



**higher education
& training**

Department:
Higher Education
REPUBLIC OF SOUTH AFRICA

Minister of Higher Education and Training

Presentation to the Higher Education
and Training Portfolio Committee
1 March 2011, Cape Town

OVERVIEW OF PRESENTATION

- Understanding the challenge
- PME
- The NSDS 3
- Role of Portfolio Committee

Understanding the Department in context

- Not a universities department
- Focus on creating post-school opportunities and lifelong learning
- Post school does not equal post matric
- Adult education and training
- Workplace training
- Building a college system
- Artisan and technician training
- Universities, post graduate and innovation

Key interventions so far (1)

- Higher education, FET and skills summits
- FET task teams on curriculum, governance and funding
- Expanding access to colleges and final year university students
- Agreement with employers on excess capacity to train artisans and technicians
- NSDS III interventions including worker initiated training

Key interventions so far (2)

- Restructuring of SETA landscape and the SETA review task team
- Dealing with non performing SETAs
- Changing the SETA constitutions, including ministerial appointments
- Reprioritisation of NSF funds as skills driver
- Forging a closer relationship between FET colleges, universities of technology and work placement through NSDS III

Key interventions so far (3)

- Working on a solution to graduates without certificates
- Working on a solution to fund those who do not qualify for NSFAS but cannot afford
- Revitalisation of African languages teaching and research
- Review of funding formula, especially to resource former black universities
- Mainstreaming social sciences and humanities



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NATIONAL SKILLS DEVELOPMENT STRATEGY III

2011- 2016



The Challenge

**2007 CS: Not Employed, Not in Education Not severely disabled
18 – 24 age cohort**

	18	19	20	21	22	23	24	Total
Unspecified	2,595	2,457	3,786	4,762	4,998	4,054	4,699	27,351
Primary or less	61,056	64,285	70,496	78,564	73,575	75,261	77,425	500,662
Secondary education less than Grade 10	51,192	59,643	73,194	79,050	83,367	81,502	80,649	508,597
Grade 10/Std 8 or higher but less than Grade 12	65,228	94,608	132,158	164,596	176,733	174,325	183,146	990,794
Grade 12/ NTCIII (no exemption)	47,447	65,190	89,292	99,797	100,711	96,139	100,080	598,657
Grade 12/Std 10 (with E)	10,226	13,526	14,778	14,259	16,910	13,869	14,766	98,335
Certificate with Gr 12	2,732	4,025	6,299	8,157	9,672	8,340	7,811	47,035
Diploma with Gr 12	388	1,151	2,464	3,461	6,103	5,733	5,995	25,294
Bachelors degree	188	322	430	1,774	1,460	2,831	2,347	9,352
BTech	6	126	192	312	78	654	414	1,780
Post grad diploma			244	405	400	581	867	2,498
Honours degree			60	220	383	694	337	1,695
Masters/PHD			48	77	110	135	50	420
Total	241,056	305,333	393,441	455,434	474,501	464,119	478,587	⁹ 2,812,471



PME

<u>OUTPUT 1:</u>	<u>OUTPUT 2:</u>	<u>OUTPUT 3:</u>	<u>OUTPUT 4:</u>	<u>OUTPUT 5:</u>
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**Delivery
Agreement 1**

**Establish a
credible
institutional
mechanism
for skills
planning**

Delivery Agreement 2

**Increase
access to
programmes
leading to
intermediate
and high level
learning**

**Increase access
to
occupationally-
directed
programmes in
needed areas
and thereby
expand the
availability of
intermediate
level skills (with
a special focus
on artisan skills)**

Delivery Agreement 3

**Increase access to
high level
occupationally-
directed
programmes in
needed areas**

**Research,
Development
and Innovation
in human
capital for a
growing
knowledge
economy**

OVERVIEW OF NSDS3

- NSDS III is formulated in the context of an integration of higher and further education and skills development into a single Department of Higher Education and Training.
- It builds on the work done during NSDS I and II
- It is aimed at ensuring improved access to quality learning programmes, increased relevance of skills development interventions and building strong partnerships between stakeholders and social partners.
- It seeks to steer investment in education and training and skills development in order to achieve our vision of a skilled and capable workforce to support an inclusive economic growth path and social development

OVERVIEW OF NSDS3 (cont.....)

