NSDS III Goals achievements

**Goal 1 - Establishment of credible institutional mechanism for skills planning**

In Jan 2011, DHET launched 3\textsuperscript{rd} phase of the National Skills Development Strategy (NSDS III) that directs DHET and Skills levy resources towards this goal. To this effect, the Dept is working in partnership with HSRC and Wits Policy Planning Unit to bring about integrated skills planning for the whole country. Purpose of LMIP is to generate evidence to support the state in skills planning to meet the needs of society and the economy - that is, identify supply and demand data, provide information, create knowledge and to build capacity. Objectives are to identify and generate new datasets needed for a credible LMIS, develop models and approaches to analyse skills demand and analyse institutional conditions and capabilities, curricula and occupational structures in order to inform processes to improve the quantity and quality of graduates from post-school institutions.

**Goal 2 - Increasing access to occupationally-directed programmes**

A target of 10,000 artisans must be produced in critical areas annually. In Nov. 2010, DHET established NAMB to lead implementation of the Artisan programme. Round-tables with Business and Labour to facilitate collaboration between social partners in the implementation of the artisan development programme commissioned by HRDC ATD-TTT Report was concluded successfully. Current indications are that the set annual target of 10,000 is surpassed significantly. The DHET has promoted partnerships in its attempt to meet objectives and they are proving to be working. National Skills Accord being of them enables partnerships/collaborations between Government, Business, Labour and Community structures in skills delivery. Through the ATD-TTT processes, development of a sustainable funding and learner administration model and system, identical across SETAs for all artisan trades has met its milestones.

**Goal 3 - Increasing growth of a public FET College system that is responsive to sector, local, regional and national skills needs & priorities**

The current national focus on FET Colleges as a means to achieve a post-school qualification has seen enrolments increase from 300,000 learners in 2011 to 350,000 learners in 2012, 550,000 learners in 2013, and 1,000,000 learners by 2014. A target has been set of four million students at FET Colleges by 2030

**Goal 4 - Addressing the low level of youth and adult language and numeracy skills to enable additional training**
A comprehensive capacity building programme, including workplace and industry experience, has been developed and agreed with stakeholders. Initial projects under this programme include the Swiss South Africa Cooperative (SSACI) involved fifteen FET Colleges in a workplace project for lectures. To support the development of the strategy, a Workplace-Based Experience (WBE) Framework is being developed. The context of this project, the Taletso FET College has contracted the Swiss South Africa Cooperation Initiative (SSACI) to develop the WBE Framework. National Student Work Readiness Programme is being developed through the Orbit FET College in the North West. Orbit, as a participant in the DANIDA SESD III project, identified poor work readiness of the FET College students and graduates as one of the impediments to accessing opportunities in the labour market. The DHET is also in the process of developing a strategy, targeted at industry, to advocate for and promote awareness of the National Certificate (Vocational) as one of the ways through which to facilitate NC (V) graduates’ access to work-integrated learning and employment opportunities.

**Goal 5 - Encouraging better use of workplace-based skills development**

To ensure that quality programmes are agreed on, SETAs have identified priority skills needs and suitable programmes for employed workers in their sectors. Learning Programme Regulation was developed to enhance the objectives of this goal. SETA grant regulations were developed to establish grant systems and processes to incentivize and ensure that funding is directed at the agreed programme. The DHET identified the lead SETAs to develop sector project proposals to deliver, along local supply chains, cross sectoral programmes and projects to address skills needs aimed at supporting local economic development. The NSF is also funding the DTI-BPO&O Training Grant Scheme, which benefits new workers under the incentives scheme for new investments and expansion initiatives.

**Goal 6 - Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives**

**Cooperatives supported in 2011/12 and 2012/13** - The decline between targeted and actual support given to the Cooperatives is of interest given that the there was an over-achievement of 17% in the previous year. This decline is also mirrored in the year-on-year decrease of 30% in actual cooperatives supported and should be investigated given the importance of cooperatives to rural development.

**Small Businesses Supported by SETAs – 2011/12 and 2012/13** – The 41% improvement in support for small businesses, a critical element in the economic growth and development of South Africa, is a very good indication that “SETAs, through their skills planning research, are identifying the skills needs of small and emerging businesses in their sector, and promoting relevant programmes”.

