higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

National Skills Development Strategy III

Progress Report 2011 - 2013

A skilled and capable workforce that shares in, and contributes to, the benefits and opportunities of economic expansion and an inclusive growth path

Contents	Page

Source www.hsrc.ac.za

Acronyms

ABET	Adult Basic Education and Training
ATD-TTT	Artisan and Technician Development Technical Task Team
AET	Adult Education and Training
AIDS	Acquired Immune Deficiency Syndrome
BBBEE	Broad-based Black Economic Empowerment
CBO	Community Based Organisation
CHE	Council on Higher Education
COGTA	Department of Cooperative Governance and Traditional Affairs
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DOA	Department of Agriculture
DoL	Department of Labour
DPSA	Department of Public Service and Administration
DSD	Department of Social Development
DTI	Department of Trade and Industry
ELRC	Education Labour Relations Council
ETD	Education, Training and Development
ETQA	Education and Training Quality Assurance
FEI	Further Education Institution
FET	Further Education and Training
FETC	Further Education and Training College
FLC	Foundational Learning Competence
GFETQSF	General and Further Education and Training Qualifications Sub-framework
HEI	Higher Education Institution
HEQSF	Higher Education Qualifications Sub-framework
HESA	Higher Education South Africa
HET	Higher Education and Training
HIV	Human Immunodeficiency Virus
HRD	Human Resource Development
HRDC	Human Resource Development Council
HRDS	Human Resource Development Strategy
HRDSSA	Human Resource Development Strategy for South Africa
IDP	Integrated Development Plan
IPAP	Industrial Policy Action Plan
JIPSA	Joint Initiative on Priority Skills Acquisition
M&E	Monitoring and Evaluation
MTSF	Medium Term Strategic Framework
NAMB	National Artisan Moderation Body
NASCA	National Adult Senior Certificate for Adults
NATED	National Education
NEET	Not in Employment, Education or Training
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NGO	Non-Governmental Organisation
NLPE	Non-Levy Paying Enterprise
NPC	National Planning Commission
NPF	National Planning Forum

NQF	National Qualifications Framework
NSA	National Skills Authority
NSDS III	National Skills Development Strategy Three (3)
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme for South Africa
NYDA	National Youth Development Agency
OFO	Organising Framework for Occupations
OQSF	Occupational Qualifications Sub-framework
PGDP	Provincial Growth and Development Plan
PGDS	Provincial Growth and Development Strategy
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PPP	Public-Private Partnership
PSDF	Provincial Skills Development Forum
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SD	Skills Development
SDA	Skills Development Act, No 97 of 1988 and as amended
SDLA	Skills Development Levies Act, No 9 of 1999 and as amended
SEDA	Small Enterprise Development Agency
SETA	Sector Education and Training Authority
SIPs	Strategic Infrastructure Projects
SLA	Service Level Agreement
SMMEs	Small, Medium and Micro Enterprises
SSP	Sector Skills Plan
WBE	Workplace-based Experience
WIL	Work-Integrated Learning

Source: www.southafricanarts.co.za

Foreword

Introduction

There is unanimous agreement that skills development has a key role to play in addressing the triple challenges in South Africa of unemployment, poverty and inequality as well as the urgent need to accelerate growth and equity in the context of an underperforming economy within a fragile global economy.

The fact that South Africa's current ranking is 146th out of 148 countries in the World Competitiveness Report 2013 in terms of education reaffirms both the critical role of education and skills development and the imperative for the country to ensure the rapid and effective delivery of skills and training driven by industry demands within a framework of partnerships.

System Complexity in a Dynamic Environment

There needs to be recognition of the fact that the multiplicity of rapidly changing policies, strategies, objectives and goals that impact on skills development results in an environment which is becoming increasingly complex and difficult to manage. In addition, there is a need to address possible tensions between government policy directives and the pressing needs of the various economic sectors.

The Department of Higher Education and Training is a newly formed department facing many legacy issues in taking over functions from the Department of Labour and also in terms of its interface with the basic education system since there is a symbiotic link between an effective, high functioning general education system and meaningful progress of young people in the post-school system and the world of work.

The DHET is by no means a homogeneous entity as there is a complex array of different directorates that manage different aspects of the post-school system as well as different strands of reporting and analysis. This means that the different spheres of government that deal with HRD matters should work in a manner that provides coherent and easily comparable information for skills development evaluation purposes. In addition, appointments and staff changes in the department should be handled in a manner that does not delay the process of reporting and analysis which has a negative effect on future planning.

The Strategic Integrated Projects (SIPs) present current and future opportunities for skills development to meet labour market needs, however, cognisance needs to be taken of the need for short-term solutions, sought within the existing complex skills development systems, to ensure these are not opportunities lost.

Emerging from the Green Paper process, work should begin in order to develop a more synergistic and well-coordinated approach to skills development with clearly defined, agreed national strategies, policies and plans that are centred on the growth of economic sectors and support for employment creation within the framework of transformation.

