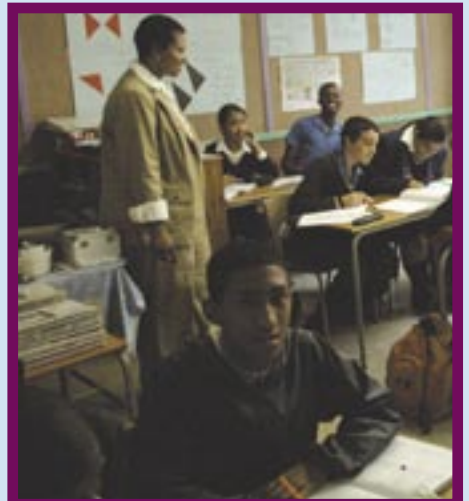




Report on the National Conference 14 – 15 September 2006

Gallagher Estate, Midrand, South Africa



Conference theme

Fuelling the education, training and development skills revolution in the second economy

Conference objectives

- Articulate and communicate the NSDS II targets and five year delivery strategy of the ETDP Seta;
- Foster understanding of the contextual issues that affect the ETDP sector performance in skills development;
- Examine the role of the ETDP Seta in terms of the objectives and programs of ASGISA, JIPSA and other national policy deliberations
- Explore practical solutions that will respond to the 2014 goals – halving the unemployment rate and reducing poverty by half through bridging the gap between the “first and second economies”

The ETDP Seta National Conference was attended by more than 700 delegates from various sections of the organisation’s constituencies.

Key delegates included:

- Mr Duncan Hindle, Director General of Education;
- Mr Zwelinzima Vavi, General Secretary of Cosatu;
- Dr Raymond Patel, Chief Executive of Chieta,
- Dr P Manota, independent consultant;
- Mr J Makhafola, an employer that hosted learners at ETDP Seta;
- Ms T Baas, one of the learners involved in the programmes of the ETDP Seta;
- Ms Rooksana Rajab from APPETD;
- Mr Joe Samuels, Deputy Chief Executive of SAQA,
- Ms Kirty Menon, representative of Quality Assurance for the Council on Higher Education;
- Dr Peliwe Lolwana, Chief Executive of Umalusi;
- Dr Terry Davis of Jobworx;
- Mr Thulas Nxesi, the General Secretary of Sadtu;
- ETDP Seta board;
- Chairperson Mr Vernon Nzama;
- Co-chairpersons Ms Matsêliso Dipholo, Mr Mark Henning and Mr Lulamile Sotaka;
- Mr Firoz Patel, deputy director general and Mr H Mohamed, director for Teacher Development at the national Department of Education;
- Ms Lulama Mbobo, Deputy Director General, KwaZulu-Natal province; and
- Mr Rej Brijraj from South African Council of Educators.

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Nombulelo Nxesi,
Chief Executive Officer, ETDP Seta

Foreword:

I am pleased to present this report of the ETDP Seta conference held on the 14th to the 15th of September 2006 at Gallagher Estate, Midrand, Johannesburg, South Africa to all ETDP Seta governance structures, stakeholders, members of the ETD sector, and the South African nation.

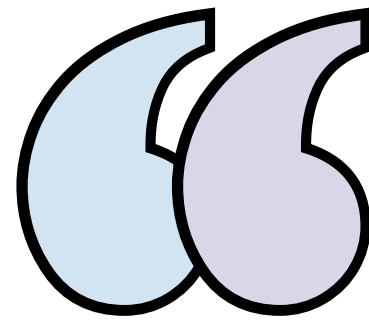
The report provides an opportunity to immerse people who were not present and triggers recollection of fruitful memories for those who were present. It provides all the plenary speeches including the keynote address; the findings, conclusions and recommendations from the five commissions; and the overall conference resolutions.

The conference took resolutions around the following ten areas of ETDP Seta operation: scarce and critical skills, teacher development, ABET and ECD, recognition of prior learning (RPL), quality assurance, ETDP Seta – government relationship, research, rural development issues, career guidance, and monitoring. For example, it was resolved that ETDP Seta should review its programmes to

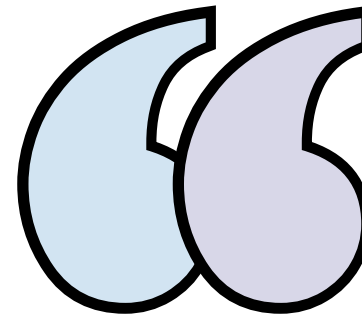
align with ASGISA and JIPSA, mobilise service providers including NGOs in the rural areas, and ensure that learnerships focus increasingly on people with experience through the use of RPL. These resolutions not only focuses Seta to its sector, but also calls for Seta's meaningful role in the nation's priorities as contained in ASGISA and JIPSA. Thus, to a large extent, this conference was a success. Our internal formal evaluation of the conference indicates that the majority of people who completed the questionnaire, felt that the conference achieved its set purpose.

I, therefore, take this opportunity to thank all those people who made this 2006 ETDP Seta conference a success, starting from the internal ETDP staff and governance structures, presenters, delegates, and service providers involved. I have no doubt that through you, we shall also succeed in making the resolutions a reality.

Nombulelo Nxesi
Chief Executive Officer



These resolutions not only focuses Seta to its sector, but also calls for Seta's meaningful role in the nation's priorities as contained in ASGISA and JIPSA



I hope that I will be able to add value when I go into the local government seat and see this excitement of people wanting to talk about the revolution of skills development in the country

Councillor Walters greeted and welcomed all delegates and speakers attending the conference.

She said that she was gratified to note the impressive list of distinguished delegates and speakers who came to address the conference over the next two days.

The large number of delegates who were in attendance, coming from different parts of the country, indicative to her our commitment as a nation to contribute towards the skills level of the country's work force.

She further encouraged the delegates to also network amongst themselves to create a jolly environment during the conference period.

Councillor Walters thanked the conference organisers specially for brilliant arrangements and the plan of bringing the delegates together.

"I hope that I will be able to add value when I go into the local government seat and see this excitement of people wanting to meet and talk about what they are doing and how they are improving the revolution of skills development in the country. I take this opportunity therefore to applaud you especially with your selection of this befitting and relevant theme 'Fuelling the Education, Training and Development Skills Revolution in the Second Economy'." She praised the Seta for what she called "a very powerful theme" as it will ensure that delegates will articulate and communicate the targets of NSDS and the five year delivery strategy of the ETDP Seta.

She said the conference should foster understanding of the contextual issues that



Councillor Christine Walters, member of the Mayoral Committee of the City of Johannesburg, welcomed delegates to the conference and to Johannesburg, on behalf of Executive Mayor Amos Maseko.

affect the ETDP Seta sector performance in skills development and examine the role of the Seta in terms of the objectives and programmes of ASGISA, JIPSA and other national policy deliberations.

The councillor further affirmed that the conference is a platform on which delegates can debate, develop, inspire and inform issues of constituent membership plans, strategies and resources of the ETDP Seta with the intention of invigorating them and repositioning the Seta to deliver on its mandate in terms of skills development revolution.

Councillor Walters made reference to the project of township development of the City of Johannesburg that has involved the community, where labour intensive work was allocated to the youth and women.

These youth and women were then skilled into doing paving and curbing in Soweto – a programme that was linked to the Seta for accreditation for the work they did.

As a result Councillor Walters requested the ETDP Seta to start working meaningfully with the local authorities to provide solutions to challenges that are on the ground.

She thanked the CEO, Ms Nombulelo Nxesi for availing the conference platform to the City of Johannesburg and for the delegates to come together and be able to talk about what you are going to do in the next five years.

She concluded by saying that the ETDP Seta is an important role player as a partner in developing and transforming the cities and making sure that cities deliver on their mandates.



Foreword:
Nombulelo Nxesi
Chief Executive
Officer

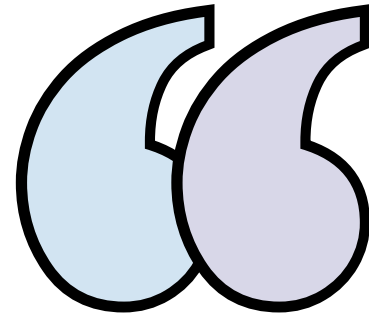


The City of
Johannesburg
welcomes
conference
delegates





Ms Nombulelo Nxesi, CEO of the ETDP Seta, introduced the guests to the Conference and assessed the Seta performance for the year



As we move forward in this conference, it is imperative that we look at the challenges of NSDS 1 and be sure that all those challenges are addressed

The CEO thanked the programme director Dr Marina le Grange, a passionate and enthusiastic board and Exco member of the ETDP Seta, for handling the programme. She further thanked the delegates for their full attendance.

She introduced the following speakers and guests and thanked them in advance for their role of sharing knowledge, expertise and motivating the ETDP Seta members and management to achieve the conference goals and objectives:

Councillor Walters, Member of the Mayoral Committee for Corporate and Shared Services, City of Johannesburg; Mr Duncan Hindle, Director General of Education; Mr Zwelinzima Vavi, General Secretary of Cosatu; Dr Raymond Patel, CEO of CHIETA; Dr P Manota, who has also been playing a leading role; Mr J Makhafola, who has been one of the employers that hosted our learners at ETDP Seta; Ms T Baas, one of the learners that were involved in the programmes of the ETDP Seta; Ms Rooksana Rajab, from APPETD; Mr Joe Samuels, Deputy CEO of SAQA; Mr Theo Bhengu, Director: Quality Assurance for Council on Higher Education HEQC; Dr Peliwe Lolwana, CEO of Umalusi; Dr Terry Davis from Jobworx, who has been assigned to do our research with regard to scarce and critical skills; Mr Thulas Nxesi, the General Secretary of Sadtu; Mr Mark Henning, co-chairperson of the board, but will be represented by somebody else in terms of the commission; ETDP Seta board of directors; Chairperson Mr Vernon Nzama; Co-chairpersons

Ms Matsêliso Dipholo and Mr Lulamile Sotaka; The 12 ETDP Seta constituencies, and those include private and public employers as well as labour as employees.

She also mentioned the representatives of the Department of Education that attended the conference from national and provinces. She mentioned only a few – Dr F Patel and Mr H Mohamed, Director for Teacher Development at the National Department. Others mentioned specifically were Ms Lola Mbobo, Deputy Director General of KwaZulu-Natal province, and Rej Brijraj from South African Council of Educators.

Ms Nxesi gave an account of how the Seta has performed in relation to the various targets of the first and second National Skills Development Strategy objectives (NSDS 1 and NSDS2).

The following key performance categories and results were tabled to the conference:

■ NSDS 1

1. Fulfilment of NSDS 1 objectives
5/5
Performance sustainability is critical
2. Governance and management
5/5
Maintain effective governance and management structures and practices
3. Financial management
3/5
Delayed payments which delayed timely delivery of certain programs. This is a challenge that the Seta must address during the NSDS 2 targets.

From page 6

■ NSDS 2

For 2005/2006 our first year of implementation of the NSDS 2 targets:

■ The board has approved the strategic plan for the next five years as well as the business plan for 2005/2006.

■ The board has also approved the provincialisation of our structure, whereby three provincial offices were opened in Limpopo, KwaZulu-Natal and the Eastern Cape. This has been done with a plan to improve service delivery and bring services closer to the people.

■ Growth in the number of staff members of the ETDP Seta – currently at 103 to make sure that our service delivery targets are adhered to.

■ For 2005/2006 financial year I must say that we did not perform accordingly. We performed at 69%, which means that we had a shortfall of 31% in term of our targets.

■ Challenges

The first challenge is the submission of the workplace skills plans (WSPs) by constituencies. We are not receiving the WSPs on time and as a result we are unable to pay out the mandatory

grants.

The implications for this is that workers are unable to enter into skills development programmes organised by the employers. They forfeit that due to their late submissions of the WSPs.

The second challenge is also the submission of the WSPs by small organisations.

There are a number of factors that are contributing to this.

Partly, there is an allegation that our systems are too complex and those small organisations find it difficult to comply with. Moreover, some of the organisations have been exempted from paying the levies and therefore we need to deal with our database.

The third challenge is within the Departments of Education, which by law are not paying the levy but are supposed to submit the WSPs.

We are not receiving WSPs from all the Departments of Education.

This is another challenge that we need to look into and address.

As we move forward in this conference, it is imperative that we look at the challenges of NSDS 1 and be sure that all those challenges are addressed so that we can achieve an overall of 5/5 in March 2010 when we are assessed by the Department of Labour.

That will ensure that the ETDP Seta continues to exist beyond 2010.

for choosing this particular theme:

■ To ensure relevance to the swelling demands of the voting masses and attempt to address the world they live in – the second economy, a world where the majority of people in the country are economically, socially and educationally underprivileged due to the lack of skills.

She further expanded on the conference objectives and the need to have them fulfilled by end of the conference proceedings.

She also mentioned the importance of going a step further to implement these objectives to give meaning and credence to the conference.

Ms Dipholo declared the conference officially opened and encouraged delegates to make an impact, to give direction to the organisation by giving full attention to issues discussed and make full contribution at the commissions.

“Doing so will give us the capability and confidence to have action plans for the objectives so that when we reach the end of our five-year NSDS 2 strategy, we are able to say we were assisted by our constituencies and we know exactly what we wanted,” she concluded.

“Good morning everyone,” greeted the co-chairperson. Ms Matsêliso Dipholo spoke emphatically, saying “Colleagues and comrades, we want to ensure that we are playing the jingle.

“The purpose of our jingle is to ensure that all delegates, when they go home tomorrow, are aware who we are as the ETDP Seta, what our objectives are and what our challenges are as they were highlighted by the CEO.

“We want to ensure that each and every person attending today would become ambassadors of the organisation, would be able to talk about the ETDP Seta and contact the ETDP Seta without any particular concerns.”

She highlighted the plight of members from the ETDP Seta offices in the provinces – Limpopo, KwaZulu-Natal and Eastern Cape – who would need to utilise services of the provincial offices in full.

In case they are not able to do that, the head office in Auckland Park is available to be of service.

On the conference theme “Fuelling the Education, Training and Development Skills Revolution in the Second Economy”, Ms Dipholo outlined the following as the rationale



Assessment of the Seta's performance



Ms Matsêliso Dipholo, outgoing chairperson of the ETDP Seta, set the objectives of the conference.



