

DHET

a) Minister Pandor's speech introducing the Department of Higher Education and Training's 2018 Budget Vote

<https://www.gov.za/speeches/higher-education-and-training%E2%80%99s-2018-budget-vote-17-may-2018-0000>

Below are some of the matters highlighted:

The Minister identified 3 challenges to action for the sector:

- #feesmustfall and decolonisation of higher education protests
- The continuing urgent imperative for the production of skilled human resources,
- “..the world's increasing focus on the Fourth Industrial Revolution and its implications for business and education and other sectors. We're in the age of the pervasive influence of emerging technologies and artificial intelligence and need responsive skills and development research focus and investment to benefit fully”. There is a plan to create a multi-stakeholder task team to advise us on how the government should take up opportunities of the 4th Industrial Revolution.

Budget

The 2018 budget is R89, 9 billion. It's major components are: university transfers R38,6 billion, NSFAS R20,5 billion; skills development R16, 9 billion; TVET colleges R10,7 billion and CET colleges R2,3 billion.

Funding university students

University subsidies increase by 30%. NSFAS funding increases by 100%. TVET colleges increase by 45%. Community colleges and skills development levies grow more modestly.

For the first time there will be fully subsidised bursary funding for poor and working class students in public universities and colleges. Those first-time entry students from families with an income up to R350,000 per annum are eligible to apply for the new DHET bursary. The scheme will be phased in over five years. The bursary conditions will include academic performance requirements as well as future community service. Very significantly government has converted NSFAS loans of returning students to grants.

TVET colleges

Been given a bursary allocation of R5.2 billion this year and over 458,000 college students will benefit.

Introducing centres of specialisation in 26 TVET colleges offering 13 critical trades and occupations that are in short supply, for our infrastructure and

Phakisa projects. The National Skills Fund has committed R150 million to this project.

Community Colleges

There has been a significant decrease in the percentage of adults with no education. It is now sitting at 5%. There is a priority on supporting community colleges. R25.5 billion has been set aside.

Skills and Artisan Development

Audited national artisan production numbers rose during 2015, 2016 and 2017, increasing the numbers by 50% from 14 389 to 21 188 in 2017. The government believes the country will meet the National Development Plan's target of 30,000 newly qualified artisans per year by 2030.

The DHET has released the National Artisan Development Strategy for public comment. Its goal is to energise artisan development.

Funding Universities

There will be an increase in subsidies from 0.68% of GDP to 1% of GDP over five years. The additional allocation for university subsidies amounts to R2.5 billion in 2018. DHET staff will work with all stakeholders to develop a regulatory framework for setting fees across the university system. This should be finalised and ready for implementation next year.

The R934 million University Capacity Development Programme (UCDP) starts this year. It's a comprehensive transformative programme that is designed to support academic and management staff at universities, promote student success, and enable curriculum and programme development and transformation in national priority areas. The grant is being allocated to universities to enable them to implement approved university capacity development plans as well as inter-sectoral collaborative projects.

There are partnership programmes funded under the UCDP

- USA – SA doctoral programme enabling 100 existing academic staff to complete their doctoral qualifications.
- The Entrepreneurship Development in Higher Education (EDHE) Programme, launched last year, to develop student entrepreneurship; entrepreneurship in academia; and entrepreneurial universities.
- Supports decolonisation initiatives. UJ has a foundation course on Africa that all students are required to pass, but the Minister's view echoes those of Minister Blade Nzimande in that -

“Building African universities does not mean creating universities that are globally disengaged. They should be globally engaged, but not only by being consumers of global knowledge. They should be producers of knowledge as well, knowledge that is of relevance locally, continentally, in the South and globally.”

b) Speech by the Deputy Minister of Higher Education and Training, Mr Buti Manamela, on the Department of Higher Education and Training Budget Vote 2018/19

<https://www.gov.za/speeches/deputy-minister-buti-manamelahigher-education-and-training-dept-budget-vote-201819-18-may>

Below are some of the matters highlighted:

- Research by the Higher Education AIDS programme indicates that 10% of the total reported cases of rape across the country were from university students. A campaign will be launched in June focussing on violence against women and other safety issues on campuses.
- The Minister reiterated the words of Minister Pandor with regards to the demand for priority trades.

'Colleges of Specialisation' contributes towards building capacity of the public TVET College system to deliver trade qualifications with employer partners. Thirteen trades have been identified as being in short supply.

The government has contracted with four industry associations – the Steel and Engineering Industries of Southern Africa, the Retail Motor Industries, the Southern African Institute of Welding and the Institute of Plumbers of South Africa to help upgrade two colleges per trade with a total of 26 colleges.