The Levy/Grant Institutions and SETA Capacity

It is important to note that there are very different levels of capacity within the 21 SETAs in terms of governance, management, responsiveness and financial status. For this reason, it is unhelpful to make blanket generalisations about SETA capacity as so often seems to happen in public debates and in the media. We should appreciate the work done by SETAs with effective governance structures whilst supporting and building the capacity of those struggling with their governance roles.

Reference to Mid-Term Review

Also, SETA outcomes in terms of achievement of qualitative targets cannot be neatly summarised within the scope of a single financial year (or two) since learning programmes and projects often extend over a number of years. This means that evaluation of progress is often indicative of broad trends rather than quantitatively exact information. Systemic weaknesses in reporting and analysis and the integrity of data reporting could create information gaps with regard to actual training delivery.

As far as the role players are concerned, both the SETAs and the aligned institutions and support structures are at very different levels of readiness to implement strategies and initiatives.

General Observations

It is important to recognise that NSDS III, which is significantly different from the two previous strategies, has only been in place since April 2011 within the context of the new SETA landscape.

For this reason, it is early days to attempt to arrive at a definitive evaluation of outcomes and impact to date in terms of the mid-term review. A major transition of this nature will inevitably take time to bed down particularly in the light of the rapidly changing policy environment and increasing demands upon SETAs, within a challenging economic environment.

A key element here is the need to recognise the DHET's proactive approach in preparing to introduce a significantly new strategy to address the challenges of the post-school system through the publication and wide consultation on the Green Paper for Post-School Education and Training. This may well lead to fundamental changes to policies and approaches once the Green Paper has been published and gone through all the processes required for implementation.

Initial Recommendations for Consideration

- Since NSDS III is a new and different strategy compared to its predecessors and since major policy and systemic changes are likely to emanate from government once the Green Paper process has been finalised, consideration should be given to retaining NSDS III for a further period with only limited changes where necessary (such as inclusion of the green skills agenda and related capacity building that will be required).

- Constantly changing strategies are disruptive to the SETAs and to the stakeholders in the system since there is insufficient time for objectives, programmes and financial arrangements to stabilise and gain real traction. This may well lead to policy fatigue and slow down both momentum and delivery.

- A coherent and widely understood Monitoring & Evaluation system with a focus on impact (not simply quantitative information) should be developed during the remaining period of the current strategy up to March 2016.

- There is a need for greater investment in research that informs skills development strategies. For example, research should be done to examine successful current pilot projects and best practice interventions in South Africa and showcase them for possible inclusion in future strategies by taking them to scale.

- Research should also be commissioned to inform future strategies which take cognisance of the policies of other developing countries in a comparable context such as Brazil that seem able to tackle many similar skills development challenges with considerable energy, focus and efficiency in terms of successful outcomes and impact.

- Consideration should be given to embarking on a high-level communication and advocacy campaign to communicate key issues in simplified form on the goals of the NSDS III and the commitments contained in the accords as well as the benefits to be derived from successful implementation for the country as a whole. Outside of the DHET/SETA stakeholder environment, there is very limited understanding of the goals, objectives, challenges and successes of skills development.

- A focused campaign should be developed to introduce and support collaborative partnerships of various kinds since they are key to the success of the strategy.

- The co-ordination of skills development initiatives at policy and systems levels should be underpinned by strong and integrated support structures that have the capacity to make a fundamental difference to successful skills development implementation which is in the national interest to ensure future growth, prosperity and social inclusion in South Africa.

Edward Majadibodu
Chairperson
National Skills Authority

Executive Summary

A skilled and capable workforce that shares in, and contributes to, the benefits and opportunities of economic expansion and an inclusive growth path

As per section 5(1)(c) of the Skills Development Act, No. 97 of 1998, the National Skills Authority (NSA) takes pleasure in providing this first Progress Report on the implementation of the third national skills development strategy, namely the NSDS III: 2011 – 2016.

The NSDS III was released by the Minister of Higher Education and Training, Dr. BE Nzimande, in January 2011, with its key driving force being to improve the effectiveness and efficiency of the skills development system. Consisting of **eight goals**, the NSDS III is designed to respond to the **eight skills development challenges**, as outlined under **Chapter 1** of this report, that impact on the ability of the South African economy to expand and provide increased employment opportunities. The intention of the strategy is thus to make sure that the energy and resources of education and training stakeholders are focused on ensuring that these challenges are addressed, and that measurable impact is achieved over the five year period of the strategy.

As the key drivers (delivery agents) of the strategy, the Department of Higher Education and Training (DHET), Sector Education and Training Authorities (SETAs), and the National Skills Fund (NSF) are collectively responsible for ensuring its successful implementation through cooperation, coordination and partnerships. The NSDS III also provides a framework for the planning and implementation of skills development programmes and activities consisting of:

- **Seven Key Developmental and Transformation Imperatives** which provide the focus for skills development programmes and activities
- **Seven Pillars** which offer a basis for the structuring of skills development programmes and activities.
- **Eight HRDSSA Commitments** which inform and guide the NSDS III along with other relevant national and sector-specific government strategies, plans and programmes.

