Commission 2: Issues and recommendations
Reporting and Monitoring the NSDSIII implementation

• Progress on the Implementation NSDS III

• Progress on the Implementation National Skills Accord and Youth Accord

• Progress on Artisan Development

• Implementation on the Training Layoff Scheme
Commission 2: Key issues debated

- Youth unemployment
- Learnerships not working
- The efficacy of learnerships
- “wasteful expenditure and that young people participate in them to get economic relief that come with a stipend due to the fact that when the learnership period lapses participants go back to square one as there’s no placement after completion, this therefore makes learnerships a revolving door as in many instances young people stay for more than three years having not utilized the knowledge gained from a learnership”. SAYC
Commission 2: Key issues debated

- Disjuncture between training and employability
- Position of youth: not involved in the programmes that affect them: National Skills and Youth Accord
- Monitoring and Evaluation of Training and Learning
- Tracing and Tracking mechanism not in place
- Link of Colleges to training and development of artisans
- Intention vs Outcome
Commission 2: Key issues debated

• NSF not responsive to market needs
• Training layoff scheme: What this meant to do? Maybe suffering from mission drift.
• Effective and relevant training for retrenched workers
• The responsiveness of TLS to business in distress
Recommendations

• Training layoff scheme synergize with UIF
• NSF - linking to college development and infrastructure development and get more youth involved through this way.
• SETAs to enlarge their footprints by expanding into rural areas in provinces
• Youth to be involved in SETA governance
• Incentivise workplaces to retain more people after training
• Introduce a work readiness programme before trainees enter the world of work.
Recommendations

• Establish outreach programmes to rural areas
• Establish labour offices in rural areas
• FET Colleges also very far away from rural areas and those benefiting from SETAs. Colleges should establish campuses in rural areas.
• Rural youth and adults should get relevant training based on their environment and for the project to be sustainable and benefit rural people
• Training linked to grading
• The efficacy of learnerships
• “wasteful expenditure and that young people participate in them to get economic relief that come with a stipend due to the fact that when the learnership period lapses participants go back to square one as there’s no placement after completion, this therefore makes learnerships a revolving door as in many instances young people stay for more than three years having not utilized the knowledge gained from a learnership”.
• Thank You