Setting the objectives



Assessment of the Seta's performance





Mr Duncan Hindle, Director General of Education, addressed the national skills development framework.

“Conference programme director Dr Marina le Grange, Councillor Walters from the City of Johannesburg, the CEO of the ETDP SETA, Ms Nxesi, the chairperson of the board, Mr Vernon Nzama, the co-chairperson of the board, Ms Matsêliso Dipholo, conference delegates, distinguished guests, ladies and gentleman,” Mr Hindle started.

“It certainly is my privilege to join this important gathering of distinguished people here today, who I believe share a common concern and commitment for the future development of educators as critical role players in both the social transformation as well as the economic growth of our country.

“Colleagues, we need to work in the context, obviously of ASGISA – one of the biggest initiatives this government has undertaken in the last while and I am sure one which you will be appraised of a lot more during the proceedings of this conference and one that hopefully will exercise our minds over the next while as we try and understand for each of us what our particular roles and contributions possibly can be.”

Mr Hindle quoted the President at the State of the Nation Address on 3 February 2006: “We should move faster to address the challenges of poverty, underdevelopment and marginalisation confronting those caught within the Second Economy, to ensure that the poor in our country share in our growing prosperity.”

The quote continued that “we should make the necessary interventions with regard to the First Economy to accelerate progress towards the achievement of higher levels of economic growth and development of at least six percent a year; and



Just as we believe education is the foundation of our society, the ETDP SETA is of course the foundation of all other work and we cannot afford to see you fail

we must sustain and improve the effectiveness of our social development programmes targeted at providing a cushion of support to those most exposed to the threat of abject poverty”.

On the relevance of education to ASGISA, Mr Hindle indicated that this is a push for particular skills, but a popular comment often made, and is pertinent in this context, is to say that actually the major skill that South Africa needs at this moment is more education.

“That’s our need in this country,” he emphasised. He testified that the education and training sector is very much part of the skills revolution, but it’s more than just being part of. In a sense it is conceived as being the foundation of the skills revolution, because when there is no educational foundation, there is unlikely to be a successful skills revolution.

He further gave an analysis that it is up to the delegates and the sector to build those foundations, which of course start at the very lowest levels.

Another critical point missed was the fact that skills focus has been seen as people already in work, or perhaps out of school youth, but in fact all the evidence tells that is the product of what happened many years before.

As a result the department of education is starting very strongly with, for example, an integrated plan for early childhood development that is intended to target children of the 0 to four-year-old age group.

“So really, we understand the skills revolution, starting ... pretty much straight after birth. But perhaps our most significant intervention would come when they hit the schools, and there we also

targeted very strongly a Grade R class in every school. Currently I am glad to say we have some 70% of six-year-olds currently attending a Grade R class.

“We obviously want to move to universal enrolment here by 2010, and I think the evidence internationally tells you that the benefits of that one year of pre-schooling have enormous advantages through the rest of the system and, in particular, are likely to demonstrate far better flow-through in the systems, far better success of learners if they just manage to have that one year of proper pre-schooling – a proper Grade R class,” he argued.

“The next phase in skills revolution comes with the General Education and Training Bands and particularly here to focus on the schools again. The GET phase is obviously very critical – in many ways it is a make-or-break phase. It is the time during which children either learn to develop a love of learning, a spirit of enquiry, or sadly, in some cases it is also the phase where some people just get turned off school and can’t wait for that grade 9 or age 15 to get out of it. So (it is) a very critical phase.”

He asserted that the Department of Education is very focused in the GET-band. Very strongly on issues of quality, because we do to a large extent have universal access in the GET-phase, but that likely to even improve in the next year or so when some 40% of our learners will be attending one of designated no-fee schools. Therefore the Minister has also launched the “QIDS-UP” programme - Quality Improvement and Development Strategy – to ensure quality is improved by making resources available to schools to access funding and projects.

In the FET band, he indicated that there has been very exciting developments, both within the schools sector of grades 10 to 12 where the New National Curriculum Statement has been introduced.

The National Curriculum Statement that firstly makes either maths or maths literacy a compulsory subject for every learner, certainly is something that is long overdue in this country.

It also compels subject or life orientation which at that level is likely to be very strongly career guidance-orientated, and languages are also obviously still compulsory. As a result, this initiative is being supported even by higher education constituencies who have seen the value of the subjects – in particular the cognitive demands in them.

Also exciting of course are the developments in the FET colleges, which we recognise as the key leader in addressing our skills revolution in this country and the shortages we face. And we have recognised and over the past few years we have seen the re-invigoration of the sector, which has been recapitalised to be more responsive to the skills and training needs of the country, and a

radical change is taking place there.

Mr Hindle said that the old N1 to N6 programmes of FET colleges were being phased out due to the fact that they were outdated. In their place, 13 new FET programmes will be the introduction from 2007. These are programmes in construction, engineering including mining engineering and hopefully some road engineering as well.

Programmes in business, information communication and technology, hospitality, which are areas designated by government’s Joint Initiative on Priority Skills Acquisition (JIPSA) as being some of the crunch areas in the bar to skills in the country. All of these programmes were developed in consultation with relevant sectors and industries to ensure calibration and compatibility with the needs of the economy.

Another key relevance of the education and training sector to JIPSA is the policy to keep FET colleges’ fees at reasonably low rates.

The Education Department has allocated about R2 billion towards the college sector recapitalisation. Part of that is an allocation of R10 000 to every single college lecturer to upgrade their skills through the most relevant training programs and to ensure that they are at the cutting edge of teaching.

On higher education, Mr Hindle raised the fact that there is a problem of undergraduates, which he said was a matter of concern, and certainly higher education is very consciously looking inwards at itself to see why that mismatch is coming about. He went on to encourage the sector to engage more with the workplace to assess what kind of needs there are and what kind of outputs they are giving. He acknowledged that universities do play a central role in both knowledge-production as well as in innovation and draw the attention of delegates to an important report “The Macro-Social Report” which reports on “the macro social changes that have taken place in society over the last 10 years”.

“Finally, Chair, what about the teachers?” he asked. He continued to argue that almost all of the above depends on having good teachers. “However, the country needs to provide increased development opportunities, ensure that there is increased performance management and accountability.”

On the development opportunities, he referred to the recent report from the HSRC on the TIMMS study – the international survey on maths performance (2003 study, unfortunately only published now in 2006). But one of the conclusions of that report is that South African teachers spend more time on development programmes than teachers from anywhere else in the world.

From the side of the Department there is commitment and, in her budget speech in March, the Minister indicated that she would publish



The relevance of NSDF to the training of educators



The relevance of NSDF to the training of educators

the national framework for teacher education in September 2006.

Finally, Mr Hindle gave testimony to the role of the Seta perhaps in this process:

- The need for the Seta to continue to exercise its mind around continuing research into the sector.
- The Seta generally has been misconstrued very often by the public – and sometimes even by people who should know better – as training organisations.
- Setas are not training organisations – they facilitate, they lead, they guide, they do all sorts of other things around training. But they do not do training and, in fact, they are not supposed to.
- The main purpose is to help bring an understanding of the labour market in the education sector to understand what are the demands of employers within the sector, what is the supply of teachers coming out of providers, etc.
- To make sure that enough people are trained with the right skills to fit into the labour and economic market.
- The ETDP Seta support the CPTD system and in particular the system of PD points and to work in collaboration with SACE in terms of determining the points delegations that should be given to these different programmes, and of course monitoring the participation of teachers to ensure

that this is aligned also with the workplace skills plan.

In this regard the DG emphatically stated as follows: “I would understand that is the main purpose of a sector skills plan and really I think we need to see training as a secondary activity. If you have discretionary funds, then you can do that, but really you have got to help all the employers, all the providers in the sector, to understand this market place much better.

“I think it is regrettable that in the education sector we still depend to a certain extent on poor or outdated data and research. We are getting much better at it, but we are still not there and the trouble is that until we pinned it down finally, we still are subject to these extraordinary claims that are made by commentators around the place.

Mr Hindle concluded by complementing the ETDP Seta board and CEO on their well-attended, very organised and exciting annual conference.

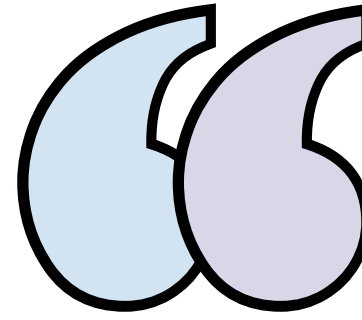
“I have to say we as the Department of Education certainly do appreciate what you are doing, and indeed we wish you all the strength in the next year. Just as we believe education is the foundation of our society, the ETDP Seta – and I hope this doesn’t offend any other Seta representatives here – the ETDP Seta is of course the foundation of all other work and we cannot afford to see you fail.”



The Department of Education aims to have a Grade R class in every school. Currently some 70% of six-year-olds attend a Grade R class.



The relevance of NSDF to the training of educators



Not surprisingly, our universities are still about half white and about three quarters of management in the private sector is still white

Cosatu’s General Secretary, Mr Vavi, opened with revolutionary greetings and thanking the ETDP Seta for inviting him to present at its national conference.

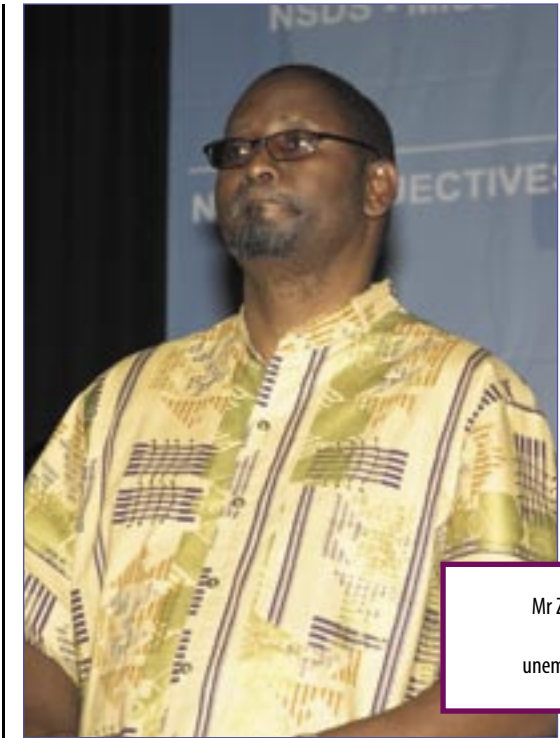
He remarked that the skills development system spearheaded by the Seta is particularly important for the labour movement since it came about due to labour unions’ demands in the 1980s.

He painted a historical perspective of education, training and working conditions of African people under apartheid, which were depressing and repressive. He continued to assert that even though Setas have been established to deal with the past legacy of under-development, there’s still a long way towards realising the goal for which they were established.

“In education we continue to see huge inequalities now on class rather than formerly on race,” remarked Mr Vavi. “Of course, because most of the upper class is still white, the results are that racial differences prevailed in the education system. For example in 2003 just over half of white learners got a matriculation exemption, but only a tenth of Africans got it.

“Not surprisingly, our universities are still about half white and about three quarters of management in the private sector is still white. In skills development, the main aims were to improve qualifications for black workers so that they could improve their career chances and productivity.

“The key institutions to achieve these aims were recognition of prior learning, increase resources through the skills levy and the Setas to ensure that training responded to the real sectoral needs of



Mr Zwelinzima Vavi, General Secretary of Cosatu, addressed the plight of unemployment in the second economy.

our economy, rather than just becoming a paper chase where workers get irrelevant and useless qualifications.

“Finally we wanted to ensure that every South African is literate. Estimates of illiteracy range very widely, but it seems probable that around a sixth of South Africans – mostly rural and poor older – remain illiterate. If we do not ensure people have basic access to the basic literacy and numeracy, they cannot take their rightful place in society – either as citizens or as workers.

“They will remain marginalised at a huge personal and social cost. Can we then say we succeeded in our efforts to transform the training system? Despite all our work and accomplishments, we still have a long way to go.”

He further cited critical concerns and shortcomings around the issue of skills development for the working class as follows:

- Recognition of prior learning is not in place in many cases and as a result workers continue to suffer historic injustice. Where the systems exist, they often require so much theoretical work that ordinary workers can’t afford to get the qualifications anyway.
- A second concern is that there has not been a qualitative increase in access to training for most workers, especially the previously underprivileged Africans, women and disabled people.
- We have not adequately empowered workers and shop stewards to develop demands and to fight for them. Moreover, in most companies workers can’t get paid time for training. They have to take courses on weekends or at night, which is



The plight of unemployment in the Second Economy



difficult for people with families.

■ The extensive Seta planning requirements have become themselves a roadblock to progress, which creates bureaucratic systems and getting endless consultants in the process.

■ Finally there has not been linkage of skills development to employment equity. In many companies there are separate committees to deal with each of those issues.

Mr Vavi added that there is no correlation between lack of skills and unemployment, since most of the developing countries which have much lower rates of unemployment have adequate employment levels.

The fact is that unemployment is high because the economy is not creating jobs. That in turn reflects low levels of investment and emphasis on capital intensive industries, like metal and heavy chemicals.

It reflects highly on the concentration of ownership that prevents growth in other sectors of

the economy. And not least, it reflects the down-sizing in the public sector itself. Unless those challenges are addressed, no amount of skills development will lead to job creation.

He further contended that even if training could be afforded today and tomorrow to all of the four to eight million South African's who are unemployed, the crisis of unemployment would not be resolved. He advised that the starting point ought to be about what we need to do to restructure the economy first, and the skills later, or in concurrent terms.

Mr Vavi warned the delegates that it is utopian that all unemployed South Africans – eight million people – could benefit from the skills development programme, since it is in the nature of capitalism to open opportunities for success to a few citizens.

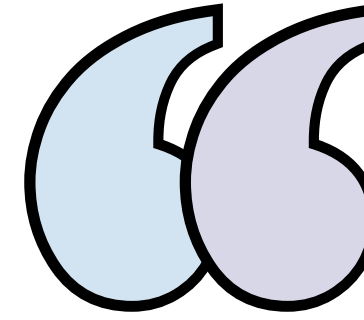
Consequently, the greatest challenge facing the Seta system is to reach out to the majority. If this doesn't happen, the system will only be beneficial to a few.



In education we continue to see huge inequalities now on class rather than formerly on race.