This NSDS III Progress Report covers both the 2011/12 and 2012/13 periods as the 2011/12 report was not produced due to delays caused by the transfer in November 2009 of the Skills Development Act, No 97 of 1998 and Skills Development Levies Act, No 9 of 1999, from the Department of Labour to the Department of Higher Education and Training to support the intention of an integrated NQF.

Whilst the transfer should have been relatively simple, the system was already in a state of flux resulting from the 2008 amendments to the Skills Development Act which, amongst other matters, established the Quality Council for Trades and Occupations (QCTO), and the release of the National Qualifications Framework (NQF) Act, No 67 of 2008, which, amongst other matters, repealed the South African Qualifications Authority (SAQA) Act, No 58 of 1995, and consequently Regulation 1127 which established the Education and Training Quality Assurance Bodies (ETQAs).

Other Acts that were amended to support the intention of an 'integrated NQF, were the GENFETQA Amendment Act, No. 50 of 2008, and the Higher Education Amendment Act, No 39 of 2008, which, together with the SDA and the NQF Act, provided for a single integrated NQF comprising three sub-frameworks with a Quality Council responsible for the development, management and quality assurance of their respective sub-frameworks. Under the NQF Act, SAQA remains the body responsible for overseeing the coordination of the sub-frameworks and for the further development and implementation of the NQF.

As at 30th August 2013, the Minister amended[1] the determination of the three sub-frameworks that comprise the NQF as follows:

	NQF Level	Qualification Types		
Higher Education Qualifications Sub-framework under the CHE	10	Doctoral degree / professional	-	Occupational Qualifications Sub-framework under the QCTO
	9	Master's degree / professional	-	
	8	Bachelor of Honours degree / Postgraduate Diploma / Bachelor's degree	Occupational Certificate level 8	
	7	Bachelor's degree / Advanced Diploma	Occupational Certificate level 7	
	6	Diploma / Advanced Certificate	Occupational Certificate level 6	
	5	Higher Certificate	Occupational Certificate level 5	
General and Further Education and Training Sub-framework under Umalusi	4	National Certificate / Grade 12	Occupational Certificate level 4	
	3	Intermediate Certificate / Grade 11	Occupational Certificate level 3	
	2	Elementary Certificate / Grade 10	Occupational Certificate level 2	
	1	General Certificate / Grade 9	Occupational Certificate level 1	

Under the QCTO, the system of developing and quality assuring qualifications also changed significantly with Development Quality Partners replacing the Standards Generating Bodies and Assessment Quality Partners replacing the SETA Education and Training Quality Assurance bodies (ETQAs). The QCTO also decided to replace the qualifications registered under the SAQA Act with occupational qualifications[2] that consist of three components, namely theoretical, practical and workplace-based. These changes have had a significant impact on the skills development system, with:

- SETAs needing to phase out legacy qualifications, develop occupational qualifications, re-establish their quality assurance systems, establish assessment centres, assist FET colleges to provide occupational qualifications, and establish employer agreements to provide work experience;

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[1] Amendment to the Determination of the Sub-frameworks that Comprise the National Qualifications Framework (Government Gazette No 36803)
[2] Occupational Qualification means a qualification associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

- Providers needing to enhance learning environments for knowledge and practical skills training, develop new materials and capacitate facilitators / lecturers; and
- Employers needing to make spaces available for work experience and establish support systems for interns.

Additionally, the SETA framework was also re-structured during this period with the 23 SETAs being reduced to 21, and several of the SETAs being put under administration. The way in which the skills development levies are allocated also changed under the SETA Grant Regulations Regarding Monies Received by a SETA and Related Matters (Regulation 20 of 2012) which:

- reduces the Mandatory Grant to 20%, and increases the Discretionary Grant to 49.5%, of which 80% should be ring-fenced for the PIVOTAL grant (professional placements, work-integrated learning, apprenticeships, learnerships, internships, skills programmes, and work experience placements)
- changes the way in which the SETAs allocate skills development grants, for example, discretionary funding must be directed towards programmes that support artisan training and other scarce occupational qualifications,
- increases the amount that a SETA receives for administration[3] costs from 10% to 10.5%,
- prescribes the way in which the administrative monies may be spent, and
- requires that the SETAs transfer a maximum of 0.5% of the total levy received by a SETA to the QCTO for quality assurance functions as contemplated in section 26H of the Act.

The transfer of the skills development functions also impacted on the way in which the NSA, NSF and related SETA- and Skills Branches operated, with systems, processes and relationships needing to be re-established and new relationships established with the Human Resource Development Council of South Africa (HRDCSA). Additionally, the Provincial Skills Development Forums needed to be properly established which substantially increased the scope of the NSAs work, which together with the NSF, was already under-capacitated.