By the end of June 2018 the curricula for each trade will be updated to industry standards, a process which industry partners have led. The transformation of the curricula is imperative for greater alignment with industry needs.

The department is developing a Framework for Good Governance and will conduct an initial assessment of all TVET colleges against this framework. Good management and governance will ensure that scarce resources are used optimally.

c) Basic Education Budget Vote Speech for the 2018/19 Financial Year, Delivered by the Minister of Basic Education, Mrs Angie Motshekga, MP, at the National Assembly, Cape Town

<https://www.gov.za/speeches/minister-angie-motshekga-basic-education-dept-budget-vote-201819-9-may-2018-0000>

d) Minister Pandor's speech at the Human Resources Development Council 2018 Summit, Department of Higher Education and Training, Emperors Palace, Kempton Park

<https://www.gov.za/speeches/minister-naledi-pandor-human-resources-development-council-summit-11-may-2018-0000>

The HRDC Summit is a platform to reflect on skills and employment creation as well as our advances or failure in the challenging task of more, competent, enabled, absorbed, active, and skilled human resources.

The following 5 objectives form the basis of the summit:

- offer practical opportunities for skills development to a very diverse range of young people and adults
- create innovative partnerships to advance our national goals
- the use of research to influence our decisions is critical
- there is an abundance of possible partners in South Africa and globally which must be used to good effect
- greater efforts should be directed at supporting our TVET colleges and community colleges to become premier trade and occupational skills development institutions. We should build a seamless relationship between the private sector and public institutions and develop successful skills development models through international partnerships

SAQA

- a) **Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the Purposes of the National Qualifications Framework Act, Act 67 of 2008 (as amended, March 2018)**

http://www.saqa.org.za/docs/pol/2018/28Mar18_AMENDED%20professional%20bodies%20policy.pdf

- b) **Policy and Criteria for Evaluating Foreign Qualifications within the South African NQF (as amended) March 2017**

<http://www.saqa.org.za/docs/pol/2018/Pol&critforforeignquals.pdf>

- c) **SAQA Bulletin**

[http://www.saqa.org.za/docs/bullet/2018/SAQA%20Bulletin%202017%20\(1\).pdf](http://www.saqa.org.za/docs/bullet/2018/SAQA%20Bulletin%202017%20(1).pdf)

Learning Pathways for Sustainable Development, the National Qualifications Framework (NQF), and Lifelong Learning in South Africa

“This SAQA Bulletin presents a collection of the eight papers developed as part of the SAQA-Rhodes University partnership project “Change-oriented Workplace Learning and Sustainable Development Practices Part 2: Understanding Learning Pathways and Systems of Work and Learning Across the NQF Landscape”.

“In this Bulletin we share some of the insights gained from the case study research into learning pathways into green occupations, or associated with critical skills associated with the greening of occupations. Our primary purpose is to share insight into researching learning pathways as education and occupational progression. The eight papers in the Bulletin illustrate that putting pathways at the centre of an education and training – and professional development – system helps to bring many parts of the system into direct relationship with each other”.

- d) **NSC NC (V) Infographic**

[http://www.saqa.org.za/docs/brochures/2018/NSC%20NC\(V\)%20Infographic.pdf](http://www.saqa.org.za/docs/brochures/2018/NSC%20NC(V)%20Infographic.pdf)

- e) **Fact sheet - The role of the National Qualifications Framework (NQF) and the National Learners` Records Database (NLRD) in showing trends in the education and training sector**

<http://www.saqqa.org.za/docs/pubs/2018/Fact%20Sheet%20SAQA-FPI.pdf>

CHE

- a) **4th Southern African Regional Conference on Quality Assurance in higher Education**

<http://www.che.ac.za/sites/default/files/CallforAbstracts2017%20%28Extended%20April%202018%29.pdf>

The conference is being held in Maseru, Lesotho from 8 to 10 October 2018, hosted by the CHE in partnership with the National University of Lesotho and Botho University. Submission of abstracts was 15 May 2018 and submission thereof 25 May 2018.

Higher education needs dusting off for the 21st century

<https://www.weforum.org/agenda/2018/03/make-higher-education-skills-relevant-for-students>

“Our world is only at the start of a massive, long-term disruption cycle. Globalization is one driver, but new technologies are set to bring even more change.

Education is the key tool to manage the challenges ahead. The economies of the future will be knowledge-driven. That's why we must use education to help people ride this wave of change and give them the skills they need for the new jobs of the 21st century”.



Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum



Solutions:

- offer new platforms for learning and new ways of owning knowledge
- develop new business models that work best for teachers and students, giving them both the digital tools they want and the financial flexibility they need. This

is not about throwing out existing knowledge and textbooks. Rather, it's about taking tried and tested educational material, which is familiar to lecturers and students, and upgrading it