The plight of unemployment in the Second Economy



The failure of African governments to encourage an Agricultural Revolution has resulted in a food crisis in Africa, which has produced the health crisis that is prevalent.

Professor H W Vilakazi greeted the delegates and began by reflecting on the assertions by the General Secretary of Cosatu, that the collapse of an economy or an economic crisis anywhere in the world damages education. And we see that in our continent – the economic collapse in many countries has also brought catastrophe to education.

He brought out the acute paradox between the so-called first (industrialised and modern economy) and second (characterised by informal trading and full of poverty and unemployment) economies, which are at the foundation of the poverty crisis faced by South Africa.

This picture is not sustainable, said Prof Vilakazi.

The South African economy is therefore a very small economy with a huge unrealised potential because of the existence of the so-called second economy with the following attributes:

- The second economy encompassing the majority of the nation's population and has no appreciable power
- It does not interact with or touch the world economy through its activities and statistics
- It is not part of the modern South African economy or the modern world economy and is largely of rural setting.

He added two points of note relating to the economic crisis of underdevelopment facing the nation – the failure of development in rural areas and the deterioration and degradation of human living conditions in rural areas is a heavy drag that is pulling down the economy of the entire country.



Prof H W Vilakazi gave the keynote address on enlarging the economy.

Secondly the failure of African governments in general to encourage and spearhead a successful African Agricultural Revolution has resulted in a food crisis in Africa, which has produced the health crisis that is prevalent.

This has also resulted in multitude of migration from rural to urban settlements, which further strains the limited infrastructure in these areas, thus creating problems of planning under pressure due to unplanned mass migration.

He argued that the starting point therefore should be rural development and an initiation of the African pipe of the agricultural revolution in rural areas which will bypass the agricultural revolution which occurred in white rural areas.

“Such an approach, such a strategy, to the growth of the entire South African economy shall trigger enormous economic growth for the entire country.

“Public Sector service delivery is impossible without such a foundation.

“And good education is impossible without such a foundation.

“And good work for Seta is also impossible without such a foundation. By doing what I am suggesting we shall be enlarging our nation's economy enormously – therefore enabling skills development to make notable and drastic contribution to the power and dynamics of our national economy.”

Critical to his address were the need and urgency to develop and create a huge domestic market. We must first free our economy from restriction and attend to the problem identified by the World Bank – focus on increasing the buying power and consumer demand of our economy – enlarge and develop the domestic market.



Enlarge the economy so that skills development can benefit the country





Translating ASGISA / JIPSA priorities into implementable ETD skills development programmes

Commission 1

Facilitator: Ms Susan Malima, Limpopo Department of Education
Speakers: Dr Raymond Patel, CEO, Chemical Seta / MerSeta
Dr P Manota, DANIDA & North West Province technical advisor
Report back: Mr Tony Khatle



Dr Raymond Patel, outgoing CEO of the Chemical Seta, and new CEO of MerSeta.

■ Introduction

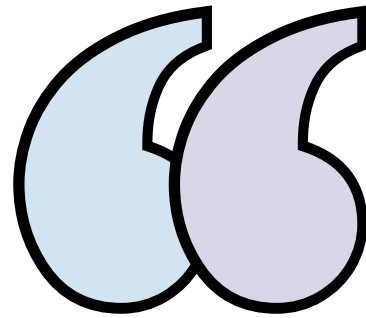
The purpose of this commission was to generate debate, discussion and discover approaches to link the programs of FET colleges and Setas with the priorities of ASGISA / JIPSA. Delegates had a very robust discussion and critical areas of concern and major recommendations were made to this effect.

The first speaker was Dr Raymond Patel, CEO of Chemical Seta / MerSeta.

Dr Raymond Patel is an educationist who holds a PhD in education management. He is the outgoing CEO of the chemical Seta. He will join MerSeta on 1 November.

■ Findings

1. ETD P Seta is recognised as the first Seta to look at translating ASGISA / JIPSA priorities into implemental ETD P skills or ETD skills.
2. There is a general misunderstanding of the role of Setas. Often service providers take the Seta system as money machines.
3. When referring to Setas, and in relation to JIPSA, the relationship that comes up is how much have they spent? Or how much is unspent in their accounts? How many people have they trained?
4. There is a growing perception that Setas have not performed well in fulfilling the skills gap and



The reason why ASGISA was formed was simply because our education system has not addressed the supply side of the economy – the growth of the economy

needs in the country.

5. The reason why ASGISA was formed was simply because of the fact that our education system has not addressed the supply side of the economy – the growth of the economy.

6. The success of ASGISA is premised on the availability of skills – its strategy is underpinned by the creation of JIPSA – the Joint Initiative of Priority Skills Acquisition which a high level body of a number of technocrats, business people and unions to lead and look at the critical and short skills that this country needs, and to supply that.

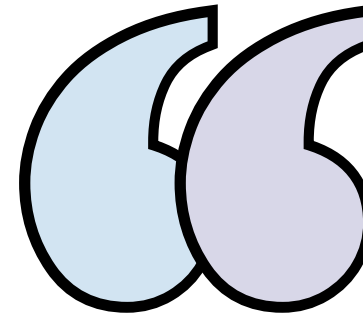
7. Many people in the Setas do not understand that JIPSA has a focus to accelerate the supply of short skills – it is not in competition with the Setas; are but one of the supply mechanisms for short skills.

The others are FET colleges, Department of Education, Universities and Universities of Technology are other avenues of supplying those short skills.

8. Last year South Africa imported 6 050 welders from Taiwan, Malaysia and other countries since local welders' error margin when they are welding is 33%, compared to the Chinese of five percent.

■ Recommendations

1. Critical need to change from producing the soft skills to supplying the priority skills such as the artisans that this country needs.
2. There's a great need to double the maths and



Setas need to support the apprentice system and bring back the old artisans to start training programmes to serve as mentors, experts and coaches, facilitating learning and look at different delivery methods

science in high schools by 2008.

3. We have to upgrade our career guidance programmes, churning kids away from the only way of learning.

4. Setas need to support the apprentice system and bring back the old artisans to start training programmes to serve as mentors, experts and coaches, facilitating learning and look at different delivery methods.

5. Setas need to rethink the way they deliver products and services.

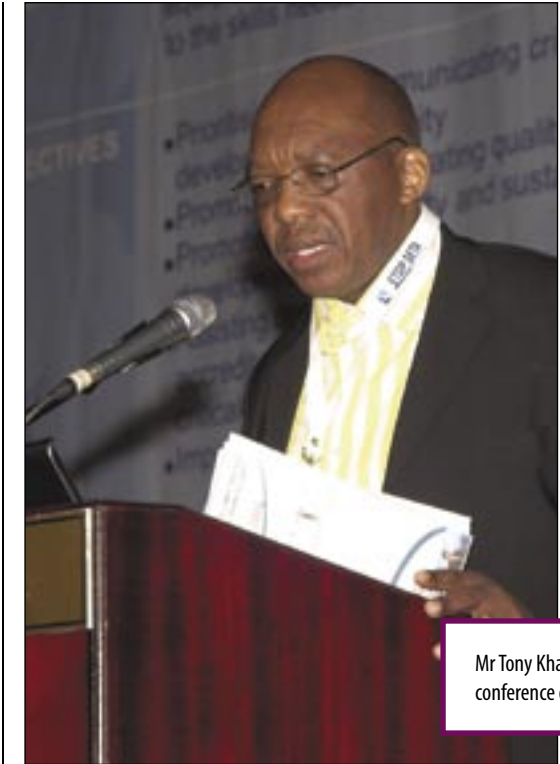
6. Conduct and commission research that Setas should speak and act with authority in the skills sector.

The second speaker was Dr P Manota and his presentation was titled Linkages of ASGISA with vocational education – The role of FET Colleges.

Dr Manota trained as a teacher, worked as a principal of a school, a chief education specialist and a director for the Gauteng Youth College. He served at the National Business Initiative responsible for FET Projects. He is currently working for DANIDA providing support to education and skills development as a provincial technical advisor for the North West Province.

■ Findings

1. The real challenge facing FET colleges and



Mr Tony Khatle reported back to the conference on behalf of the commission.

Setas is to fulfil the 2014 goals – to reduce poverty by half, achieve reduction of unemployment and reach an average of six percent GDP growth.

2. Other challenges reviewed by the ten year review include increasing employment and self employment.

3. FET colleges have been identified as the lever to skills revolution in this country – the core business of these institutions is education and training.

4. The process of recapitalisation of colleges is to create a modern college sector that is responsive to the skills needs of both employed and unemployed youth and adults.

5. Colleges have been assisted to align FET college programmes and qualifications to the needs of society and the labour market.

6. The department has also assisted in positioning colleges so that they may be connected to relevant skills development processes, employment initiatives such as learnerships and entrepreneurship programmes.

7. Fifty bigger colleges were created through the merging of 152 smaller colleges and the FET Act 98 of 1998, the former technical colleges were phased out and in their place bigger, more responsive FET institutions were put in place.

8. There has been a process – a systematic, lengthy consultative one that also involved a number of role-players including commerce and business as well as colleges who were writing out the programmes. As a result 11 new programmes have been prioritised and will be offered by FET



Translating ASGISA / JIPSA priorities into implementable ETD skills development programmes



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colleges from 2007.

9. There are strong public perceptions that view FET colleges as schools for the dumb, with poor organisational images and limited capacity to recruit targeted enrolment numbers of students.

10. Another key problem area for colleges is the limited or lack of systems for placement into jobs from full time FET programmes – these are occupational programmes, not vocational programmes.

11. There is a lack of skills required on many college councils to support the expansion and development – representation versus the skills on council. Are we keeping people on council because they represent certain constituencies, or are we keeping people on council because they add value through their skills?

12. Colleges are not training in the dark, colleges are not doing their work in the dark all the 50 colleges have strategies that they have implemented, that get reviewed and revised as regularly as possible.

13. The recapitalisation fund has set aside an amount of R10 000 (per person) that is aimed at the professional development of educators or lecturers in these institutions.

■ Recommendations

1. There is need for colleges to market themselves in non-conventional methods and areas.

2. Learner support and effective career guidance are critical for learner retention to avoid the wastage of learners dropping out from college.

3. College governance and management structures need to take their work seriously and utilise the ample training that they received through the NBI intervention.

4. Implement the funding programme-based funding that has been developed to streamline study cost to offer the 11 programmes and increase access to the system.

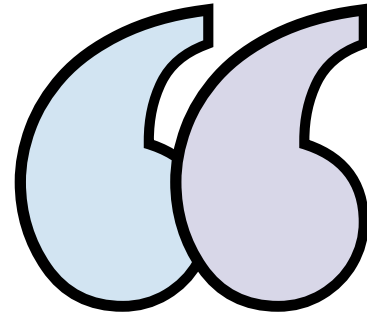
5. Appropriate and effective programme design and delivery methods are important to fulfil the priority skills targets. These need to be in place before the actual offering of the programmes next year.

6. We need to get a singular curriculum that regulates the Generic Manufacturing, Education, Training and Technology – thus reducing the number of Setas to improve operational efficiency.

7. Importance of improving skills and expertise to strengthen the country's business process outsourcing that ASGISA refers to and turn around the tourism sector.

8. ETDP Seta should be refocusing its training and where its funding goes – start focusing on the scarce and critical skills as identified in JIPSA.

9. It is critical to streamline the offering guidelines and throughput of ABET that it benefits the people it is supposed to be benefiting – not



There are perceptions that view FET colleges as schools for the dumb

just the service providers who exploit the system.

10. Intensify funding, user-friendly systems and implement programmes on recognition of prior learning (RPL). It is an important aspect to bridge that gap of the skills shortage.

11. It is also important that the Seta starts playing a role in the development and support of maths and science learners – increase maths and science teachers in public schools.

12. FET colleges need to be re-commissioned to offer programmes in line with JIPSA priority skills to address scarce and critical skills.

13. Then, to expand the delivery mechanism in provinces, Setas should be visible in provinces where they are active. You cannot have a Seta in the Eastern Cape in East London if there is no chemical plant there, you are going to train learners for unemployment.

14. Expand the career guidance in schools to redirect learners to appropriate career moves and demystify maths education.

15. Need to create a platform for a healthy competition between schools and FET colleges. For this to happen, FET colleges need to have funding for their potential learners to be on the same par with learners pursuing the normal school route.

16. Proper focus on appropriate qualifications for educators in the FET institutions.

■ Conclusion

Key areas of concern and recommendations include the need to fast track effective and user-friendly systems for recognition of prior learning, re-commissioning of the apprenticeship model and focus on priority skills (rare and critical) to make a skills revolution a success.



Learner support and effective career guidance are critical for learner retention to avoid the wastage of learners dropping out from college.



Translating ASGISA / JIPSA priorities into implementable ETD skills development programmes



Translating ASGISA / JIPSA priorities into implementable ETD skills development programmes



Using lessons learnt to address current National Skills Development Strategy implementation challenges

Commission 2

Facilitator: Dr Tholsia Naiker, APPETD
Speakers: Mr J Makhafola, employer perspective
Ms Tebogo Baas, learner perspective
Ms Rooksana Rajab, provider perspective
Report back: Dr Tholsia Naiker



Ms Rooksana Rajab, CEO of Resonance Institute of Learning, provided the provider perspective.

■ Introduction

The purpose of this commission was to scan and discuss the successful implementation strategies used in the NSDS 1 to handle challenges of NSDS 2. The results should enable the ETDP Seta to fast track and deepen its programs by collating best practices through an experience curve. A balanced learning approach was used in that perspectives of learners, service providers and employers were all factored in to build a solid and working organisation.

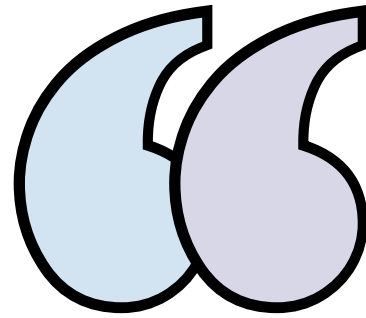
The first speaker was Mr J Makhafola, who presented the employer perspective.

Mr J Makhafola is from the Bopaditjhaba community project. He has been extensively involved in the implementation of various programmes within the ETDP Seta practitioner and within the distribution of first aid since the year 2002/2003. He also has experience of hosting 20 learners in the ABET level 4 practice learnership.

■ Findings

The findings are related to challenges and opportunities experienced during the first phase of the NSDS.