Thus the transfer of the skills development function resulted not only in the simple movement of functions from one Department to another, but also the complex overhaul of the entire skills development system.

Furthermore the NSDS III is a complex strategy consisting of 19 outcomes and 39 outputs, with each output consisting of several activities. The strategy also changed from a targets-driven strategy under NSDS I and II, to an outcomes-driven strategy that relies on the delivery agents to set targets based on needs identified during the sector skills planning process.

This shift in strategy, coupled with the need to establish new reporting systems under the DHET, has also resulted in several challenges regarding the current SETA data management processes. The data used for skills planning is often inconsistent and in some cases not valid which has led to unrealistic setting of targets as reflected in the substantial over-or under achievement of targets, as summarised under Goals 4.5 and 4.6, making it difficult to understand the system's capacity to deliver skills development programmes.

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[3] National Treasury recently directed that SETA administration costs be reduced to 7%

The institutionalisation of a coordinated and central mechanism to analyse skills demand and supply is thus essential to the effective delivery of skills development. There is also an urgent need for an information management system that will enable SETAs to integrate all independent SETA systems to enhance effective reporting, monitoring and evaluation. In this regard, the DHET is currently leading a process to determine and develop a system that can properly capture and enable the analysis of:

1. The impact of the programmes, i.e. did the programme address the scarce skills needs and enable improved productivity, economic growth and the ability of the work force to adapt to change in the labour market?
2. The post-learning outcomes, i.e. did learners register with professional bodies or continue learning where relevant, did unemployed learners gain employment?
3. The Transformational Imperatives data, i.e. was priority given to race, class, gender, geography, age, disability and the HIV and AIDS pandemic?
4. The NSDS Pillars data, i.e. were skills development programmes based on the pillars?
5. The HRDSA Objectives data, i.e. did the skills development plans factor in the HRDSA objectives?

However, and notwithstanding the fact that the NSDS III is being implemented during a period of substantial change to the skills development system and skills agenda, there have been notable achievements, as outlined under **Chapter 2**, towards the specific goals of the NSDS III, and the broader goals of South Africa's human resource development strategies.

Chapter 2 provides a context for each goal, followed by the progress achieved against each output by the DHET, NSF and SETAs. The SETA progress should be read in conjunction with the SETA Annual Reports as the data collection issues mentioned above have resulted in abridged SETA progress reporting:

Goal 4.1: Establishing a credible institutional mechanism for skills planning

During the period under review, the DHET, together with relevant stakeholders, established a Research Unit and the Labour Market Intelligence Project (LMIP) which has been designed to foster collaboration between the research community and key actors in the post-school and skills development policy environment in South Africa. A Sector Skills Planning (SSP) Framework, and Review and Feedback Process has also been established, as has a Sector Skills Planning Task Team tasked with ensuring that SETA skills planning addresses priority skills.

SAQA has also initiated a research project to assess whether the evaluation of foreign qualifications by SAQA contributes, or can contribute, towards addressing the critical skills shortage. SAQA has also finalised the National Policy for the Implementation of Recognition of Prior Learning, and has commissioned an investigation into distance learning.

Goal 4.2: Increasing access to occupationally-directed programmes

During the period under review, the DHET, together with relevant stakeholders, developed a single National Artisan Learner Funding and Administration System, a Provincial Artisan Development Monitoring and Evaluation System, and an Artisan Learner Database and Reporting System. The ATD-TTT (Artisan and Technician Development Technical Task Team) also completed its work on identifying three key blockages to artisan development, with processes initiated for their removal.

Other work towards increasing access to occupationally-directed programmes includes the development of: Learning Pathways for High Level Skills; Learning Programme Regulations; the Higher Education Qualifications and Skills Framework; the SETA Grant Regulations; and the Professional Graduate Pathway Report. A Placement Steering Committee was also established to conceptualise graduate placement and work- integrated learning opportunities resulting in the creation of 7435 Graduate Placement / WIL Opportunities.

Additionally, and to ensure that "relevant research and development and innovation capacity is developed and innovative research projects are established", the DHET has developed and communicated skills planning research methodologies to enable the development of SETA Research Agendas and Continuous Improvement Plans. The DHET has also developed and implemented a SETA / University Engagement Plan to enable the establishment of research project / research chair funding agreements resulting in the identification and establishment of 142 research partnerships between the SETAs and the Universities and FET colleges in 2012/13.

