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GENERAL NOTICE

NOTICE 681 OF 2014

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

CALL FOR COMMENTS ON THE DRAFT SOCIAL INCLUSION POLICY FRAMEWORK FOR PUBLIC POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS

I, **Bonginkosi Emmanuel Nzimande**, Minister of Higher Education and Training, in terms of the Further Education and Training Colleges Act, 2006 (Act 16 of 2006), the Adult Education and Training Act, 2000 (Act 52 of 2000), the Higher Education Act, 1997 (Act 101 of 1997), hereby publish for comments the draft Social Inclusion Policy Framework for public higher education & training institutions.

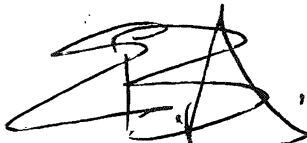
The Social Inclusion Policy Framework is intended to assist public institutions of higher education and training to develop their own social policies and guidelines. DHET will use the policy framework as a monitoring instrument to ensure that the transformation priorities of the Department are taken into account at the level of universities of all types, public Technical Vocational Education and Training Colleges and public Adult Education Centres. These centres will be merged into Community Education and Training Colleges within the next 12 months.

All interested persons and organisations are invited to comment on the draft DHET Social Inclusion policy framework in writing, and to direct their comments to:

The Director-General, Private Bag X174, Pretoria, 0001, for attention: Ms SP Mahlobogoane:
fax: 086 273 7208; email mahlobogoane.S@dhnet.gov.za.

Kindly provide the name, address, telephone number, fax number and email address of the person or organisation submitting the comments.

The comments on the draft Social Inclusion Policy Framework must be submitted not later than 30 calendar days from the date of publication of this Notice.



Dr BE Nzimande, MP

Minister of Higher Education and Training

Date: 07/08/2014

SCHEDULE

**DRAFT SOCIAL INCLUSION POLICY FRAMEWORK OF THE DEPARTMENT
OF HIGHER EDUCATION AND TRAINING**

FOR PUBLIC COMMENT

AUGUST 2014

Comments to be sent to:

The Director-General

Department of Higher Education and Training

123 Francis Baard Street

Pretoria

0001

Attention: Ms SP Mahlobogoane

Email: mahlobogoane.s@dhet.gov.za

Fax 2 email: 086 273 7208

ACRONYMS

AIDS Acquired Immune Deficiency Syndrome

AET Adult Education and Training

CEDAW Convention on the elimination of All Forms of Discrimination against Women
(adopted by the UN General Assembly, 1979)

CGE Commission for Gender Equality

CHE Council on Higher Education

DoE Department of Education

DoJ&CD Department of Justice and Constitutional Development

DSD Department of Social Development

DHET Department of Higher Education and Training

HIV Human Immunodeficiency Virus

FET Further Education and Training

LGBTI Lesbian, Gay, Bisexual, Transexual and Intersex

NSF National Skills Fund

NHC National Heritage Council

NSFAS National Student Financial Aid Scheme

IKS Indigenous Knowledge Systems

SADC Southern African Development Community

SAHRC South African Human Rights Commission

SETA Sector Education and Training Authorities

1. INTRODUCTION

South Africa has often been described as a country of two worlds. One world is highly developed and the economy is advanced. This section of the population (regardless of race) earns high salaries, send their children to better schools and lead healthier lives. On the other hand, there is a poor world, which is mainly occupied by the African majority, the working class, with poor quality education and training, lack of critical skills for the economy and lack of opportunities. In this social-economic divide, there are persons with disabilities and unequal gender relations.

These divisions have contributed to tensions and fissures in our society. The education and training system has a mandate of ensuring that all South Africans receive quality education and training in order to address the inequalities of the past. The National Development Plan- Vision 2030 (2011) has also pointed out that the country is still a divided society; citing income inequalities, underdevelopment, violent service delivery protests and heinous crimes against foreigners residing in our townships and informal settlements. The education system remains the key driver in addressing poverty and inequality in society. It is only through quality education and training system that all citizens, regardless of background, can be productive members of our communities.

