening Primary Health Care (PHC).

- ❑ Community Health Workers (CHW) must be absorbed into formal government employ.
- On HIV and Maternal and Child Health
  - ❑ Innovative programs, e.g. bringing mothers and fathers of board on issues such as exclusive breastfeeding, must be embarked upon to keep the momentum of the campaign against HIV and AIDS.
  - ❑ Our communities must work together with others on campaigns against advertisements such as those that promote illegal abortions and other unethical practices that endanger lives of our people.
- On Tuberculosis (TB)
  - ❑ Having identified Tuberculosis (TB) as a national priority, the sector will intensify the fight against TB at Primary Care level, starting with intensive screening of high-risk communities and correct management of identified cases. Great focus will be on 150 000 inmates in correctional facilities; 500 000 mineworkers; and the population of at least six (6) worst affected districts of intense mining communities. Those include the West Rand (Carletonville), Lejweleputsoa (Welkom); Rustenburg (Marikana) plus the Merafong (Klerksdorp-Potchefstroom area); plus Waterberg and Tubatse (Burgersfort)
  - ❑ Foster greater collaboration with relevant government departments and research institutions to pursue programs of research and development of new drugs against priority illnesses and diseases.
  - ❑ ANC Branches must have health portfolio to deal with TB and other health issues
- On Healthy Life Style
  - ❑ ANC Branches must have health portfolios to implement programs that promote at no cost healthy lifestyle of members, their families and communities in wards where the ANC operates.
  - ❑ A day, e.g. Wednesday afternoon, be adopted in communities and schools as a common day for health promotion, including health education and healthy lifestyle.
  - ❑ There should be strict regulation of the establishment and operations of alcohol outlets, bottle stores and shebeens.
- ❑ The health sector must work closely with the security cluster to deal with the issue of illicit drug importation and abuse.
  - ❑ The NDoH must resolve urgently the challenge of a dysfunctional National Forensic Chemistry Laboratory that compromise the state's ability to provide the Justice System with blood alcohol results needed as evidence of drunken driving.
  - ❑ The Subcommittee needs to advise the ANC about socially-acceptable use of alcohol.
  - ❑ The ANCYouth League must play a leadership role in the fight against drug and alcohol abuse and gangsterism by organising youth camps involving affected youth.
- On improving the Quality of Public Health Care services
  - ❑ There must be consequences if managers are not doing their work.
  - ❑ Improve conditions of work and support staff and systems.
  - ❑ Government departments must do lifestyle audits of staff in procurement. Staff in procurement at all levels of government must be rotated regularly to minimise corruption.
  - ❑ Attention must be given to boilers in health facilities, as the company that delivers services such as maintenance of boilers is a monopoly.
  - ❑ The health sector must design its own program of "Back-to-Basics". The ANC must discuss programs which allow the movement and government to return to basics of management and leadership.
- On the cost of private health care
  - ❑ The Subcommittee must further discuss this matter and submissions made.
  - ❑ The Alliance must publicly support the proposal on the reduction of the cost of the private health care.
- Resolve policy and legislative issues and establish National Pricing Commission.
- Engage MECs and Premiers to ensure speedy establishment of Offices of Health Standards Compliance in each province.
- Urgently resolve policy and legislative impediments and fast-track the assumption of responsibility of overall management by the

National Department of Health of central hospitals.

- Actively engage relevant persons and structures to fast-track legislation so that the sector establishes the National Health Commission before December 2017.
- Intensify dialogue with all stakeholders including the alcohol industry, the entire social sector and the economic sector in government and fast-track the passage of legislation aimed at abolishing the marketing of alcohol products.
- Deal decisively with the main and important causes of failure, mainly human resources planning, development and management; finance, procurement and infrastructure.
- Urgently convene a meeting of the Subcommittee on Education and Health to deal with a number of issues, especially the NHI and programs to address challenges facing the health sector.
- Urgently convene through the Office of the SG a summit of all role players at the level of political leadership, especially the ANC Provincial Chairpersons/Premiers, ANC Provincial Secretaries, Minister, Deputy Minister, PEC Chairpersons of Education and Health, MECs of Health, Chairpersons of the Portfolio and Select Committees on Health to attend to these issues. The focus must be mainly on the four issues that need political intervention identified above.

### ■ **Science and Technology**

- Ensure the finalisation of the MeerKat radio telescope as forerunner to the SKA phase 1.
- Draw on the work and experiences of the Departments of Science and Technology and Basic Education in providing connectivity to schools across the country and capture lessons from the Cofimvaba pilot on use of technologies to improve the quality of learning and teaching in rural schools, in support of key departments such as Basic Education, Health, Rural Development and Higher Education & Training in key technologies such as ICT, e-Health, sanitation and STEM.
- Promote and support the realisation of first stages of an indigenous pharmaceutical manufacturing capacity.
- Prioritise Ketlaphela, a project designed to ensure that South Africa builds capabilities for manufacturing of essential drugs and vaccines.

- Strengthen partnerships for technology transfer, product development and research to develop new diagnostics, drugs and vaccines through collaboration with the private sector.
- Finalize and publicize the Human Capital Development Strategy.
- Continue to ensure that funding for Science and Technology reaches 1.5% GDP and at least reaches the investment equivalent to African Peers. This must also be linked with the commitment to improve the funding of Higher Education and Training.
- Ensure that, because of their cross cutting nature, strategic goals of Science Technology and Innovation are incorporated into the plans and priorities of the Economic Transformation Committee (ETC) to support efforts aimed at the diversification and transformation of the South African economy.
- Fast-track the finalization of a Research and Innovation Vote to ensure that Science councils across government are properly and consistently funded whilst exploring a coordinated and harmonized reporting mechanism.
- Ensure that there is research on education issues to inform policy.
- Accelerate the process of evaluating the remuneration of academics to attract younger people into academia.

## **CONCLUSION**

The Subcommittee is satisfied that all sectors have made good progress in implementing resolutions of the 53rd ANC National Conference. It has noted the lag in the start of formal translation of resolutions of conference into government policy and programs; and suggests that the ANC Policy Subcommittee should, after each conference and NEC meeting, consciously lead the process of integration of resolutions of the ANC into government policy and programs, without altering the mandate obtained from the masses in the preceding national election. The ANC is on track to achieve most of its goals of implementing its plans by December 2017.