The NSF provided funding for:
- The National Artisan Development Project (R131,9 million)
- Middle Level Skills Bursaries including:
  - R590.3 million in 2011/12
  - R547.9 million in 2012/13 (9918 bursaries)
- Post Graduate Bursaries including:
  - R95,3 million in 2011/12 (1148 bursaries)
  - R138,9 million in 2012/13 (1071 bursaries)
- High Level Scarce Skills – Student Accommodation Facilities Funding (R403.4 million)

The SETAs and Indlela exceeded the artisan development targets by:
- 20% in 2011/12 (target 1000 / achieved 12000)
- 28% in 2012/13 (target 11964 / achieved 15277)

Going forward, the SETAs have committed to placing in excess of 25,000 FETC graduates in 2013/14.

Goal 4.3: Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities

During the period under review, the DHET, together with relevant stakeholders, developed the NC(V) Qualifications Review Report and NC(V) Qualifications Study Report, and ensured the inclusion of NC(V) in University Admission Policies. The DHET has also overseen the development of the NC(V) Curriculum Review Strategy, the revision of ten NC(V) subjects, and the initiation of agreements to develop NC(V) lecturers.

The QCTO has also assumed responsibility for all N4-N6 programmes which are part of the NATED Report 190/191 programmes. Recently the N4-N6 subjects were registered on the NQF as part qualifications and their respective N Diplomas as qualifications. All NATED 191 programmes need to be re-curriculated with 7 of the subjects needing urgent revision. The revised subjects are currently out for public comment (Government Gazette No.36676) and are due to be finalised by the end of October 2013.

Other work running concurrently with the QCTO review processes includes:
- The NAMB audit of the N courses and apprenticeship provision within FET colleges, and mapping of skills needs and skills development programmes;
- The Analysis and documenting of programmes and courses, identification of gaps in relation to need, and consultation on and setting out of options on future provision;
- Research into quality and relevance of provision to employer skills needs; and
- The development and agreement on a funding model for N courses.

Additionally, and to ensure "a highly articulated system of qualifications between the FET and university programmes", the Interdepartmental NQF Steering Committee collaborated with SAQA[4] regarding the conversion of N-programmes and the National N-Diploma from legacy qualifications to NQF-aligned part and full qualifications, and also engaged with Umalusi and DPSA regarding equal recognition of NC(V) qualifications alongside the National Senior Certificate (NSC).

Lastly, and to ensure that the FET colleges are able to provide quality vocational training, the DHET developed and circulated an Investment Plan for FET colleges, and a SETA/College Collaborative Strategic Planning and APP System so as to make sure that SETA/College partnerships are structured into the FET colleges' strategic and operational plans. The SETAs subsequently identified priority courses and appropriate FET colleges to deliver the courses, and consultative and collaborative processes were facilitated by the DHET to ensure that appropriate SETA / FET college partnerships are achieved, resulting in all provinces having SETA representation at FET colleges. The Minister also committed R2,5 billion to the FET College Expansion and Capacity Development Programme to be funded by the NSF and distributed over a 3-year period. It is expected that an additional 92,942 student spaces in the NC(V), Report 191, Skills Programmes and Learnerships will be created through this funding. As at 31 March 2013, contracts had been signed with all 50 FET colleges, covering the 264 campuses, on the delivery of the programme, and the NSF has disbursed R664,6 million to the colleges.

The DHET, in partnership with the SA Institute of Chartered Accountants (SAIA), also placed 40 Chartered Accountants as interim CFOs at FET colleges in order to improve their financial management. Additionally, the DHET developed and circulated the FET College Sector Expertise and Focus Map, and oversaw the development of SETA / FET college partnerships and work experience opportunities. The DHET also published the Draft Policy on FET College Lecturer Qualifications and, together with the Swiss South African Cooperation Initiative (SSACI), implemented the workplace project for lecturers involving fifteen FET colleges.

Goal 4.4: Addressing the low level of youth and adult language and numeracy skills to enable additional training

The period under review saw the initiation of the development of the Workplace-based Experience (WBE) Framework, the implementation of the Danish Support for Education and Skills Development project (DANIDA SESD) III (through which the Danish Embassy provides financial support for the development and implementation of effective exit support programmes for students in FET colleges), and the initiation of the development of National Student Work Readiness Programme.

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[4] SAQA is responsible for advancing the objectives of the National Qualifications Framework (NQF), overseeing the further development and implementation of the NQF, and coordinating the sub-frameworks.

The DHET is also currently engaging with the African Bank, Small Enterprise Development Agency (Seda), and the National Youth Development Agency (NYDA) regarding work experience projects, developing an NC(V) Advocacy Strategy. The DHET is also conducting provincial advocacy for work experience opportunities for FET college students

Additionally, the DHET is currently working on a concept paper for the development of a national database that tracks and traces people entering and completing programmes, captures work opportunities and enables statistical analysis and reporting on learner throughput and post-learning impact. Reports drawn from this system will provide indicators for successful projects, which can then be expanded, and replicated, where possible (refer also outputs 4.6.1.3, 4.6.2.3 and 4.6.3.3).