Poverty and inequality have class, gender, disability, geography and racial dimensions. Many researchers have ascertained that lack of skills, poverty and unemployment have a feminine face in South Africa and the most vulnerable groups are the working class, rural people, women and the disabled. Due to past policies on development, rural communities continue to lag behind in the provision of quality education.

2. PURPOSE OF THE SOCIAL INCLUSION POLICY FRAMEWORK

The purpose of this social inclusion policy framework document is to assist public colleges, public adult education and training centres as well as public universities in developing and maintaining their own social inclusion policies.

3. BACKGROUND AND HISTORICAL CONTEXT

The South African adult education and training centres, public colleges and universities were all characterised by inequalities under the apartheid system. From the advent of colonialism in 1652, race and class defined access to quality education and training in all four colonies that later formed the Union of South Africa in 1910. The period after 1910 was also marked by the Afrikaans struggle for recognition and the creation of Afrikaans schools in competition with English medium schools. The then ruling National Party which governed South Africa from 1948 to 1994, introduced Bantu Education in 1953 and ensured through legislation that the African majority received inferior education in their own schools, colleges and universities. This was done through unequal resource allocation and the introduction of tribalism in education. Each tribal group was allocated universities and colleges, for example Fort Hare was designated a Xhosa university and the University of the Western Cape was exclusively built to serve the Coloured community. In terms of budgetary allocation, the state spent more money on the whites only education system as compared to those for other racial groups. This led to poor quality education, more predominantly in African educational institutions.

Community and national struggles against poor quality education continued throughout the 1950's to 1990's. Education issues became a critical part of the broader national struggle for liberation and national unity. The 1976-1977 student uprisings that reverberated throughout the country were a response of the oppressed to racially based education policies that perpetuated inequalities. Civil society groups as well as the broader trade union movement developed alternative curricula and research agendas to counter the race –inspired education system in the country.

The apartheid reform era which began in 1983 introduced a revised but still racially –inspired and unequal 'education model'. The tricameral parliament created four racially based Departments governing the affairs of education in the country. White education was placed under the House of Assembly administration, Africans under the Department of Education and Training, as general affairs and those living in homelands were under the control of homeland departments of education. The Coloured education was under the House of Representatives and Indian education

under the House of Delegates. In a discussion document entitled *Educational Renewal Strategy* (1991) the Committee of Heads of Education Departments noted:

Many South Africans view the present education model based on the principle of own/general affairs and expressed in the existence of education departments for each population group as lacking in legitimacy. Others, finding less fault with the idea of separateness, still have problems with the managerial effectiveness of the system. In view of this the working group in question was asked to evaluate the present education model in terms of its educational, financial and management advantages and disadvantages.

The Working Group further stated that, “the RSA Constitution (Act 110 of 1983) perpetuated race in education.” There was no freedom of choice and there was no room for *diversity and social inclusion* (my emphasis) (I Bunting, **A Legacy of Inequality-Higher Education in South Africa**, University of Cape Town Press, 1994, pp.4-10).

In 1994, a new chapter was started in the history of South Africa. A new Constitution (Act 108 of 1996) with a Bill of Rights which enjoins all South Africans to strive for a non-racial and non-sexist society based on the values of human rights, social justice, equality and equity was passed by a non-racial parliament. One of the first tasks of the new democratic government in 1994 was to unite all the different departments of education in South Africa into a single legitimate department that served all South Africans.