**Community-Based Organisations (CBOs) Supported by SETAs – 2011/12 & 2012/13** - The anomaly in the 2011/12 CBO’s supported target (59) versus the actual CBO supported (15730) should be analysed as it represents an over-target achievement of 26661%. The cost and benefit of this support, and its consequent impact on skills development programme budgets, should be included in this analysis.

**Goal 7 - Increasing public sector capacity for improved service delivery and supporting the building of a developmental state**
The DHET determined that the SETAs must identify Government departments in their sectors, and evaluate and report on the relationship and engagement between the SETA and respective line departments. DHET will analyse the current roles, commitments and engagement of governments and their SETAs, and develop a consolidated map of the SETA / government department engagements. The DHET will also define the roles and responsibilities of SETAs in respect of their line departments, and roles and responsibilities of departments in respect of their line SETAs. The Skills Branch, together with the DPSA and the HRD Secretariat, is currently developing a profile of all structures engaged in public sector HRD planning and implementation, and a public service HRD planning paper. To ensure that the SETA SSPs meet the capacity needs of relevant departments and entities, the SETAs will conduct research into public service skills development needs in their respective sectors and set out, in their respective SSPs, the identified skills needs and priority programmes to address the needs.

**Goal 8 - Building career and vocational guidance**

The KHETA Project established in conjunction with SAQA resulting in the CAS project development of a national web-based career management and information system. The first three modules completed were Learning pathways, Learning directory and E-portfolio. The Minister approved and published the Cooperation Framework for the Provision of Career Development Services in South Africa which amongst others aims to; 1- To serve as the basis and starting point for the development and implementation of a National Career Development Policy for the country; 2-To identify processes that stimulate regular review systemic planning of career services; 3 - To make specific recommendations for various aspects of the provision of career development services for the country; 4 - To provide high level plan to move in the development of Career Development Services; 5 - To provide suggestions for the strengthening and continuity of leadership regarding career development services in South Africa; and Minister’s road shows to provinces promoted Career guidance services during the Mandela day.

**Other projects supported by the NSF**

Other work undertaken by the DHET, through the NSF, over and above bursary funding for critical skills include, but not limited to: Training of 6,900 NARYSEC recruits from the rural wards of the country for effective participation in the rollout of rural infrastructural programme. Training was provided to over 30,000 unemployed young people in partnership with Public Works Dept to participate in the countrywide EPWP rollout. Over 3,000 young people were trained in partnership with DTI/Monyetla in the Business Processing Outsource & Offshore sector, 77% of whom have been absorbed into full time employment in the BPO&O sector. NSF provided support and funding for the green skills initiatives. Strategic Infrastructure Projects for the Colleges and UniversitiesThe National Skills Fund is also funding the DTI Monyetla Work Readiness Programme, which was designed to accelerate training for entry level jobs for youth under age 35 within South Africa’s growing Business Process Outsourcing (BPO) industry

**Challenges**

- Continuing poor work readiness of many young people leaving formal secondary and tertiary education and entering the labour market for the first time
- Continuing skills shortages in the artisanal, technical and professional fields that are fundamental to the development and growth of our economy – these skills are essential to drive the industrial and beneficiation strategy of the country identified in IPAP, NGP & NDP.

- Insufficient progression towards more appropriate (intermediate and higher) skills required for growth sectors in a knowledge economy

- many sectors of the economy pay minimal attention to equipping their workforce to adapt to change as the economy becomes more knowledge-based

- Dominant urban bias of our economic development and therefore the urban bias in our skills development initiatives

**Plans to address the skills needs**

- Continuous improvement of linkages between education ad workplaces
  - Skills Accord
  - SETA/FET Collaborations
  - New Grant Regulation, with special focus on PIVOTAL Programmes; New policy on Artisan Development & Strengthening of NAMB

- MoU with Department of Public Enterprise – for revitalization of State owned Companies training capacity and strengthening of FET/Industry partnerships

- Launch of Occupational Teams to assist in bedding down a concrete education and training pipeline across all professions

- DHET set up a dedicated unit to coordinate efforts targeting rural skills development needs.

- Continuous improvement on access and throughput in all institutions

**THANK YOU**