The NSF has provided funding to the Department of Trade and Industry (DTI) – Monyetla Work Readiness Programme of:
- R62 million in 2010/11
- R67.4 million in 2012/13

Goal 4.5: Encouraging better use of workplace-based skills development

During the period under review, the SETAs provided skills development programmes (learnerships, bursaries and skills programmes) for employed and unemployed learners as summarised in the table overleaf. It should be noted that, although SETAs report learner results per programme including the number entered, certificated, and employed, the data is currently only captured in consolidated totals per annum. Thus a comparative analysis between enrolled and certificated learners could not be conducted as learners enrolling in one reporting year might only be certificated in the following and vice-versa. Therefore, and until the systems are established[5] to properly record the SETA reporting data, the following learner enrolment and certification statistics for **employed and unemployed learner** skills development projects has only been analysed on 'targets and actual' for enrolled learners, and 'targets and actual' for certificated learners.

SETA Skills Development Programmes for Employed and Unemployed Learners – 2011/12 – 2012/13

SETA Skills Development Programmes 2011/12 – 2012/13	Total
Total employed learners certificated through learnerships: 2011/12 – 2012/13	24006
Total unemployed learners certificated through learnerships: 2011/12 – 2012/13	42283
Total learners certificated through learnerships	**66289**
Total employed learners certificated through bursaries: 2011/12 – 2012/13	2272
Total unemployed learners certificated through bursaries: 2011/12 – 2012/13	2918
Total leaners certificated through bursaries	**5190**
Total employed learners certificated through skills programmes: 2011/12 – 2012/13	139590
Total unemployed learners certificated through skills programmes: 2011/12 – 2012/13	34428
Total learners certificated through skills programmes	**174018**
Total unemployed learners certificated through internships: 2011/12 – 2012/13	3073
Total learners certificated through internships	**3073**
Total learners certificated through SETA programmes	**248570**

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[5] Refer outputs 4.4.1.2., 4.6.1.3, 4.6.2.3 and 4.6.3.3

The NSF also provided R2,9 million in funding for the DTI – BPO&O Training Grants Scheme in 2011/12 benefitting 1763 new workers under the incentives scheme for new investments and expansion initiatives. As at 31.12.2012, a further 383 new workers had benefitted from the scheme.

Goal 4.6: Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives

During the period under review, the NSF provided funding of:
- R9,422,678 million to the Cooperative Development Facilitators Learnership as at 31 March 2012
- R13,367,025 million to the Cooperative Development Facilitators Learnership as at 31 August 2012
- R152,6 million to cooperatives, small enterprises, worker-initiated programmes, and NGOs as at 31st March 2013
- R13,6 million to Skills Development support to Community Based Organisations (CBOs)
- R182,746 thousand to Emanyiseni (KZN) Community Training Initiative
- R150 million to the National Department of Public Works (NDPW) – Expanded Public Works Programme (EPWP) (January 2011 to March 2013)

The NSF has also allocated R84 million over the next three years to SEDA (the Small Enterprise Development Agency) to:
1. train ±200 Entrepreneurial Development Practitioners (EDPs), and
2. provide skills development to 2000 Emerging Entrepreneurs in all the provinces

The period under review also saw the SETAs provide the following support to Cooperatives, Small Businesses, NGOs, CBOs and NLPEs:

SETA / Entity Support Programmes – 2011/12 – 2012/13

SETA / Entity Support Programmes 2011/12 – 2012/13	Total
Total Cooperatives Supported: 2011/12 – 2012/13	1325
Total Small Businesses Supported: 2011/12 – 2012/13	31511
Total NGOs Supported: 2011/12 – 2012/13	16274
Total CBOs Supported: 2011/12 – 2012/13	171
Total NLPEs Supported: 2011/12 – 2012/13	30503
Total entities supported through SETA programmes	**79784**

Goal 4.7 Increasing public sector capacity for improved service delivery and supporting the building of a developmental state

The DHET, together with relevant stakeholders, is currently
- Developing a profile of all structures engaged in public sector HRD planning and implementation;
- Developing a public service HRD planning paper;
- Commissioning research into the challenges impacting on provision of public sector education and training; and
- Developing a discussion paper on proposals for improving the institutional framework for public sector education and training.

The SETAs have also been tasked with establishing priority skills and programmes to meet the skills development needs of the public service, and monitoring and reporting on the implementation of the public service skills development programmes.

To date, the SETAs have provided the following support to government departments and public entities:

2011/12: 124 government departments and public entities supported at a cost of R1,477,411,747.07
2012/13: 104 government departments and public entities supported at a cost of R1,003,545,514.86

Goal 4.8 Building career and vocational guidance

During the period under review, the DHET, together with SAQA, commissioned the development of a National Career Advice Portal (NCAP). The first three modules and Learning Pathways for 500 OFO occupations have been completed. Ranging from 1 pathway per occupation to 17 pathways (in the case of an electrician), a total of 1497 learning pathways have been completed with an average of three learning pathways per occupation.