The Department of Higher Education and Training (DHET), created after the general elections of 2009, has committed itself to the provision of quality post-school education and training in South Africa in line with the **Bill of Rights** of the Constitution which states that “*everyone has the right to adult education and further education, which the state, through reasonable measures, must make progressively available and accessible.*”

4. LEGISLATIVE AND POLICY BASE FOR THE SOCIAL INCLUSION POLICY FRAMEWORK ON POST-SCHOOL EDUCATION AND TRAINING

The then Department of Education in post-1994 passed a series of White Papers, legislation, developed policies and commissioned reports that aimed to ensure that

education is no longer an instrument of perpetuating racial, ethnic and class divisions in society. As the post-apartheid democratic and non-racial South Africa evolved under a new Constitution, she had to embrace as both as a matter of principle and policy a culture of human rights. It is clear that a culture of human rights cannot be embedded in society without strengthening human rights, values and citizenship education in public Technical Vocational Education and Training Colleges (TVET), Adult Education & Training (AET) Centres and Higher Education Institutions (HEIs) of all types. This culture of universal human rights is based on human dignity and ensures that there can be no discrimination based on race, class, language, gender, disability, geography and age.

The HIV and AIDS epidemic is a national priority as it mostly threatens the poor and the marginalised in society. It has to be addressed within the framework of international human rights culture. Colleges, adult education and training centres as well as universities had to play a critical educational and awareness role. Life skills, career guidance information dissemination and counselling have become important pillars of higher education and training. Career guidance is crucial in building the skills base of the country and ensuring that the developmental state trains and equips its citizens for an advanced and dynamic 21st century inclusive economy as stated in Outcome 5 of the 12 performance outcomes of Government.

In ensuring access to quality education and training for all, the Department of Higher Education and Training interfaces with reports of Chapter 9 institutions such as the South African Human Rights Commission and the Gender Commission on access to quality education by both citizens and foreign nationals within agreed international conventions and protocols. Access to quality education equally takes into cognisance the educational needs and interests of vulnerable groups in society. For example, persons with different forms of disabilities constitute a significant section of the South African population and cannot be excluded from educational and training opportunities. The Department of Higher Education and Training plays a catalytic and co-ordinating role in ensuring that all South Africans receive quality higher education and training in public colleges, adult education and training centres as well as in public universities of all types.

Informed by these conditions, this social inclusion policy framework document is **grounded on a range of White Papers, legislation, policies, strategies and commissioned reports, (Annexure A).**

A range of other legislation, acts, reports, national plans, policy guidelines and international conventions outside the education system also inform this social inclusion policy. They are attached as Annexure B.

5. SCOPE OF APPLICATION

This social inclusion policy framework has been developed by the Department of Higher Education and Training. It is applicable to the Department of Higher Education and Training, public Technical and Vocational Education and Training Colleges, public universities and universities of technology, Sector Education and Training Authorities and the Adult Education and Training Centres.

6. DEFINITION AND NATURE OF SOCIAL INCLUSION

Professor Anver Saloojee in his Paper, “A New Way of Thinking? Towards a Vision of Social Inclusion-Social Inclusion, Citizenship and Diversity”, defines social inclusion as the holistic development of society where an enabling environment is created for the optimal development of all citizens with a specific focus on the most marginalised sections of society. As a concept it stands for a more just and equitable system and its foundations are anti-racism and anti-discrimination. In its application, social inclusion cuts across group identities and fosters a new form of national identity that is based on dialogue, inclusivity, human dignity, and the development of human potential. Social Inclusion policy is based on the principle that all citizens should be able to participate in their development as valued, respected and contributing members of society. It is, therefore a normative (value –based) concept, “a way of raising the bar and understanding where we want to be and how to get there.”(Peter Donnelly & Jay Coakely, December 2002).

Social Inclusion deals with *substantive equality*. It takes the view that it is democratic citizenship that is at risk when a society fails to develop the talents and capacities of all its members. *This means there should be more positive action in favour of disadvantaged groups in society. That is the essence of substantive equality* (C. Barnard & B Hepple, Cambridge Law Journal, vol.59. issue no.3, Nov. 2000).