- It provides a framework for the skills development levy resource utilisation of SETAs and the NSF, and sets out the linkages with, and responsibilities of, other education and training stakeholders
- It is informed and guided by other overarching government programmes, especially the HRDSA, the requirements of the New Growth Path, the Industrial Policy Action Plan, the outcomes of the MTSF, the rural development strategy as well as the new environment strategy, amongst other priorities of government.
- NSDS III is a subcomponent of the HRD Strategy, and they will operate concurrently within the first five-year term of the country's second HRDSSA

PURPOSE OF NSDS III

- To improve the effectiveness and efficiency of the skills development system to ensure it responds to the needs of the labour market and social equity
- To encourage and actively support the integration of workplace training with theoretical learning
- Improve the skills levels and address poor work readiness of many young people leaving formal education institutions and entering the labour market for the first time
- Address the continuing skills shortages in the artisanal, technical and professional fields

PURPOSE OF NSDS III (con't)

- Reduce the over-emphasis on NQF level 1-3 learnerships, with insufficient progression towards more appropriate (intermediate and higher) skills
- Equip those in the workforce to adapt to technological changes and the economy that is becoming more knowledge-based.
- Address the systemic blockages such as: a lack of synergy between the various post-school sub-systems (e.g. universities, FET colleges, SETAs);
- Improve coherent strategies within economic and industrial sectors, and ensure systematic skills development to support and sustain growth and development
- Ensure that skills for rural development is not neglected

GOALS OF THE NSDS III

- *Establishing a credible institutional mechanism for skills planning*
- *Increasing access to occupationally-directed programmes*
- *Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities*
- *Addressing the low level of youth and adult language and numeracy skills to enable additional training*
- *Encouraging better use of workplace-based skills development*
- *Support to small enterprises (including non-profit organisations), cooperatives and worker-initiated training initiatives*
- *Increasing public sector capacity for improved service delivery and supporting the building of a developmental state*
- *Building career and vocational guidance*
- *Encouraging and supporting worker-initiated, NGO and community training initiatives*

Key transformational imperatives

Race

Class

Gender

Age

Geography

Disability

HIV/AIDS

ROLE OF SETAs

- SETAs are key in achievement of the NSDS III goals
- They are expected to facilitate the delivery of sector specific skills interventions that help achieve the goals of the NSDS III
- Their core responsibility of SETAs is to develop sector skills plans (SSPs)
- They must ensure that skills needs and strategies to address the needs of their sectors are set out clearly in sector skills plans
- They must undertake sector-based initiatives and collaborate on cross-sector skills areas to enable collective impact
- Through SSPs we should build a connected labour market information system across all the sectors, which is an important evidence base for skills development and its impact
- SETAs must ensure that there is strong employer and trade union leadership and ownership of sector skills activities and be able to articulate the collective skills needs of their stakeholders/members – levy paying and non-levy paying members
- They must monitor and manage occupational standards to make sure that provision of training, including the qualifications gained, meet sector, cross-sector and occupational needs

MONITORING AND EVALUATION OF THE NSDS III

- We need to build the necessary capacity for effective monitoring, evaluation and support to the entire skills development system and its institutions
- The monitoring and evaluation of this strategy will also focus on qualitative indicators
- Part of our performance monitoring, evaluation and support system will also be to intensify the fight against corruption and 'fly by night' institutions and training initiatives.
- NSDS III will aim at eliminating unnecessary 'middlemen' in the provision of services, in order to maximise the impact of the resources in all our institutions and skills levy system.
- The DHET will publish annual targets relevant for each SETA, on which M&E will be based
- Task team on SETAs led by Fikile Majola

Role of the Portfolio Committee

- Effective oversight over the entire institutional landscape (especially SETAs), but also institutional relationships between universities, colleges, SETAs and employers
- Work-placement where required
- More active engagement with all the key stakeholders – labour, employers and communities – on respective roles in skills development

Role of the Portfolio Committee 2

- Help us to monitor student and trainee performance in the entire skills pipeline
- Each one of us to mobilise our constituencies around skills development initiatives
- Act as the link between our constituencies, DHET and institutions