The DHET, with the assistance of SAQA, also established a Task Team to develop a **National Career Development Policy**. To this end, the Minister approved and published, in October 2012, the **Cooperation Framework for the Provision of Career Development Services in South Africa** with one of the specific aims of the framework being to serve as the basis and starting point for the development and implementation of the National Career Development Policy.

The Task Team is currently developing guidelines and protocols for career development services partnerships which are due for completion and implementation by March 2014. Additionally, research into career development services is being undertaken, with the development of a research agenda and the commissioning of the initial research, including international benchmarking, in progress.

The Task Team is also in the process of developing:
1. A National and Provincial Career Development Model; and
2. A Competency Framework for Career Development Practitioners in South Africa, including required training and qualifications.

Chapter 3 of this report provides a summary of SETA skills development projects that, whilst addressing various goals of the NSDS III such as artisan development, middle level skills development, graduate placement and FET college capacitation, have been specifically designed to address the **developmental and transformation imperatives** of the NSDS III. An analysis of these projects shows that most SETAs engaged in offering skills developmental projects through partnerships with FET colleges, Universities, Government and Industry during the 2011 to 2013 period under review. Skills training offered was in line with government's transformational imperatives as is evidenced by the training of disabled learners and unemployed youth with a focus on rural development.

SETA's can be lauded for their commitment and support in meeting the needs of Communities at their places of residence; this was clearly noticeable in the number of training opportunities offered in rural areas. The challenge that this training presented was the placing of learners for workplace-based experience.

It is recommended that the NSA and Nedlac implement monitoring and evaluation mechanisms to establish and determine the impact of the National Skills Accord and Youth Employment Accord. The inability of Stakeholders to provide Workplace-based Experience for learners is an indictment on both Government departments and Industry. Public institutions and Government should be leading the way as examples to private industry by making budget allowances for the short-term absorption of learners. The inability of Industry and the Unions (who represent able and disabled workers) to accommodate Learners with Disabilities indicates that South Africa as an industrialised nation has not taken cognisance of the need for persons with disabilities to be economically active. Offices and factories have not made progress towards ensuring disability-friendly work centres as evidenced by their inability to offer disabled learners employment after training.

It is imperative that a discussion engaging a broad section of relevant stakeholders on the need to provide stipends to learners is planned for within the 2013 year. In studying the challenges and outcomes of the training offered it became apparent that a number of learners dropped out due to a lack of finance. The cost of transportation, sustenance whilst training and the need to provide for child-headed households, all point to the need for stipends. If it is accepted that the unemployed youth are the target group for training, then it is inconceivable that SETAs and the DHET can expect the same unemployed to attend without stipends to sustain the learner during the learning period.

Another noticeable trend is the continued provision of short-skills courses that do not lead to a learnership or qualification resulting in trained learners remaining unemployable.

The lessons learnt from the challenges of the last two years will provide sufficient evidence and material for training institutions, service providers and the SETA's as well as the Department of Higher Education and Training to review the methodology of training being provided and question whether we are training to meet targets or towards achieving our Transformational Imperatives and meeting the needs of industry and the country as a whole.

Chapter 4 of this report covers the work conducted by the NSA over the last two years towards strengthening the Provincial Skills Development Forums, and aligning their work with the NSDS III, through the NSA Provincial Skills Workshops. These workshops arose from the opportunity presented by the 2011 National Skills Conference recommendation to defer the 2012 National Skills Conference to 2013 to allow for substantive progress to be made on the 2011 recommendations. This deferral provided an opportunity for the NSA to host Provincial Consultative Workshops with each province with the overall aim being to mobilise business, government, community and labour to take full ownership of the NSDS III.

When NSA took a strategic decision to organise and conduct the provincial workshops, it was not aware of the scale of the implementation opportunities and challenges as they now are clearly articulated in the report.

The critical and underlying challenges are a lack or poor visibility of political leadership and an integrated implementation plan on skills development. An integrated implementation plan can enrich the coordination function of the PDSFs and lead to stakeholders forming strong partnerships. Most of these building blocks can be seen and observed in the Eastern and Western Cape provinces.

Chapter 5 of this report has been included as a fundamental component of an integrated, national skills development strategy is the need to support South Africa's move towards a green economy. Whilst the NSDS III does not explicitly factor the need to develop green skills into its goals, the strategy does state that "Priorities that will take precedence in the National Skills Fund (NSF) (includes) projects that are in alignment with the National Skills Development Strategy and support … skills to support the green economy …" (5.2.1 National priorities under the NSF). This statement is reiterated in the Green Paper for Post-School Education and Training.

In the absence of explicit guidance, the work towards the development of green skills has, in most cases, been driven by sector-specific projects that require and can provide a platform for green skills development, rather than a planned approach based on skills need forecasts aligned to the National Development Plan and other national strategies.