Social Inclusion is proactive and developmental in approach. It goes beyond the call for the removal of barriers *but further urges for investments and action to create conditions for inclusion*. This Social Inclusion policy recognises and validates diversity, takes into account lived experiences and recognises shared aspirations among people.

This Social Inclusion Policy Framework addresses deep historical inequalities and, in moving forward, heals the divisions of the past **through interventionist policies and programmes**. Race, gender, class, age, disability, HIV and AIDS as well as geographical inequalities need to be addressed through deliberate policies and programmes that focus on equality, anti-racism, social cohesion, inclusion and human rights in the post-school education and training sector. This social inclusion policy ensures that all public colleges, Adult Education and Training Centre and other public higher education and training institutions operating in South Africa have in place anti-racism and anti-discrimination policies as well as grounding programmes that focus on building an inclusive society.

7. POLICY STATEMENTS: WHAT SHOULD BE ACHIEVED BY THIS SOCIAL INCLUSION POLICY FRAMEWORK

The Department, TVET public colleges, Adult Education and Training Centres, public universities and universities of technology, and SETAs must ensure that their social inclusion and equity policies are guided by principles of *substantive equality* that aim to remove all barriers that perpetuate and create inequalities in society.

- 7.1. This policy framework accords *valued recognition* to individuals and groups, and affirms that individuals, including all vulnerable students and staff; for example persons from poor backgrounds, young and old, those living with HIV and AIDS and persons with a wide range of disabilities can reach their full potential through the higher education and training system. The public colleges, universities, universities of technology and adult education and training centres in collaboration with the Department of Higher Education and Training must identify the unique needs of vulnerable students and staff and provide support, for example, in the form of site-based orientation programmes and assistive devices for the Deaf and physically disabled, train lecturers in sign language as well as in dealing with students who have

intellectual disabilities. Public TVET colleges, AET centres, public universities and universities of technology must conduct awareness programmes that ensure that students and staff participate as equals in the teaching and learning environment. Sport facilities and cultural activities must also cater for all members of the college or university community, including the disabled.

- 7.2. It must lead to social cohesion where *lived experiences* and *identity formation* of different groups (including foreign nationals) and individuals are respected and recognised and they are not suppressed in the quest for conformity or uniformity. The country has recently experienced outbursts of xenophobic and homophobic violence in communities. Colleges, universities, universities of technology, AET centres and the Department must collaborate in ensuring that different people including Gays, Lesbians and Trans-Gender Groups are able to express their identities without fear. The DHET must work together with civil society groups and public educational institutions (VCET, AET and all types of Universities) in ensuring that the advocacy campaigns are undertaken under the **DHET Calendar of Significant Days**. Public colleges and universities must observe this calendar and submit periodic progress reports to the Department. This mechanism will enable the Department to fulfil its national, regional and international reporting on issues of social inclusion and social cohesion. Relevant and cross-cutting national reports on social cohesion and inclusion, regional and international instruments are listed as **Annexure B**.
- 7.3. It must *promote culturally and racially mixed student residences*. The hostel staff in public TVET colleges and universities must reflect the demographics of the country. Colleges, universities and universities of technology must submit annual reports with a category that reflects the demographics of their student residences. There should be compelling reasons to the department for the maintenance of ethnically or racially exclusive student residences.
- 7.4. In particular, TVET Colleges must prioritise the building of student residences in order to promote student experiences as this is crucial in the

world of work. Students must leave colleges with well-developed social skills in order to be productive members of a democratic society. *The closing of physical, social and economic distances separating South Africans* is essential in order to achieve social cohesion;