1. Regular and effective workshops were conducted around the country capacitating member organisations about work skills plans and training reports – including rural areas.
2. Challenge of securing service providers in rural



Learners often abuse the system by not taking up classes and not submitting their portfolio of evidence

areas and the costs as well as distance associated with contracting organisations from Gauteng.

3. Poor communication between host organisations and service providers and the lack of cooperation by service providers to submit monthly reports.

4. ETDP Seta communicates with providers more often than the employers during the process of learnership.

5. Providers take certain decisions about the learners without involving the employer – such as deciding on the stipend payment date.

6. Tax exempt employers (NGOs like Bopaditjhaba) find it very hard to host learnerships because of the heavy expenses in running the learnership.

7. Importance of calculating the costs associated with hosting the learnerships before committing to the program.

8. There is considerably long waiting period (up to a year) before the learners can get their results.

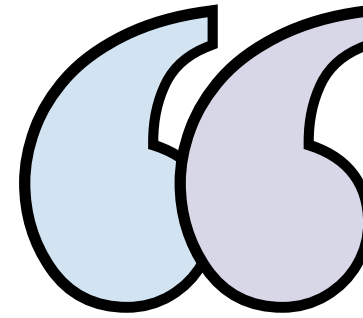
9. Learners often abuse the system by not taking up classes and not submitting their portfolio of evidence, thereby just demanding the stipend.

10. Providers do not pay out stipends to the learners regularly as was agreed during the signing of the contract.

■ Recommendations

These recommendations are essential to enhance the nature of opportunities and minimise the challenges faced.

1. Need to have a pool of service providers who may share learnerships amongst them.



It is imperative that service providers exercise patience, understanding, good communication skills, effective listening and leadership skills when working in the rural areas

2. Review the tender strategy that currently encourages the “winner takes all” concept. One provider can win tenders in all the provinces and that discourages emerging providers like Bopaditjhaba.

3. Create an incentive for tax-exempt employers hosting learners to also qualify to claim grants like other employers, thereby increasing the pool of host employers.

4. Set a minimum and maximum waiting period before the learners can receive their certificates.

5. The stipend to be paid through the host employer not necessarily the service provider.

6. Need for the ETDP Seta to communicate with both providers and employers during the learnership programme.

7. Providers and employers must receive the same treatment as the stakeholders of skills development.

8. Make training of learnership mentors compulsory for all potential host employers, before the actual learnership programme.

The second speaker was Ms T Baas, who presented the learner perspective.

Ms Tebogo Baas is from QwaQwa in the Free State and she has been involved in the ABET learnership programme that started in 2003.

She graduated in 2004 and she is currently employed by the South African Post Office.

■ Findings

1. It is imperative that service providers exercise



Dr Tholsia Naiker of APPETD, was the facilitator and reported back on behalf of the commission.

patience, understanding, good communication skills, effective listening and leadership skills when working in the rural areas where illiteracy levels are higher.

2. Trainers need to also take time to know the background of the learners to understand them and their contexts.

3. English is the main language of instruction used.

4. Pilot projects are quite tough for learners and educators as it takes some time to conceptualise the general content of the course.

5. Writing assignments and discussion in groups is helpful in clarifying certain challenges, and learners comprehend as a team.

6. Lack of support and commitment from other stakeholders.

7. Not sticking to the drawn programme or schedule.

8. Having to rewrite assignments because they got lost.

9. Government sector and private sector are not using our services as we have graduated.

■ Recommendations

1. All involved parties should take serious interest in what is going on during the period of learning – such as service providers, local municipality, etc..

2. Need for professional counselling of learners before and after the learnerships.

3. Learners need to keep to the schedule and not overlap to avoid issues such as over-budgeting.

4. Put efficient administrative platforms to



Using lessons learnt to address current National Skills Development Strategy implementation challenges



Using lessons learnt to address current National Skills Development Strategy implementation challenges

ensure proper filing to avoid loss of the learners' scripts or exam papers.

5. A need for the public and private sectors to make use of or employ ABET graduates.

The third speaker was Ms Rooksana Rajab, who presented the provider perspective.

Ms Rajab is the CEO of Resonance Institute of Learning. She is also currently the chairperson of the Association of Private Providers.

■ Findings

1. All the Setas took a long while before they could get their targets aligned to their business plans and meeting their roll out plans for learnerships.

2. A huge challenge that faces the ETDP Seta currently is access to accredited and quality providers.

3. Many emerging providers that were allocated learnership projects that no longer existed after three months of receiving 50% of the contract.

4. The fit for purpose of learnership programmes and the selection of learners not done properly so that learners are not brought onto the programme to fill the numbers on the seats so that providers can sign learnership agreements.

5. There are many providers that offer a very valuable service. So much so that sometimes Setas tend to over-rely on a provider. They have to source the learners, disperse the grants, prepare the project plans to ensure that logistics are in place, monitor the workplace, write the reports to the Seta, disperse the grants, as well as obviously collect their fees for roll-out. Yet their core focus is training and provisioning.

6. Many providers have come to the party to assist in the recruitment of learners.

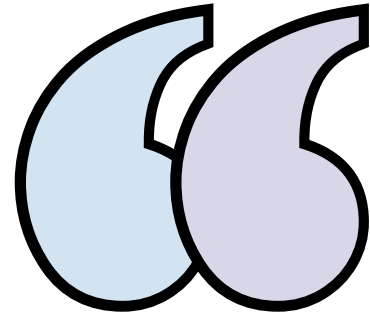
7. Lack of recruitment processes and the high cost associated with it which is not added into the project – that's one of the reasons that are tempting providers to cut corners that affect quality and learning at the end of the day. Because these people are in business and they need to survive.

8. Lack of clarity on what is expected of service providers needs to be addressed soon.

9. Sometimes providers have been guilty of changing the project plan, or dates of delivery, and there are those that have been guilty of not assessing, or getting learners to repeat their assessments because of portfolios going missing.

10. Certain accredited providers who have been awarded a tender do not have a quality management system in place and do not get evaluated by the ETDP Seta.

11. Several learners have been coming onto a learnership to receive the stipend, because they couldn't find a job. Many of the learners drop out without resigning, without calling in to say they



Sometimes providers have been guilty of changing the project plan, or dates of delivery, and there are those that have been guilty of not assessing

are no longer interested in the programme.

■ Recommendations

1. Establish parameters and policies for service providers to comply with before issuing of tenders to ensure quality, that quality management systems are in place, and that quality management system would be evaluated.

2. Create a platform and capacity within the Seta to assess and evaluate compliance with pre- and post-tender requirements.

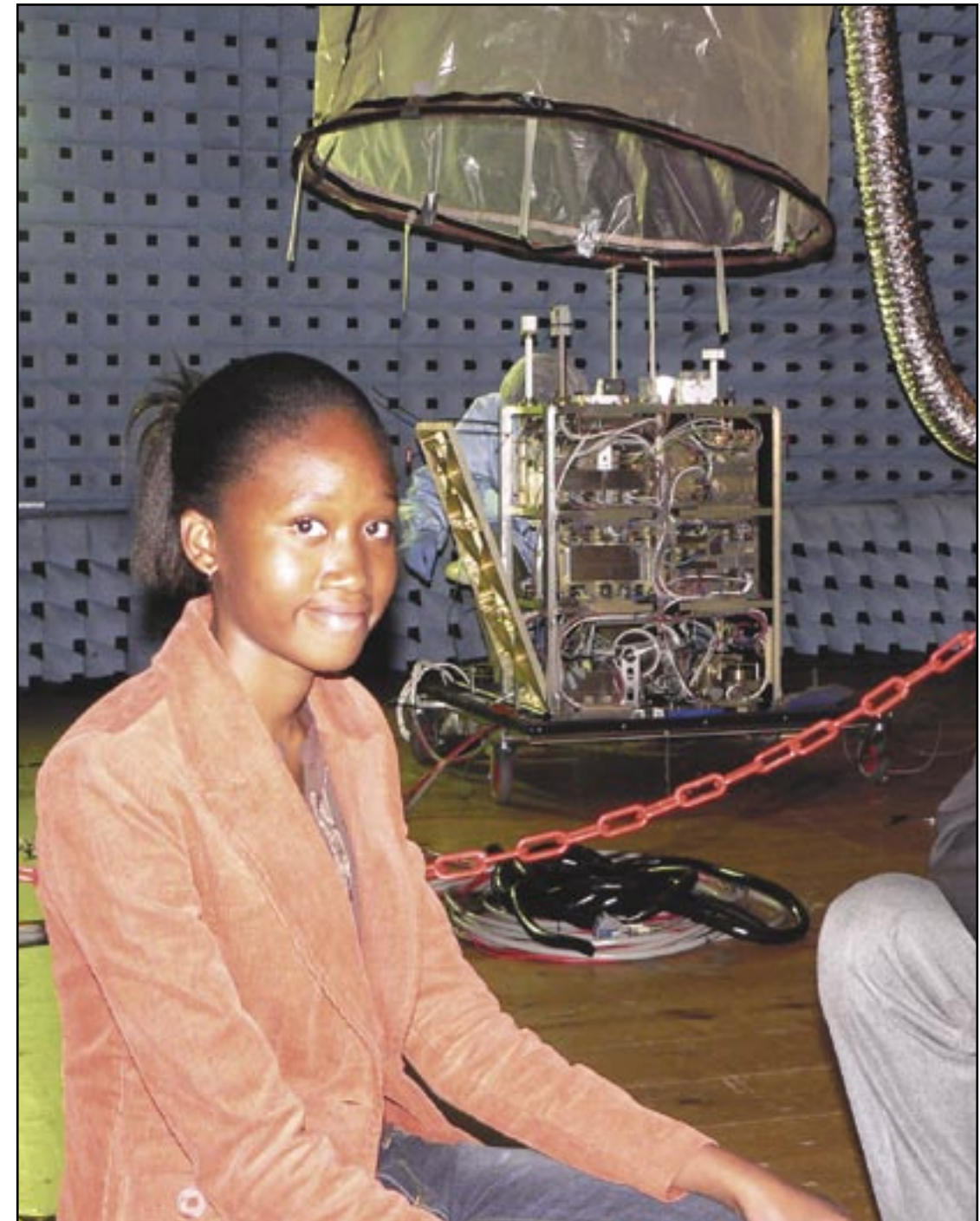
3. There should be policies in place to regulate learnerships from planning, selection and recruitment to exit strategy.

4. The ETDP Seta need to ensure that their processes are in place, to enable providers to deliver quality provisioning so that learners in the system learn and receive their certificates in time.

5. Provide a check list for service providers with regard to addressing learner expectations, mentoring and provision of essential working tools.

6. Regulate and encourage the commitment of ensuring that the learner gets workplace experience and we tie in the curriculum and the modules that they are going through on a monthly basis with what they need to now implement in the workplace, and we monitor that. So we have had good experiences and we have had bad experiences as well with employers.

7. Put strategies to minimise the learner dropout rates and Seta-hopping, which is often brought about by the lack of discipline in the workplace.



There should be policies in place to regulate learnerships from planning, selection and recruitment to exit strategy.

8. Need for incentives to encourage employers to participate in the learnerships and clarify the issue of tax rebates – all tax rebates should be in writing and endorsed by the ETDP Seta with necessary guidelines.

9. The ETDP Seta need to create a joint platform and some kind of orientation or induction workshop for all three parties: learners, employers and the providers in instituting the learnership agreement.

10. Monitoring and support for learners is of

paramount importance, thus ETDP Seta need to establish some kind of policies and support system to assist learners to cope with the system.

■ Conclusion

Key recommendations for the commission were such that the ETDP Seta need to establish policies, strengthen guidelines, and set up a code of conduct for learners, service providers and employers.



Using lessons learnt to address current National Skills Development Strategy implementation challenges



Using lessons learnt to address current National Skills Development Strategy implementation challenges





Quality assurance – a means towards achieving the goals of the National Qualifications Framework

Commission 3

Facilitator: Mr John Landman, Labour & ETQA Permanent Committee Chairperson
Speakers: Mr Joe Samuels, Deputy CEO, SAQA
Ms Kirty Menon, HEQC
Dr Peliwe Lolwana, CEO, Umalusi
Report back: Mr John Landman



Dr Peliwe Lolwana, CEO of Umalusi, presented to the commission on the general and further education system.

The first speaker was Mr. Joe Samuels, Deputy CEO, SAQA.

■ Introduction

Examination of the role of SAQA in the context of a changing National Qualifications Framework, within the context of accelerating the skills revolution and that the improvements based on the progress thus far to the current quality assurance regime are not only needed, but it is necessary to achieve the objectives of the NQF.

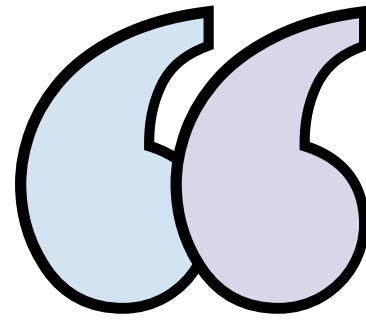
Key focus was specifically on how to resolve the continuing NQF review process and the destabilising effects caused by it, and then secondly how to deal with the contestations amongst quality assurance bodies and other NQF stakeholders.

■ Findings

1. The NQF has delivered on quality and in improving quality in education and training.
2. Much progress has been made towards achieving of the NQF objectives.
3. SAQA is open to look at changing and moving forward in the kind of critical reflective mode to better the NQF and its quality standards.
4. People don't trust the kind of quality assurance models and mechanisms that have been put in place and the quality assurance practices.
5. The decision to resolve the continuing NQF review process and the destabilising effects caused by it is not located within SAQA. It is in fact with the ministers of labour and education.



*Quality assurance
– a means
towards achieving
the goals of
the National
Qualifications
Framework*



SAQA is of the view that Setas have over the years gained important experience and insight into their sectors, particularly where it comes to workplace-based learning

6. Good practice in the accreditation processes of ETQAs resulted primarily from the fact that accreditation of providers was one of the first areas that the bodies had to address. Therefore a great deal of attention was given to the development and refinement of the administrative processes, tools and mechanisms necessary to facilitate this in the administrative mechanisms established for accreditation and the sharing of these practices across all ETQAs would prove beneficial to the system as a whole.