7.5. Colleges, universities, universities of technology, entities such as SETAs and the Department itself must *adopt deliberate policies and actions that nurture human development*. This would be done by nurturing the talents, skills, capacities and choices of all students taking into account their different backgrounds. There must be tighter monitoring and evaluation of the NSFAS allocations to students. Financial support by NSFAS must also address student shortages in other faculties such as the Humanities and the Social Sciences. There must be a balance in funding between the so-called hard sciences (Science Engineering and Technology) and the Humanities. Humanities must be developed by universities in a manner that make them remain relevant to the challenges of the 21st century. One of the ways of doing this is to strengthen Humanities and Social Sciences in Community Colleges and promote studies across disciplines, for example inter-disciplinary studies in Humanities, Science, Indigenous Knowledge Systems and Technology. Public Colleges must also take concrete steps in strengthening the creative arts as not all mid-level skills need to be produced for technical fields. This could also be done by strengthening links between the relevant SETA dealing with creative arts and the public TVET colleges. South Africa needs a vibrant and professional cultural industry that also contributes to the economy. The HRD Strategy (2010) and the Human and Social Sciences Report (2011) released by the Minister will be the guiding documents in ensuring there is balanced human development for social inclusion and cohesion. Further relevant White Papers and legislation are attached as **Annexure A**.

7.6. *Students from disadvantaged rural backgrounds should receive targeted funding* from the National Skills Fund (NSF). A special programme that supports disadvantaged rural students should be initiated by the department in partnership with public colleges and universities. This will be in line with the government's new industrial policy which aims to develop regional industrial

growth points in the country. The public TVET colleges and public universities should develop programmes that roll back the continued migration of citizens from mainly rural areas to urban areas. This can be done by producing students that have relevant skills for the local economies.

- 7.7. The Department of Higher Education and Training must *develop residential TVET colleges in key regional economic development zones of the country*. These institutions should provide quality vocational education & training and there must be no longer inequalities between rural and urban centres of learning. This will address geographical inequalities in the country and contribute to broader economic and social development plans at local and regional levels.
- 7.8. Each public TVET college and university must have a *functioning Disability Unit and Gender Machinery Structure* within the context of the National Gender Machinery Framework and a *functioning Transformation Office*. The safety of both students and staff must be a priority of educational institutions and the Department. There must be institutional security regulations and infrastructure to *combat gender-based violence* on premises. Security personnel on campuses must receive professional training in handling gender-based violence. Public colleges and public universities must provide this professional training. The Department will monitor and evaluate training programmes and the application of institutional regulations. Transformation offices must develop annual reports that include race, class, gender, disability, HIV and AIDS as categories.
- 7.9. Public colleges, AET centres and universities must ensure that *anti-substance abuse advocacy campaigns take place beyond the lecture rooms*. College and university management bodies must establish links with civil society organisations, the public broadcaster, print media and cultural bodies in ensuring that students focus on their core business of learning and stay away from alcohol and drug abuse. The Department must co-ordinate anti-substance abuse advocacy programmes in support of the Central Drug Authority (CDA) programme under the Department of Social Development.

- 7.10 There must be political and economic literacy programmes for students. Dialogue Forums on citizenship, human rights and democratic values must be formed in collaboration with civil society groups in nurturing a culture of responsible citizenship, democratic leadership and peaceful engagement in institutions. This will be the responsibility of public colleges and universities. The Department will play a co-ordinating and role.
- 7.11 Colleges and AET Centres must develop and implement anti-racism and citizenship curricular and extra-curricular education programmes. These programmes must be assessed and bear credits for students. This will be in line with South Africa's commitment to the **Universal Declaration of Human Rights** and other United Nations efforts aimed at strengthening human rights education in all parts of the world. Student leaders serving on SRCs and on other committees must be trained in citizenship and values programmes. This is mandatory in all public colleges and state-supported universities and universities of technology.
- 7.12 Public colleges, AET centres and universities of all types must strengthen **curriculum programmes** that deal with Gender in Education. This policy calls on all entities of the Department to regard gender issues as human rights issues. All public educational institutions under DHET must establish Networks that will deal with Gender in Education. Advocacy campaigns focusing on the democratisation of relations between men and women must be undertaken. Institutions must set aside budgets for gender studies and gender advocacy programmes. Meeting gender –based Employment Equity targets must be the priority of all public TVET Colleges, Community Colleges and Universities
- 7.13 The protection of Lesbians, Gays, Bisexual, Transgender and Intersex (LGBTI) rights in South Africa is based on Section 9 of the Constitution, which forbids unfair discrimination on the basis of sex, gender or sexual

orientation, and applies to the government and to private parties. Awareness of LGBTI issues has substantially increased in the last 10 years; however, it is still uncommon for academic institutions and disciplines to adequately consider LGBTI curriculum content or the needs of LGBTI students (Connolly, 2000; Renn, 1998). This policy calls for all entities and public higher education and training institutions to develop guidelines that promote awareness on LGBTI rights and combat any form of homophobic violence against these groups. These policies must apply to both staff and students. The student representative councils and transformation forums can be used as platforms to carry out the message to the whole community in these institutions.

- 7.14 Colleges and universities must *develop clear regulations to handle all cases of gender based violence*. Staff members employed by public TVET colleges and universities must receive **training in the handling of gender-based violence cases. This must form part of the institutional plans and programmes.** The DHET must develop *National Guidelines against Gender Based Violence in the post-school education and training sector*. Institutional regulations must incorporate these national guidelines which will be in line with national legislation, regional and international protocols as highlighted at **Annexures A and B** of this document.
- 7.15 HIV and AIDS continue to be a medical and social challenge in society and affect the most vulnerable groups, namely the poor and women. Colleges and universities *must use the curricula as a vehicle to promote awareness on HIV and AIDS*. Health and Wellness centres located in TVET colleges and universities *must be linked to accredited sites that offer support for persons living with HIV and AIDS*. The DHET will work closely with the Department of Health and civil society to ensure that HIV and AIDS programmes reach all colleges and universities. The DHET and its entities *must ensure at all times that persons living with HIV and AIDS are not victims of stigmatisation and discrimination. There must be HIV and AIDS policies* for all TVET colleges and universities and the Department must ensure that they are in line with national policies.

- 7.16 The DHET *must*, through funding allocations, monitoring and evaluation, *ensure that Health and Wellness units are part of what constitutes a post-school education and training institution*. These Health and Wellness units in public colleges and universities *must employ fully qualified personnel and be allocated adequate funding in order to ensure quality primary healthcare for students* who would normally not access quality healthcare. The Department *must develop national norms and standards for Health and Wellness centres* in colleges and universities as part of Learner Support Services.
- 7.17 A constant monitoring and evaluation of the application of NSFAS must be done by the Department in order to ensure that all deserving students receive financial support to study at public colleges and universities. Also, students, particularly those from rural and disadvantaged schools must be assisted with the choice of careers and be guided properly due to information and infrastructural challenges in the rural areas. This is the responsibility of all institutions. It cannot be assumed, when these students get admitted at institutions of higher learning and colleges, that they have already made good career choices because they may not have been exposed to career guidance at secondary school level. This will be in line with the National Skills Development Strategy 111 (2011) and the Human Resource Development Strategy for South Africa (HRDSA), (2010).
- 7.18 The Department of Higher Education *must ensure that quality higher education and training is available in all parts of South Africa; including underdeveloped rural and peri-urban areas*. This includes the provision of decent student accommodation in public TVET colleges. The public colleges and universities must also ensure that no student is hungry on campus grounds. Universities and colleges must develop innovative ways of addressing hunger among students. It has been noted that the University of Free State has developed a project to address student hunger on campus. The Department must investigate the different models in this regard and support public TVET colleges, AET Centres and all types of public universities.