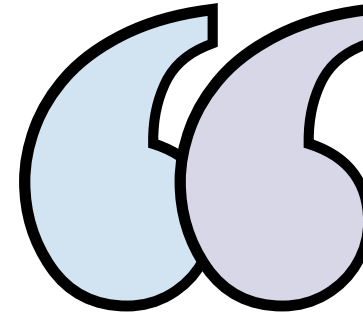
7. The education and training quality audits that were completed in 2004 clearly showed that there is a specific role for Seta ETQAs.

8. SAQA is of the view that Setas have over the years, including even the time before the NQF through the training boards, gained important experience and insight into their sectors, particularly where it comes to workplace based learning.

9. The work of SAQA's substructures has had a significant impact throughout South Africa's education and training system. However the impact of the project has been constrained by factors beyond the control of SAQA where the impact is dependent on the cooperation from other NQF stakeholders and role players.

10. The marketing advocacy and information activities of all key role-players including government, SAQA and the ETQA Setas need to be forged into a single strategy in order to obtain maximum returns from the different investment streams.

11. The success of a national qualification framework in the long term is dependent on



A new kind of openness located in the domain of stakeholder discourse is required to address the kind of blockages that do exist in the system

learners living their rights and acting accordingly.

■ Recommendations

1. A new kind of openness located in the domain of stakeholder discourse is required to address the kind of blockages that do exist in the system and find a kind of middle way to take the system forward to limit the kind of polarisation that is happening.

2. It is an agreement on the NQF objectives that needs to be used as a common point of reference from which to move to address the quality assurance contestations.

3. Concentrate sufficient investment in communicating the relevance of NQF activities to those who enthusiastically embrace the promise of the new dispensation, but remain excluded from its benefits.

4. There is an urgent need for SAQA, the departments of education and labour, the council on higher education and Umalusi to agree on a way forward and to actively communicate this to stakeholders and speaking in one voice, not different people speaking at different points and making slightly different points about it.

5. So the communication needs to be active and needs to be a similar kind of communication. This does not mean that all differences should be resolved, but rather that a public and transparent process should be put in place to work towards some form of common agreement.

6. The responsibility for this matter must be with the departments of education and labour to allow other bodies to focus on their core business



Mr John Landman, Labour & ETQA permanent committee chairperson, facilitated and reported back on behalf of the commission.

and not, as is currently happening, becoming involved in such a wide range of issues that the core business is being neglected.

7. The main implementing bodies of the NQF focus on the following: SAQA should focus on NQF development and implementation; the CHE on improving the quality in higher education both public and private; Umalusi on improving quality ABET schools, general education and training (GET) and further education and training (FET) multi purpose providers; Seta ETQA on occupation-directed programmes and professional bodies on their particular constituencies.

8. The role of Seta ETQAs and professional bodies need to be recognised and affirmed. In this regard the contribution of non-statutory professional bodies should be scrutinised and avenues created for their participation.

9. It is important that the quality assurance capacity of Setas be recognised and utilised.

10. Establish an NQF forum to handle the dynamic evolution of the system by January 2007.

The second speaker was Ms Kirty Menon of HEQC.

■ Findings

1. Quality assurance was derived in 1996 when the National Commission for Higher Education was set up for an effective regulatory environment and for appropriate steering mechanisms to establish a coherent higher education system.

2. The Higher Education Act of 1997 made provision for a single quality assurance system as



*Quality assurance
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Framework*



part of the new governance arrangements for a restructured higher education system.

3. One of the critical issues facing the Higher Education Quality Committee is the balancing act that a quality assurance agency must engage in – balance social justice and historical needs against new accountability requirements.

4. Accountability requirements which are required from both the department of education, from the South African Qualifications Authority, of institutions, of the ETQAs, create a constant choice battle in order to achieve the goals of the NQF.

5. HEQC has since its inception moved from inherited systems of quality assurance to creating and developing new systems – currently at the phase of implementation of new systems.

6. A common set of quality requirements for all the different sectors of higher education have been developed.

7. There are other nuances that make complex the work of the HEQC, and these range from binaries of private vs public, historically advantages vs historically disadvantaged, universities vs technikons, local providers vs foreign providers, traditional contacts provision vs distance education, as well as an exploration of new modes of delivery that defy classification into contact or distance.

8. HEQC definition of access to higher education takes on multiple meanings. It requires a closer look and backwards into the school system, into the work of Umalusi, into the constituency that supplies the higher education system, the society where graduates will be going, so its access into higher education and access into society.

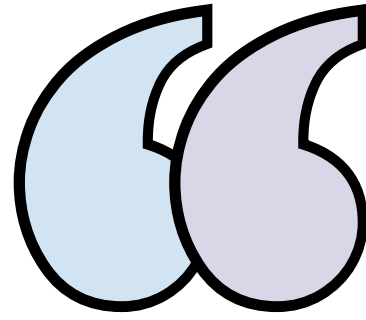
9. There are four principles that drive the approach by HEQC: fitness for purpose – that is looking at quality assurance arrangements, giving effect to institutional missions and goals – access with success, responsiveness, research outputs, teaching outputs and community engagement – value for money.

10. There is a new accreditation framework that seeks to create a common playing ground for all institutions, public as well as private. It allows a focus on programme accreditation at the candidacy phase.

11. Another new framework with a mandate that derives from the Higher Education Act is aimed at conducting periodic audit of institutions – to date 16 institutions, nine private and seven public institutions have been audited.

12. The quality promotion and capacity development directorate also works from the base that in order to instil quality in the system, one needs to undertake activities related to quality promotion as well as capacity development.

13. National reviews department has conducted national reviews looking at 29 MBA programmes in 2003, of which 10 were de-accredited and the rest were fully accredited.



HEQC has since its inception moved from inherited systems of quality assurance to creating and developing new systems

14. HEQC has also begun a consultative process with teacher education involving stakeholders from the sector, the unions, South African Council on Education (SACE), SAQA and other to conduct a review on the Masters in Education programme which was completed last year.

The third speaker was Dr Peliwe Lolwana, CEO of Umalusi.

Presentation on the general and further education and training system – where you find the largest number of learners in any kind of education system.

■ Findings

1. Umalusi's approach on quality is that quality is not something you can determine by one thing or you can somebody to do one thing. It is a basket of things – because it is how education works.

2. Umalusi operates from an understanding that there is no government and there is no statutory body and there is nobody that will have infinite amounts of resources.

3. A qualification – either matric or post matric – is significant, since it is a currency of exchange. It is important as a document that symbolises the uniform recognition of knowledge from one institution to the other.

4. Examinations is important in how knowledge is being uniformly recognised in a society – it provides a common platform as a national standard of assessing knowledge.

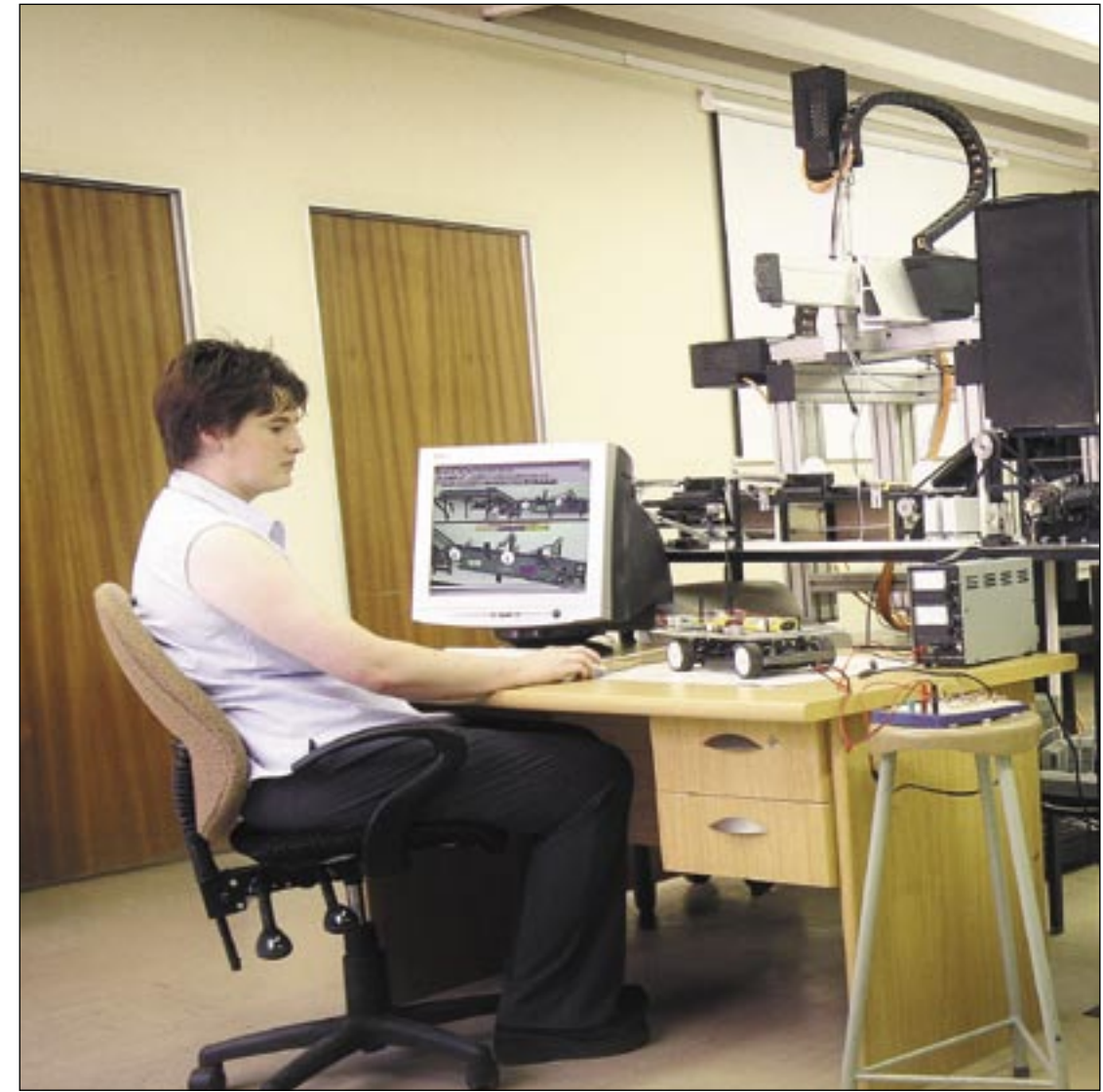
5. Quality of provision is linked to the qualifications that are being provided, because that is where the standards are being set.

6. Qualifications differ from skills.

7. Umalusi is of the opinion that the Seta ETQAs are best suited to handle the quality of the practical knowledge, or the occupational aspects,



Quality assurance – a means towards achieving the goals of the National Qualifications Framework



Qualifications differ from skills.

of qualifications and it intends to work with them in that regard.

8. There is a lack of trust in the QA system, because there is absolutely no articulation taking place – there is no movement. There is incredible resistance between the public and the private sector.

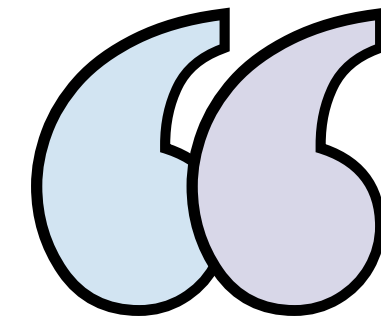
9. HEQC accredits both the 105 private providers and the 23 public universities in South Africa.

■ Recommendations

1. The role of the Setas and the professional bodies need to be affirmed.

2. NQF forum needs to discuss and provide mechanisms on how to implement quality assurance in the NQF.

3. Umalusi needs to extend its quality assurance focus beyond normal moderation and matric; concentrate on building quality at the lower levels of the general education band.



Umalusi operates from an understanding that there is no statutory body and there is nobody that will have infinite amounts of resources



Quality assurance – a means towards achieving the goals of the National Qualifications Framework





Scarce and critical skills: Identifying key leverage points for growth, employment and equity priorities

Commission 4

Facilitator: Mr Thula Nkomo, Department of Education
Speakers: Dr Terry Davies, Jobworx
Mr Jeffrey Gilmur, QUEST
Report back: Mr Thula Nkomo



Mr Thula Nkomo of the Department of Education was the facilitator and reported back on behalf of the commission.

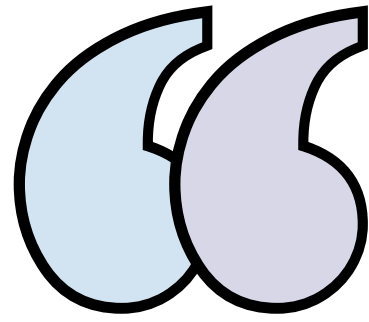
■ Introduction

The purpose of the forum is to give varied perspectives of the recruitment agencies in relation to the skills demand to identify key points of leverage for growth, employment and equity priorities in the ETD sector

The first speaker was Dr Terry Davies from Jobworx. His presentation was titled *Identifying scarce and critical skills in the ETD sector – Preliminary research findings*

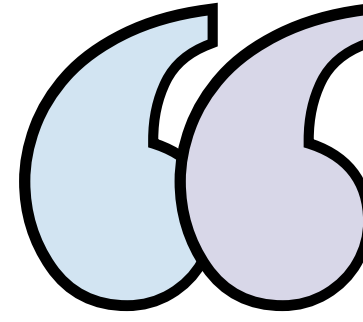
■ Findings

1. Two research studies which are inter-related were commissioned – one was to look at critical and scarce skills and the second one was to do a demand and supply analysis.
2. The two have been run separately and the points of integration were made so much easier where one study fed into the other – it was possible to make those connections and to leverage the resources that were available in a limited time to maximum effect.
3. The ETDP Seta needs to make its allocation of resources in terms of discretionary funds in terms of future spend around the issue of scarce and critical skills – so the objectives of the research was to review all the literature in the field;
4. It is an absolute scarcity when the skilled people are simply not available as we do not have engineers between ages 35 and 45 in this country in the quantities that are required. Or they are available, but do not meet employment criteria, which is a relative scarcity, for example we might specifically be looking for woman accountants;



If one looks at flexible staffing in South Africa currently on a daily average there are 400 000 people that work on full time contracts

5. The final list of the survey had 32 pages of occupations, sub-occupations, sub-headings and specialisations.
6. A combination of qualitative and quantitative methodologies for both studies were used because in some cases there was insufficient quantitative data and the focus groups were needed to tease out some of the key issues.
7. A very important requirement for the ETDP Seta was that an introduction of some sort of model that will allow prediction into the future – what the skills shortages would be.
8. A full labour market survey require a minimum of 3 000 respondents and it costs in the order of R100 000 just to get a labour model put together that has any kind of predictive modelling capability – the ETDP Seta did not go for a fully fledged labour market survey given the time involved, but used a statistician from Stellenbosch University who is in the science and technology quest centre and he worked with the predictive capability of the survey – with a sample frame of approximately 10% for each study.
9. The sample was distributed across the provinces and the constituencies with a special focus on those constituencies where there is not much information available.
10. Financial management skills has come through as the top priority deemed to be scarce across all 12 constituencies by the study.
11. The maths schoolteachers and subject specialists in maths, early childhood pre primary school teachers and natural sciences and technology fall into the same category as maths specialisation teachers were all in the top of the list.
12. Information communication technology is emerging as a common thread right throughout,



There are huge opportunities for partnerships between Education Training and Development Practitioners and all the bands of learning and all the staffing companies

not just ICT teaching specialists, but the need for ICT support and ICT administration is coming through very strongly across the country.

13. Research and development managers form a current scarcity and this field is actually identified as a future need as well.
14. Higher education key challenges include majors and acquisitions causing instability and uncertainty – bringing with it lack of visionary and strategic management, lack of science and professionals, limited corporate governance, and a culture of general inertia and nepotism.
15. Scarce skills as identified by the respondents in the higher education constituency are as follows: university lecturers, information and communication technology managers, financial managers, research and develop managers and again ICT security specialists, which is something that have been echoed in most of the corporate boardrooms as well.
16. In the early child hood constituency the top five are clearly teachers specialising in early childhood, child caretakers, child care centre managers, personal caretakers and assistants, as well as ECD trainers.
17. The departments of education – their key challenges includes lack of skilled educators to offer their choice subjects and how to deal with HIV and Aids and its impact in the schools where you educating people investing a lot of money and having little idea how this is going to pan out in years to come.
18. Recruitment of properly qualified therapists in rural areas and the availability and accessing of accredited providers.
19. Department of Education shortage of skills is evident in research and development managers maths teachers, natural science and ICT, finance

and policy and planning managers.

20. The levy chamber comprises those categories that are the independent schools, private providers of ETD, libraries and archives, research organisations, political parties, trade unions, professional organisations, non-government organisations (NGOs) and community-based organisations (CBOs) becoming more important in terms of NSDS 2.

21. Private providers are generally very concerned about the lack of resources, feeling that they are being squeezed out and not getting enough attention from the ETDP Seta in terms of accreditation and in terms of their ability to meet all the Seta's requirements.

22. Their scarce skills also include finance managers, ICT specialists, assessors, moderators, general managers – people who can basically comply with legislation and regulations.

23. NGOs – their concern is sustainability and the need to actually have staff be multi-skilled and a lack of funding and finance.

24. Trade unions as employers – they have come through with financial management, human resource management, legal professionals and policy and planning.

25. Political parties as employers – same trend coming through. Research and development managers, finance managers, general managers and training and development professionals.

■ Recommendations

1. There is a need to find at least five scarce and critical skills by occupation and level including a projection of the numbers to enable industries and employers to make informed.
2. The current scarcity is also mirrored in the future need for certainly the three specialist teaching occupations in maths, natural science, ICT and general managers, as well as research development managers are key scarce skills that require growth and investment.
3. The need to prepare and develop research lecturers and ITC project management for the higher education sector as identified in the ASGISA scarce and critical skills.
4. Further education and training colleges are very anxious about ETDP compliance issues and have enormous pressure and are concerned about curriculum design, assessment, materials development, new curriculum and their ability to implement it, apparent lack of support to speed up delivery on these things.
5. They are looking for finance managers, technical tutors for the construction industry and they are looking to chief executives and directors and looking at those issues of curriculum design, training and development professionals with FETs being seen as a primary delivery vehicle for skills programmes.
6. FET colleges would need competent



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advertising, marketing and sales managers since there is generally a priority that they need to market their capability and critical mass more effectively.

7. Trade unions and NGOs require internal/ external auditors as well as fund-raisers to ensure the sustainability of these organisations – they are also looking in the future to being more technology driven in their sector and hence they identified the need for network and support specialists.

The second speaker was Mr Jeffrey Gilmur from Quest. His presentation was titled *Skills in demand by employers in the ETD sector*

Quest is the recruitment agency that gave a perspective that is in the skills demand in terms of where are the shortfalls, the challenges and whether we are able to produce what is being demanded by the market.

■ Findings

1. The staffing industry works cross-sectoral and some organisations work in specific sectors, so it also deals with some of the high demand skills and occupational groupings from a sector specific perspective.

2. The industry has moved from a reactive industry of waiting to find out who needs what people at what time and then going through the process of finding those people towards an industry which focuses more on creating and sustaining employment.

3. There are two different models – one is a direct model of sourcing high potential people and placing them at workplaces on a permanent basis. The other model is through the flexible route ending up on permanent placement.

4. By adjusting the mix between how many flexible staff organisations or the market needs and how many permanent staff and that mix is critical to ensure continuous and sustainable employment.

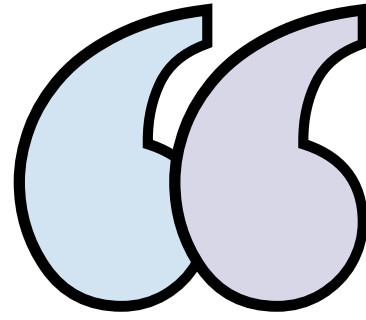
5. If one looks at flexible staffing in South Africa currently on a daily average there are 400 000 people that work on full time contracts.

6. The sector has moved away from the girl-Friday approach towards an ongoing contractual basis where about 15% of the 400 000 gain full time employment and 83% of that 400 000 are black.

7. The staffing industry in the first NSDS enrolled 4 000 learnerships which equated to 10% of all learnerships in the country – 90% of those being 18.

8. The skills levy contribution is R112 million and the total turnover of the industry is around R18 billion.

9. From a permanent staffing perspective there



The development of managers should be focused on teaching management skills at lower levels to prepare for the future

are 3 700 private employment agencies estimated at 25% of all jobs created whether they are new jobs for unemployed people or people moving jobs.

10. Growth areas based empirical research and experience is in the contact centre environment with the strong drive for international investors to bring contact centres to our country to compete with countries like India – it's a fantastic opportunity for the country and for the creation of employment.

11. Financial services, hospitality, retail, information technology, research and development practitioners, general managers, financial managers and are critical growth and demand areas for active employment.

12. There are huge opportunities for partnerships between education training and development practitioners and all the bands of learning and all the staffing companies to come closer together with what the expectations of recruiters, the very people that go out and source candidates.

13. The employer will probably wish to pay a person more because of the scarcity of a particular skill.

■ Recommendations

1. Management does not only include developing the skills of managers, but should also train and develop managers towards a futuristic perspective where all people are taught management skills at lower levels to prepare for the future.

2. One of the principles of the NQF as you know is portability and there is a fantastic opportunity to develop leadership skills amongst all people to become future team leaders in any environment



Development of strategies on career path, retention and capacity building has to be integrated to learning programmes developed.

– if you train a team leader in one environment, because we are giving them portable skills they will remain competent in another environment.

3. Priorities should include leadership and change management, project management and specifics around strategic thinking, frontline positions in the banking industry and the contact centre industry, the postal services, specialist technical fields.

4. Engineers – it is estimated that for every million people in South Africa we are going to need 350 engineers if we want to compete on an equal par with Europe and other continents.

5. Information technology, especially around end-user computing at all levels, sales from a contact centre perspective but also from a face to face perspective – critical skills for supervisors needs to include conflict handling, goal setting, planning and then computer literacy and numeracy skills.

6. To develop new learning programmes the ETD sector need to partner with staffing organisations as stakeholders to use the prevailing intelligence on industry needs and priority skills.

7. There is a need for the staffing industry in partnership with providers in the general, further and higher band of learning to create academies where a pool of skills can be created and identify unemployed people who could be put through generic fundamental learning.

8. Job orientation is key – the ETDP Seta need

to deliver and offer learnerships in high demand areas.

9. A drive to roll out recognition of prior learning – RPL. The need for partnership is critical since the industry is very involved in giving flexi-staff the opportunity to develop portfolios of evidence because they have qualified through exposure and experience over time in their lives.

10. A very important issue also involves building stronger relationships with learning institutions to address high demand skills for school-leavers – unemployed graduates.

11. Staffing on its own is not enough. Staffing needs to be linked to ongoing development to empower people to become job ready which is a process from a development perspective to make sure that they grow.

12. Development of strategies on career path, retention and capacity building has to be integrated to learning programmes developed.

■ Conclusion

An emphasis was placed on the need to have a stronger partnership between ETD providers and the staffing industry to create communities of best practices in linking education and training to current and future socio-economic demands of the country. Critical to the commission was the availability of empirical data giving direction to priority issues in the sector and across industries.



Scarce and critical skills: Identifying key leverage points for growth, employment and equity priorities



Scarce and critical skills: Identifying key leverage points for growth, employment and equity priorities



Proper skilling of educators: its potential for eliminating the second economy for future generations

Commission 5

Facilitator: Mr Muavia Galie, SACE
Speakers: Professor Mary Metcalfe, Head of Wits School of Education
Mr Thulas Nxesi, General Secretary, Sadtu
Mr Mark Henning, National Alliance of Independent Schools
Report back: Mr Muavia Galie



Prof Mary Metcalfe, Head of the Wits School of Education, delivered the teacher education perspective.

■ Introduction

The first speaker was Professor Mary Metcalfe, head of the Wits School of Education.

She presented the Teacher Education Perspective.

Prof Metcalfe was the previous agriculture MEC for Gauteng, and before that the MEC for education in Gauteng. And she certainly knows the terrain of education. She is also an academic within the field of education.

■ Findings

1. NQF was intended to be a bridge between those who had a great deal of understanding and no formal qualifications and also a bridge for people who had no formal access to the education and training system.

2. The ETDP Seta has a direct role to play in the second economy and a very important indirect role to play.

3. One of the largest components of the employer constituency of the ETDP Seta is educators that are employed by the private independent schools and people employed by school governing bodies – that is about 34%.

4. A large part of the ETDP Seta membership fall within NQF level 4, 5 & 6, which is well above the second economy threshold.

5. 16% of the employing organisations are early childhood development centres – those are the registered ones who are at NQF level 1 and within the second economy range.

6. The quality of teachers is clearly not what it should be, as a consequence of that the performance of learners is not what it should be – results of the systematic evaluation conducted

by the DoE suggests that six out of 10 children are not achieving. They are getting below 50% in the language of learning. Eight out of ten are not achieving in mathematics and that is not because learners do not have the ability.

■ Recommendations

1. The work done by the ETDP Seta in the ECD is remarkable, but there should be more resources going there and a much more systematic and sustained way to reach people outside of the formal net operating in the second economy.

2. Great care and development need to make an impact on the quality of teachers to improve the learning context of learners.

3. Teachers must take responsibility to develop themselves, to be developed, to participate in development training programmes to develop portfolios – which coincides with work that's been done in the ministry of education a new framework for teacher education.

4. Teachers need to be encouraged by their own unions, as well as by the department to engage consistently in professional development. That professional development might be courses that the department offers, but it could be courses that a university offers, that a NGO offers, that a church offers – anything that is of quality, that is recognised. Teachers are being acquired to accumulate the points which is a revolutionary and radical approach.

5. It is important for the ETDP Seta, SACE and DoE to liberate appropriate resources to allow teachers to develop their skills and competencies.

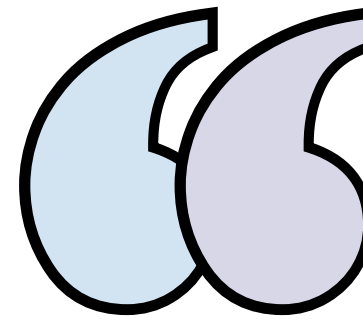
The second speaker was Mr Thulas Nxesi, General Secretary of Sadtu and the President of Education International. He presented the teacher union perspective.

Education International is the mother body of all teacher unions, which has close to 30 million teachers. Thulas is leading the biggest union, but also has a clear understanding of what is going on internationally.

■ Findings

1. Unemployment, deprivation and all other social ills in South Africa and abroad are the consequence of the capitalist system – therefore to talk about a first versus a second economy is an incorrect concept that is being introduced in the discourse.

2. Education policies over the last decade in South Africa have embraced three major perspectives. The demand for social justice, the need to be internationally competitive with emphasis on science and technology to develop requisite productive skills and the third one is



There are huge opportunities for partnerships between Education Training and Development Practitioners and all the bands of learning and all the staffing companies

the imperative or physical restraint expressed as cost containment measures and the increasing marketisation of education.

3. In terms of those three perspectives the first one is dramatically at odds with the latter two. Social justice is systematically opposed to international competitiveness and structural adjustment policy which is entitled GEAR.

4. The latter two perspectives have resulted in an individualised educational culture, where only the fittest survive, where knowledge is commodified for the market and where subjects without a market niche are being phased out.

5. Under the recent global resurgence of neo-liberal macro-economic perspective, education is viewed as an economic investment where students and teachers are both a value added product and is a means by which the economy is improved.

6. Education and training is transformed into a panacea for economic performance and it is assumed investment in human capital and technology will automatically increase productivity and skills on the shop floor – implying that lack of employment is a reflection of a personal skills level and abilities instead of intrinsic weaknesses of the economic structure and how employment is distributed.

7. Education cannot in itself generate capital movements or create wealth – in fact all delegates would be really rich if education would do that. The discourse of relating education to economic rationale and success in international competition terminates in all the major post 1994 educational reforms.

8. The discussion and discourse about skills development and empowerment based in a context of public private partnerships within the confines of physical austerity, budgetary constraints, cost containment and cuts in



Mr Muavia Galie, of SACE, was the facilitator and also reported back on behalf of the commission.

education is self-defeating.

9. Education and training are used to conceal the intrinsic weaknesses of the economic structure and the unequal ways in which employment is distributed.