- 7.19 The Department *and its relevant stakeholders must start a dialogue on the point system and resolve that it be used to promote rather than hinder access to higher education.*
- 7.20 The rights of **persons with disabilities** and diverse learning needs have not been fully met across the system. It has been noted that a number of public TVET colleges and universities are unable to absorb students with disabilities. Public educational institutions (colleges, universities and AET centres) should be encouraged through strategic resource allocation to admit and resource their institutions for students with disabilities. The Department must also provide incentives to public colleges, AET Centres and universities that demonstrate progress in serving students and staff with disabilities. In post school institutions, *policies to make reasonable adjustments* so that students with disabilities do not suffer substantial disadvantage *must be introduced*. *Student support staff should form part of the core staff of all institutions*. Material resources and assistive devices *must* be provided in line with the NSFAS guidelines for disability support in Higher Education and Training. Disability funding in TVET Colleges will be streamlined along the lines of the NSFAS guidelines. TVET Colleges' staff should receive training in effective inclusion strategies for the accommodation of learners requiring support, Sign Language interpretation or copies of documents in other formats.
- 7.21 Issues of *transportation of students with disabilities* within campus as well as *accessible residential accommodation must inform infrastructural improvement plans of all institutions*. Principles of Universal design *must* be followed in the modification of existing structures and in the addition of new structures.
- 7.22 *Norms and standards for provision of infrastructure support for disability will be revised* by the Department of Higher Education and Training, in consultation with stakeholders. Strategies for cost-effective provision of resources for accommodating sensory loss in particular will be considered on a regional basis on the account of the high cost of mainstreaming.

- 7.23 **There must be National Guidelines for Persons with Disabilities** in line with the UN Convention on the Rights of Persons with Disabilities (UNCRPD) (effective May 2008). *These guidelines must be developed by the Department in consultation with relevant stakeholders.* Such guidelines must define the complex field of disability and lay minimum standards for the inclusion of students and staff with disabilities. The Department must set **National Norms and Standards for Disability Units in public colleges and universities.** The Department of Higher Education and Training must provide **ring-fenced** funding for Disability Units and **resource targeted colleges, AET centres and disadvantaged universities for curriculum adaptation and staff development.** This will address inequalities in service delivery between disadvantaged and advantaged institutions.
- 7.24 *There must be funding aimed at facilitating ongoing research* on access to higher education and training for students with a wide range of disabilities. The Department should co-ordinate such research in collaboration with public TVET colleges, Community Colleges, Universities, civil society and research bodies.
- 7.25 The DHET must **monitor and evaluate** all public TVET colleges Community Colleges and Universities in order to ensure that **National Disability guidelines** as well as the **NSFAS Bursary Scheme for students with disabilities are implemented.** Reports with recommendations for improvement must be submitted on an annual basis to the Minister of Higher Education and Training by the Institutions and entities reporting to DHET.
- 7.26 The Department of Higher Education & Training will *collaborate* with the Departments of **Basic Education, Social Development and relevant DHET entities** in developing nodes of support utilising already existing community and government resources to support staff and students in post school institutions to ensure maximum results of disability **mainstreaming efforts.**
- 7.27 This social inclusion policy framework maintains that the key drivers for skills development among the youth remain the Sector Education and Training

(SETAs) and the Public TVET Colleges. *This policy framework calls for the provision of programmes targeting the youth.* Statistically, the youth swell the ranks of the unemployed and unskilled in South Africa. Youth participation in the normal life of institutions is a key component for sustainability of our democracy. Equally important, is the focus on continuing education, on re-skilling of artisans and other individuals in need of retraining in order to exploit new available opportunities where demand for previously held skills are found to be redundant. The DHET must strengthen monitoring and evaluation. *The DHET must compile annual surveys on youth training and changing youth employment/unemployment in the country. These statistics should also have race, class, geography, gender and disability categories in order to establish whether the country is adequately addressing youth unemployment and lack of relevant skills.*

- 7.28 The Department *must train a cohort of career guidance counsellors* who will serve in and out of school youth in various regional centres that house the regional offices of DHET.
- 7.29 **The Charter for Humanities and Social Sciences (2011)** which was commissioned by the Minister of Higher Education and Training, Dr Blade Nzimande, *highlights the importance of African languages in the post-school education and training sector.* Languages are an important instrument of social cohesion and vehicles for societal values. Promotion of the use of African languages as medium for academic study, academic writing and research is supported. This policy supports *research and more resource allocation for the development of African languages, pre-colonial histories, inter-disciplinary studies and Indigenous Knowledge Systems (IKS) by institutions of higher learning.* Students enrolling for courses in medicine, engineering, nursing, social work and public administration must take at least one African language at **course 1 level** in order to prepare them for service in the diverse South African population. This should be adopted as academic policy by all institutions of higher education and training.

8 REPORTING, MONITORING AND EVALUATION

All branches and entities reporting to the Department of Higher Education and Training must produce social inclusion reports that will be consolidated and become Social Inclusion policy monitoring reports. These social inclusion monitoring reports will form part of the departmental annual reports. This means the Information Management System for TVET colleges (inclusive of Community Colleges), Skills Branch Information System, and the Higher Education Management Information System for Universities should develop specific instruments to collect social inclusion progress reports.

9 IMPLICATIONS FOR LEGISLATION

There are already relevant South African laws and international conventions ratified by this country to support this policy framework (**listed as Annexures A and B**). These instruments deal with the empowerment of citizens regardless of race, class, disability, gender and geographical location. The Constitution, as the basic law of the country, calls for the creation of an inclusive society based on human rights, social justice and equality. Numerous laws in the Statute also deal with equality and protection of citizens and non-citizens against all forms of abuse and discrimination.

This policy framework, therefore, is based on the existing enabling legislation in the Department, DHET commissioned reports, White Papers, regional and international instruments as well as on other Departments of state's pieces of legislation and policies to promote social inclusion through education and training. There will be no need for new legislation.

Annexure A

Department of Education, National Education Policy Act (Act no.27 of 1996)

Department of Education, White Paper 3 on the Transformation of the Higher Education System, 1997

Department of Education, Education White Paper 4 – A Programme for Transformation of Further Education and Training, 1998

Department of Education, National Plan for Higher Education, 2001

Department of Education, White Paper 6: Special Needs Education: Building an Inclusive Education and Training System, 2001

Department of Education, *Report of the Working Group on Values Education, 2001*

Department of Education, Values Manifesto, 2001

Department of Education, Bill of Responsibilities for the Youth of South Africa, 2008

Department of Higher Education and Training, Higher Education Laws Amendment, Act 26 of 2010

Department of Higher Education and Training, Adult Education Act (Act 52 of 2000) as amended by the Higher Education and Training Amendment Act of 2010

Department of Higher Education and Training, Skills Development Act, 2010

Department of Higher Education and Training, Formal Further Education and Training College Programmes at levels 2 to 4 on the National Qualification Framework, 2011

Department of Higher Education and Training, National Skills Development Strategy 111 (2011)

Department of Higher Education and Training, the Green Paper for Post-School Education and Training, 2012

Department of Higher Education and Training, the White Paper on Post-School Education and Training, 2013

National Student Financial Aid Scheme Act, 1999 and subsequent amendments

National Policy on HIV/AIDS, for learners and educators in public schools, and students in Further Education and Training Institutions (1999)

Further Education and Training Colleges Amendment Act, 2012(Act no.3 of 2012)

Other National Strategic Documents and Commissioned Reports

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NOTICE – CHANGE OF TELEPHONE NUMBERS: GOVERNMENT PRINTING WORKS

As the mandated government security printer, providing world class security products and services, Government Printing Works has adopted some of the highly innovative technologies to best serve its customers and stakeholders. In line with this task, Government Printing Works has implemented a new telephony system to ensure most effective communication and accessibility. As a result of this development, our telephone numbers will change with effect from 3 February 2014, starting with the Pretoria offices.

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