10. The inequalities suffered by people based on race, on class and gender still plaques the teaching profession and the system of education. Despite the best intentions of the department of education to level the playing field – twelve years into democracy there is still a teaching corps that is skewed in quality along race and gender lines. The majority of those teachers who find themselves in ill-equipped and poorly skilled to deliver on this new education agenda are unfortunately, colleagues, black female and predominantly located in the rural schools and the township schools.

11. It therefore comes as no surprise that these schools are plagued with high numbers of out of school learners who are destined to the ranks of the unemployed and merely struggling for survival on the fringes of the informal economy. All of them just become this pool of the unemployed.

12. Although teacher quality is not the only variable affecting the learner achievement there has been a positive correlation between teacher quality and learner achievement. The importance, therefore, of teacher training, upgrading and re-skilling accompanied by an ongoing support is essential in meeting the demands which are placed on teachers today.

13. ETDP Seta is very keen in facilitating in providing skills training for the teachers, as well as training for new teachers of the profession. However, the ETDP Seta has had limited success in realising the potential to roll out the skills training for teachers and learners.

14. Experience has shown that many provincial



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workplace skills plans are developed with little or no consultations with labour. That is creating problems of buy-in and legitimacy which hamper the progress in addition many provinces fail to ring fence budget for workplace training.

15. Many service providers put the profit motive before the service deliverable and go to an extent of racial window-dressing just to win tenders.

■ Recommendations

1. Proper skills development for educators should not be viewed as just a once-off training – an ongoing targeted training to address the skills within the education and training is required.
 2. Provincial education departments need to allocated appropriate resources and money in particular so that the program of the Setas are successful and implemented.
 3. Fundamental to efforts to prepare the learners to meet these challenges of the century is to ensure that curriculum offered in schools especially in the FET colleges, respond to the social needs of the learners – at the same time address the human resources development (HRD) challenges that hold back sustainable economic growth.
 4. FET colleges should be responsive to the communities in which they are. They must be able to talk about HIV and Aids issues, they must be able to talk about the ABET issues – you cant have more than 50% of your population not being able to read and write – disadvantaged in every area and you do not talk about ABET.
 5. Teachers need to have a different understanding of the schooling system today. They need to have a different understanding of varying social conditions of their learners.
 6. Issues of career guidance should not be narrowed to the issues of economy – with the levels of HIV and Aids and the social problems in the country there's actually a need for more social workers than even science teachers.
 7. The Seta needs to support this process which we have been talking about. The planners, the curriculum designers, learning material producers, cost designers – we need to make sure that we are able to influence the processes at all those particular levels.
 8. With 40% unemployment, formal employment for many learners, especially the large percentage of the school youths is not going to materialise in the near future – what is needed are skills such as entrepreneurship, marketing, financial planning to run and sustain successful cooperatives.
- The Seta has to deal with real professional development programs not just the short courses for the labour market and for this to succeed universities as service providers together with the department of education and the unions need to work strategies together, rather than separately.

The third speaker was Mr Mark Henning from the National Alliance of Independent Schools. He presented the independent schooling perspective.

■ Findings

1. Independent schooling is the most rapidly growing sector on the continent, if not globally – there is a distinct shift towards independent schooling.
2. In South Africa, statistics indicate that independent schools have quadrupled since 1994, and the largest recorded growth took place between 1990 and 2001, and as at 2006, independent schools account for four percent of the school-going population.
3. The pre-1994 demographics was characterised by a majority white independent school population that has shifted now to a majority black population. Independent schools now cater for 70% of the black population.
4. Integration of course in the upper level of schools, the richer as they are called, is far slower and that is proven to be a challenge. What has been encouraging is that there has been a shift from high-fee schools to low-fee schools, and the majority of schools fall in the black zone. And that black zone represents a fee rage of no fee to R6 000 per annum. And that trend prevails in all provinces except Gauteng and the North West.
5. Learnerships were introduced by independent schools in 1997 on the typical model where a teacher registered for an accredited course in university, was appointed to a school, was attached to a mentor – the training teachers were paid a stipend the fees were paid by the Seta and part of the stipend was paid from the grant allocated by the Seta.
6. In 2006 a survey to appraise the effectiveness of the learnership model was conducted – a sample of 151 schools 60% of schools were involved in the learnership programme with 138 learner teachers and in some instances schools hosted up to six learners concurrently.
7. Since 1997, the independent schools sector has produced more than 400 teachers 50% of these were black. 75% were able to complete within the designated time of two to three years and the majority sought employment within the independent school sector. The average cost of hosting these learnerships was R25 000 and most schools report that the learnership was a very effective strategy of skills development.
8. International research demonstrates that quality of teaching and learning and quality of output and productivity is crucially dependent on the quality of school leadership as a results independent schools sector launched the leadership development programme in conjunction with the Wits Business School.
9. The model of delivery was found to be very



Learnerships are a highly effective model of sustainable skills development amongst teachers .

successful because it is highly interactive. It enables leaders to develop analytical and decision making skills within the context of solving real problems. The model of delivery includes lectures, and case discussions lead by the Wits faculty, involves the interchange of ideas with faculty and other participants – and learning is through action- orientated assignments and frequently involves sharing of information and ideas with invited guests.

10. Mathematics and English programmes began as a pilot project that was conducted from 2001 to 2004 and commence next year 2007 and goes on to 2010. It focuses on institutions that have capacity to deliver high a quality maths, science and English programme.

11. In 2006 there was a survey done to appraise the effectiveness of that programme and there was also an independent MITA evaluation of other programmes both international and national targeted at maths, science and English development.

12. This project will be hosted by independent schools but it is targeted at learners coming from disadvantaged background and here black is understood to be black African, who has an interest and potential in excelling in maths and science but who do not have opportunities to do so.

13. The programme operates on the principle that no learner will be excluded on the basis of affordability. The learners coming into an independent school would be fully funded both in terms of tuition fees, accommodation and day-to-day living expenses. So it has a pro-poor focus, in this regard the grant making sector has been very kind in funding this project.

■ Recommendations

1. Learnerships are a highly effective model of sustainable skills development amongst teachers – there is a need to strengthen them and find suitable teachers to take up the learnerships.
2. Marketing the teaching profession is of utmost importance since there appears to be some sort of antipathy towards teaching as a career for various reasons.
3. ETDP Seta uses a narrow model in funding learnerships – the mentors which are a crucial link in the chain are excluded and there aren't sufficient incentives and awards given to teachers. It is crucial that these areas be addressed and funded.
4. ETDP Seta needs to improve and increase its organisational capacity to fulfil learnership requirements in good time.
5. Independent schools need to provide a more coordinated approach to development of teachers and serve a complementary role to public schools as is the case with many developed countries.
6. Learners with special needs, a focus in arts and culture especially African languages need to be given the attention that they deserve in terms of funding and teacher allocation to develop the appropriate curriculum and content.
7. There are new challenges, there are new issues and new subject areas and means people have to be upgraded in terms of their knowledge levels but its not just responsibility of the employer – teachers must also take responsibility in terms of our individual initiatives.

■ Conclusion

The commission took the challenge to debate the issues and gave balanced recommendations in terms of all the involved constituencies. Key debate centred around the relevance of education and ETD in poverty alleviation and job creation. The commission agreed that a balanced approached with a focus on socio, political and economic aspects is critical to the process a success and legitimate.



Proper skilling of educators: its potential for eliminating the second economy for future generations



Proper skilling of educators: its potential for eliminating the second economy for future generations



“Colleagues, just allow me a few minutes out of your lunch hour to thank you really for being a good audience so far. And it is my sincere hope that as we progress with the conference, this cooperation that I have seen so far will continue to be part of this process,” remarked Mr Nzama.

He thanked the speakers and exhibitors for their support to the conference. He emphasised the fact that all the speakers have actually relayed that there are several challenges which have not been met, not just but the ETDP Seta, but the entire Seta system. He wished delegates well and requested their full participation and contributions at the commissions.



Mr Vernon Nzama, new chairperson of the ETDP Seta, gave a vote of thanks to the speakers and exhibitors of the conference.



Vote of thanks

Report compiled by Refilwe Nhlapo in collaboration with Dr More Chakane from ETDP Seta Research Unit December 2006

CONFERENCE EVALUATION

BACKGROUND

On 14 and 15 September 2006, the ETDP Seta held its second conference at Gallagher Estates in Gauteng. The conference was attended by 750 delegates. Questionnaires were administered at the last day to assess the extent to which the objectives set were met.

■ The assessment found that:

1. The conference was well advertised;
2. The conference was well organised;
3. The venue was more than suitable;
4. The content of speeches was to some extent relevant to the ETD sector;
5. The commissions were to some extent relevant;
6. The NSDS II targets and five-year delivery strategy of ETDP Seta was to some extent articulated and communicated;
7. The contextual issues affecting ETD sector performance in skills development were not well promoted;
8. The ETDP Seta's role in ASGISA/JIPSA was to some extent thoroughly examined; and
9. The solutions to halve unemployment and poverty were not thoroughly explored.

We recommend that ETDP Seta re-look at its role in ASGISA/JIPSA, find ways and means of communicating its five-year strategy and business plan effectively, and continue discussions to find practical solutions to halve unemployment and poverty by 2014.

INTRODUCTION

The ETDP Seta held its second national conference from 14 to 15 September 2006 at Gallagher Estates in Midrand, Gauteng. The conference was attended by 750 delegates. Towards the end, there was a need to assess whether the conference had achieved its objectives.

This document reports on the findings of an evaluation conducted on the last day of the conference.

Firstly, it describes the theme and objectives of the

conference. Secondly it outlines the design used to evaluate the success of the conference. Thirdly, it provides results from data entry and analysis.

Fourthly, it presents the findings based on judgement made from the results.

And finally, it lists recommendations made by delegates to improve the next Seta conference.

CONFERENCE THEME

The theme of the conference was “Fuelling the Education, Training and Development Skills Revolution in the Second Economy”.

Its objectives were to ensure that delegates:

- articulate and communicate the NSDS II targets and five year delivery strategy of the ETDP Seta,
- foster understanding of the contextual issues that affect the ETD sector performance in skills development,
- examine the role of the ETDP Seta in terms of the objectives and programmes of ASGISA/JIPSA and other national policy deliberations, and
- explore practical solutions that will respond to the 2014 goals of halving unemployment rate and reducing poverty by half through bridging the gap between the “first and second economies”.

Based on these objectives, presenters were purposely selected from all the sectors including business, government, society and education institutions (see full programme on page 46).

It was on this basis and context the conference was understood and evaluated.

DESIGN

A survey was used to measure the success of the conference. A 5-point Likert scale questionnaire was developed and administered towards the end of the conference. This questionnaire asked delegates to choose strongly agree, agree, not sure, disagree and strongly disagree for each of the statements below (see questionnaire on page 47).

CONFERENCE EVALUATION

- The conference was advertised (Item 1)
- The logistics were well organized (Item 2)
- The venue was suitable (Item 3)
- The content of speeches was very relevant to the ETD sector (Item 4)
- The commissions were very relevant to the ETD sector (Item 5)
- NSDS II targets and 5-year delivery strategy of the ETDP Seta was well articulated and communicated (Item 6)
- Understanding of the contextual issues that affect the ETD sector performance in skills development was well promoted (Item 7)
- The role of ETDP Seta in terms of objectives of ASGISA/JIPSA was thoroughly examined (Item 8)
- Practical solutions to halve unemployment and poverty rates by 2014 were thoroughly explored (Item 9).

Of the 500 questionnaires distributed, 237 were completed and returned, resulting in 47% response rate.

RESULTS

5.1. Advertisement of the Conference

84 delegates chose *strongly agree* when asked whether the conference was well advertised. 74 chose *agree*, 45 chose *not sure*, 22 chose *disagree*, and 7 chose *strongly disagree*. Therefore, the majority of the delegates said the conference was well advertised.

5.2. Logistics well organised

81 of the delegates chose *strongly agree* when asked whether the logistics were well organised. 64 chose *agree*, 46 chose *not sure*, 44 chose *disagree* and 37 chose *strongly disagree*. Therefore the majority of the delegates felt that the logistics were well organised.

5.3. Suitability of venue

65 delegates chose *strongly agree* when asked whether the venue was suitable. 61 chose *agree*, 2 chose *not sure*, 4 chose *disagree* and 4 chose *strongly disagree*. Therefore the venue was suitable.

5.4. Relevancy of speeches to the ETD Sector

94 delegates *strongly agreed* to the above, 98 of the delegates chose *agree*, 14 chose *not sure*, 5 chose *disagree* and 0 chose *strongly disagree*. The majority were not enthusiastically strongly agreeing like in the previous questions. This might be an indication of not complete agreement on relevance of speeches.

5.5. Relevancy of commissions to the ETD Sector

Just like in the previous questions 87 delegates chose *strongly agreed*, 90 chose *agree*, 27 chose *not sure*, 32 chose *disagree* and 35 chose *strongly disagreeing*. Looking at the response percentages, the commissions were relevant to the ETD sector. But like the previous responses, the majority are not strongly agreeing.

5.6. Articulation of NSDS II and ETDP Seta Strategy

Compared to previous questions, this is the first question where few delegates chose *strongly agree*, 32 chose *strongly agree*, 80 chose *agree*, 72 delegates chose *not sure*, 12 chose *disagree* and 6 chose *strongly disagree*.

5.7. Promotion of contextual Issues Affecting ETDP Seta

35 delegates chose *strongly agree*, 24 chose *agree*, 53 chose *not sure*, 20 chose *disagree* and 1 chose *strongly disagree*. Looking at the above figures, 54% of delegates were not sure as to whether the issues affecting the ETD sector performance were well promoted.

5.8. Examination of Role of ETDP Seta in ASGISA/JIPSA

31 the delegates chose *strongly agree*, 72 chose *agree*, 82 chose *not sure*, 31 chose *disagree* and 5 chose *strongly disagree*. Looking at the above figures, 82 delegates were not sure as to whether the role of ETDP Seta in ASGISA/JIPSA was thoroughly examined but not much difference from the 72 that was agreeing.

5.9 Solutions to Halve unemployment and Poverty

16 delegates chose *strongly agree*, 62 chose *agree*, 92 chose *not sure*, 45 chose *disagree* and 22 chose *strongly disagree*. Again, most of the delegates were not sure as to whether the solutions to have unemployment and poverty thoroughly explored by 2014 practical.

FINDINGS

There are nine findings from this evaluation, all of which directly provide valuable information for Seta's next conference.

The evaluation found that:

- The conference was well advertised;
- The logistics were well organised;
- The venue was more than suitable;
- The content of speeches was to some extent relevant to the ETD sector;
- The commissions were to some extent relevant;
- The NSDS II targets and five-year delivery; strategy of ETDP Seta was to some extent; articulated and communicated
- The contextual issues affecting ETD sector performance in skills development were not well promoted.
- The ETDP Seta's role in ASGISA/JIPSA was to some extent thoroughly examined
- The solutions to have unemployment and poverty were not thoroughly explored by 2014.

RECOMMENDATIONS

Delegates recommended the following to improve the conference:

- The strategy used to advertise and populate the conference should be kept



Evaluation of the 2006 ETDP Conference



Evaluation of the 2006 ETDP Conference

- The present organising committee should be the standing committee for the succeeding conferences
- That logistics be finalised in advance and the delegates be informed at least two days in advance
- The conference venue and accommodation for delegates be at the same or similar place.
- The conference pre-reading material be send to delegates before the conference for preparation
- The time allocated to speakers and the programme should be adhered to (time management)
- Other teacher unions be involved
- CEO to be given a slot to respond to questions from delegates

CONCLUSION

Based on the evidence, we conclude that the 2006/7 ETDP Seta conference was a success to some extent.

It achieved some of the objectives but not all. We recommend that we re-look at our role as ETDP Seta in ASGISA/JIPSA, and re-work/look at our delivery strategy for the NSDS II targets.

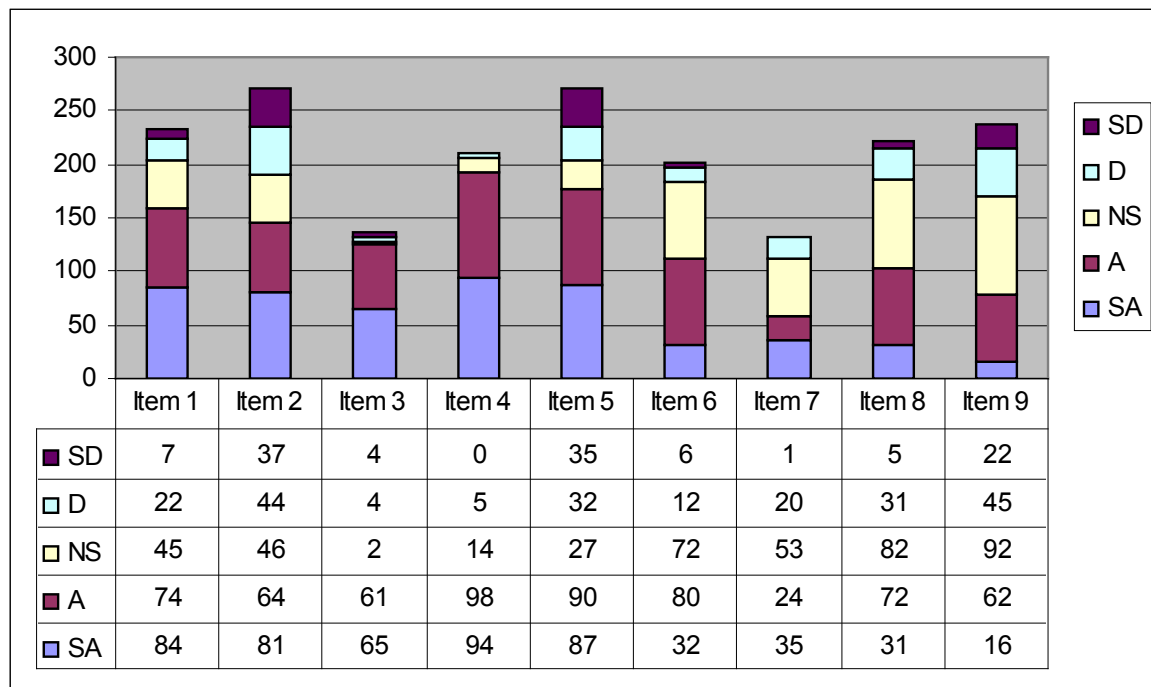
REFERENCES

ETDP Seta; (2006); ETDP Seta Conference Programme; ETDP Seta: Johannesburg.

Conference evaluation questionnaire (from page 45)

Choose either Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) or Strongly Disagree (SD) for each of the statements given and comment on the strengths, weaknesses and suggestions for future conferences in the boxes below.

STATEMENT	SA	A	NS	D	SD
The conference was well advertised					
The venue was suitable					
The content of speeches was very relevant to the ETD sector					
The commissions were very relevant to the ETD sector					
NSDS II targets and 5-year delivery strategy of the ETDP Seta was well articulated and communicated					
Understanding of contextual issues that affect the ETD sector performance in skills development was well promoted					
The role of ETDP Seta in terms of objectives of ASGISA/JIPSA was thoroughly examined					
Practical solutions to halve unemployment and poverty rates by 2014 were thoroughly explored					
WEAKNESSES					
SUGGESTIONS FOR FUTURE IMPROVEMENTS					



Conference programme:

Day 1: Programme Director: Dr Marina le Grange

TIME	ITEM	PERSON	DURATION
10:00 – 10:30	Welcoming of Delegates	Councillor C.E. Walters, City of Johannesburg	30 min
10:30 – 10:35	Introduction of Guests	Ms. Nombulelo Nxesi, ETDP Seta CEO	5 min
10:35 – 11:00	Opening Remarks and Reflections on ETDP Seta	Ms. Matsêliso Dipholo, ETDP Seta Board Co-chairperson	25 min
11:00 – 11:30	First Address: The National Skills Development Framework for the Education Sector – Its Relevance to the Training and Development of Educators as Critical Role Players Towards Economic Growth in the Second Economy	Mr. Duncan Hindle, DoE Director General	30 min
11:30 – 12:00	Second Address: The Plight of Unemployment in the Second Economy – Constraints and Possibilities	Mr. Zwelinzima Vavi, COSATU General Secretary	30 min
12:00 – 12:45	Keynote Address: Skills development revolution for job creation	Mr. Membathisi Mdladlana, Minister of Labour	45 min
12:45 – 13:15	Interaction with Speakers	Delegates	30 min
13:15 – 13:30	Vote of Thanks To Speakers and Presentation of Exhibitions	Mr. Vernon Nzama, ETDP Seta Board Chairperson	15 min

14:30 – 17:00 Parallel Sessions and Panel Discussions: Commissions

	Commission 1: Translating ASGISA/JIPSA Priorities into Implementable ETD Skills Development Programmes	Commission 2: Using Lessons Learnt to Address Current NSDS Implementation Challenges	Commission 3: Quality Assurance – A Means Towards Achieving the Goals of the NQF	Commission 4: Scarce and Critical Skills – Identifying Key Points of Leverage for Growth, Employment and Equity Priorities in the ETD Sector	Commission 5: Proper Skilling of Educators – Its Potential for Eliminating the Second Economy for Future Generations
Facilitators	Ms. Susan Malima (DoE)	Dr. Tholsia Naiker (APPETD)	Mr. John Landman (Labour)	Mr. Thula Nkomo (DoE)	Mr. Muavia Galie (SACE)
Scribes	Ms. S. Nhlabathi (ETDP Seta)	Ms. N. Ngozi (ETDP Seta)	Ms. V. Mashigo (ETDP Seta)	Dr. M. Chakane (ETDP Seta)	Ms. F. Scully (ETDP Seta)
Presenters and Topics	1. Mr. G. Mantashe: The workings of ASGISA/JIPSA. 2. Dr. Manoto: Linkages of ASGISA with Vocational Education – The Role of FET Colleges	1. Mr. J. Makhafola (Bopaditjhaba): Employer Perspective). 2. Ms. T. Baas (QwaQwa): Learner Perspective	1. Mr Joe Samuels (Deputy CEO, SAQA): SAQA Perspective. 2. Mr Theo Bhengu (QA Director CHE HEQC): HEQC Perspective. 3. Dr Peliwe Lolwana (CEO UMALUSI): UMALUSI Perspective	1. Dr. Terry Davies (JOBWORX): Identifying Scarce and Critical Skills in the ETD Sector – Preliminary research Findings). 2. Mr. Jeffrey Dhlomo and Mr. Roland Witthan (QUEST): Skills in Demand by Employers in the ETD Sector	1. Prof. Marry Metcalfe (WSoE Head): Teacher Education Perspective. 2. Mr Thulas Nxesi (SADTU General Secretary): Teacher Union Perspective
Focusing Questions	1. What are the implications of ASGISA/JIPSA for ETDP Seta in terms of skills development programmes and learnerships? 2. Are we training people to be job seekers or job creators? Why? 3. Are we training for the sake of training or for employment or for job creation? 4. How is ASGISA/JIPSA designed to link skills development with the resultant work opportunities?	1. Are the interventions of training and quality assurance translating into actual employment for the people? If not why? 2. HRD strategy versus NSDS objectives – are they complementing each other or not? 3. How effective is the implementation of learnerships? Why? 4. Is productivity increasing due to skills development intervention? Why? 5. How can reporting on the Seta be improved to assess the performance of the sector? Has the vision of the Seta in improving the skills profile in the sector been achieved? If not how can that be realized?	1. How do we resolve the dilemma of NQF? 2. How do we deal with the contestation amongst ETQA Seta, DoE and UMALUSI? 3. How can investment of teacher development improve learner achievement? 4. How can the Higher Education programs be customized for poverty alleviation and economic development? 5. How can the skills development learning path be articulated with higher education programs?	1. Are we responding to job creation by focusing on scarce and critical skills? Why? 2. Are the current ETDP Seta programmes responding to scarce and critical skills needed in the market?	1. What are the indicators of quality improvement for teacher development? 2. What are the factors contributing to learner-dropping when there is high teacher development? 3. Is there a correlation between teacher training and learner development? Why? 4. How can learnerships be used as a viable strategy to increase the pool of educators that can work in the second economy?
Expected Outcomes	Resolutions on practical implementable programmes for ETDP Seta	Resolutions on what is and what is not working in ETDP Seta delivery, and suggestions to address what is not working	Resolutions on implications for ETDP Seta	Resolutions on scarce and critical skills in the ETD sector and practical suggestions of disseminating this information in the ETD sector	Resolutions on how learnerships can be used as a viable strategy for teacher education

Day two: Programme Director: Ms. Vincent Maphumulo

TIME	ITEM	PERSON	DURATION
06:00 – 08:30	Networking Breakfast and Departure to Conference Venue	Delegates	2h30 min
08:30 – 09:00	Recap and Setting Objectives for the Day	Programme Director	30 min
09:00 – 12:30	Feedback from Commissions	Commission Facilitators	3h30min
12:30 – 13:00	ETDP Seta and NSDS II – The Future Perspective	Ms Valaine Lategan (Sector Liaison Manager): DoL	30 min
13:00 – 13:30	Conference Declaration	Dr. Punday Pillay	30 min
13:30 – 14:00	Closing Remarks	Mr Vernon Nzama (ETDP Seta Chairperson)	30 min

Conference declaration

1. Preamble

1.1. *The conference objectives were as follows:*

- To articulate and communicate the NSDS II targets and Five Year Delivery Strategy of the ETDP Seta;
- To foster understanding of the contextual issues that affect the ETDP sector performance in skills development;
- To examine the role of the ETDP Seta in terms of the objectives and programmes of ASGISA/JIPSA and other national policy deliberations; and
- To explore practical solutions that will respond to the 2014 goals of halving unemployment and reducing poverty through bridging the gap between the “first” and “second” economies.

1.2. *The conference having deliberated, inter alia, the following issues:*

- The implications of ASGISA/JIPSA for ETDP Seta with respect to skills development programmes and learnerships;
- The relationship between training, quality assurance and employment;
- The relationship between skills development and productivity;
- Investment in teacher development and using learnerships to increase the pool of educators;
- Articulation of skills development learning paths with higher education programmes; and
- Scarce and critical skills and employment.

2. Resolves

2.1. *Critical and scarce skills*

- To urgently review ETDP Seta programmes so that they are in line with ASGISA/JIPSA priorities;
- To develop programmes that will focus on Maths, Science and Technology education for learners and teachers, Education Management and Life

Orientation;

- To support staff programmes, e.g. psychological services;
- To develop programmes to support teachers in addressing barriers to learning and development of learners; and
- To sensitise the ETDP Seta’s constituency to the work being done by the Seta in regard to identifying scarce and critical skills.

2.2. *Teacher development*

- To encourage the ETDP Seta, SACE and Higher Education institutions to work closely on teacher development including focusing on new developments around Professional Development Points and the Skills Development Framework; and
- To determine what role the ETDP Seta can play in the new National Framework for Teacher Education.

2.3. *ABET and ECD*

- To request the ETDP Seta to coordinate stakeholders to improve ABET and ECD provision including the development and employment of educators.

2.4. *Recognition of prior learning*

- To ensure that learnerships should focus increasingly on people with experience through the use of RPL (in this regard the Seta is well-positioned to evaluate and research the implementation of RPL and its impact in the sector).

2.5. *Quality assurance*

- To encourage the ETDP Seta, SACE and HEQC to undertake joint quality assurance of teacher education programmes;
- To make the ETDP Seta responsible for quality assurance of DoE professional development programmes for educators; and
- To engage the HEQC and DoE with

regard to the provision of short courses and unit standard-based qualifications vis-a-vis the funding model.

2.6. *ETDP Seta-Government relationship*

- To persuade the DoE to take responsibility to employ trained ECD/ ABET educators/practitioners;
- To ensure collaboration between the Seta and the DoE in the production of WSPs;
- To work with the DoE in ensuring access by FET college students to the national student loan/bursary scheme; and

- To work jointly (with the Higher Education institutions) in the training of FET educators in the curriculum.

2.7. *Research*

- To undertake research to obtain a better understanding of the teacher labour market and the broader ETDP market including supply, demand and qualifications issues; and
- To undertake research into determining the relevance of Seta programmes.

2.8. *Rural development issues*

- To mobilise service providers (including NGOs) in the rural areas; and
- To use NGOs, CBOs and stakeholders to disseminate information about the Seta.

2.9. *Career guidance*

- To expand and improve the quality of career guidance programmes so that a better match can be obtained between the supply of and the demand for skills in the economy.

2.10. *Monitoring*

- To develop mechanisms for effective monitoring of the placement of learners in the labour market involving a partnership between the Seta, service providers and employers.