There have, however, been several key developments towards a more focused, national approach to the development of green skills, namely:

- The development by the QCTO of the Green Organising Framework for Occupations (OFO) (2013);
- The allocation of R105,578,322.00 from the National Skills fund for the establishment of a renewable energy training centre;
- The NSA green skills advocacy work with the Provincial Skills Development Forums ("The NSA sees the provinces playing a crucial role in the realization of the skills for the green economy, promotion of rural development for economic growth, and improved service delivery" Eddie Majadibodu, NSA Chairperson);
- The research commissioned by SAQA through a research partnership with Rhodes University including:
  o Phase 1: Research into workplace learning for sustainable development (completed and fed into NSDS III), and
  o Phase 2: Research into learning pathways for green skills (due for completion during 2013/14; and
- The holding of the National Environmental Skills Summit 2012: Strengthening the Skills Pipeline for the Environmental Sector (October 2012).

Initiatives at a sector and provincial level include the:

- Development of provincial green skills development plans;
- Establishment of the Eastern Cape Green Skills Forum;
- Factoring of green skills development into University education plans;
- Establishment of university / provincial government green economy / green skills partnerships;
- Establishment of SETA / employer green skills development partnerships; and
- Development of SETA / FET college green skills partnerships.

These developments, together with a framing context and recommendations regarding the need to broaden the current green economy skills development strategies to include not only renewable energy as a focus but also water management, is covered in depth under the chapter. Going forward, and given the various strategies and plans that have a 'green economy / green skills' component or complete focus, and the various initiatives under way, it is recommended that:

1. A national green skills development policy is developed with due consideration given to The Green Economy Policy Framework and Employment Opportunity: A South African Case Study;
2. A national green skills framework is developed that brings together the aforementioned strategies, programmes and roleplayers, and builds on the work initiated by the NESS;
3. The Green OFO is properly communicated and fully utilised in green skills planning;
4. The development of green occupational qualifications and learning pathways is prioritised;
5. In support of the NSF instruction to fund green skills programmes, the SETAs should develop green skills development strategies and, where possible, prioritise the funding thereof;
6. National standards for green skills instruction should be developed and occupational trainers upskilled;
7. Strategies should be developed to re-skill vulnerable workers in the transition to a green economy; and
8. The Eastern Cape Green Skills Forum case study should be evaluated and like-minded models developed for the other provinces, i.e.:
   a. Relevant national, provincial, sector and local industry strategies and plans were analysed and skills needs identified,
   b. Relevant roleplayers were identified and engaged, and structures and roles defined and communicated,
   c. Strategic partners were identified and engaged, and relevant technical expertise and funding obtained,
   d. Provincial green skills development strategies and programmes were developed,
   e. Employers were engaged, and skills needs and workplace learning opportunities identified and agreements reached,
   f. Existing qualifications and curricula were analysed, and refined and/or occupational qualifications developed,
   g. Programmes and agreements were established between providers, learners and employers, and
   h. Monitoring, evaluation and reporting processes and systems were established and implemented.

In summary, this NSDS III Progress Report is structured in five parts, namely:

Chapter 1: NSDS III Summary
> This section provides summaries of the key aspects of NSDS III.

Chapter 2: NSDS III Progress
> This section provides a summary context of each goal, followed by an analysis of achievements against each outcome and output.

Chapter 3: NSDS III Transformation Imperatives
> This section describes SETA skills development projects that specifically address the developmental and transformation imperatives of the NSDS III.

Chapter 4: NSA Provincial Consultative Workshops
> This section provides a background to the provincial workshops and a summary of the key aspects of the workshops, namely presentations, plenary comments, commissions and recommendations, and future objectives for each province.

Chapter 5: Green Skills for a Green Economy
> This section provides a context for the green economy, progress towards the development of green skills and recommendations for future green skills development.

Chapter 1: NSDS III – Summary

The National Skills Development Strategy acts as the overarching strategic guide for skills development and provides direction to sector skills planning and implementation in the SETAs, and the framework for the skills development levy resource utilisation by these institutions and the NSF. The strategy also sets out the linkages with, and responsibilities of, other education and training stakeholders.

The third National Skills Development Strategy was released by the Minister of Higher Education and Training, Dr. BE Nzimande, in January 2011, with its key driving force being to improve the effectiveness and efficiency of the skills development system.

The NSDS III essentially responds to **eight (8) pressing challenges** that impact on the ability of our economy to expand and provide increased employment opportunities, namely:

1. The inadequate skills levels and poor work readiness of many young people leaving formal secondary and tertiary education and entering the labour market for the first time, and the many who enter the world of work without a formal qualification.
2. The longer term unemployed who lack basic numeracy and literacy, and do not possess entry-level skills.
3. The continuing skills shortages in the artisanal, technical and professional fields.
4. The over-emphasis on NQF level 1-3 learnerships, with insufficient progression towards more appropriate (intermediate and higher) skills.
5. The approach by businesses to retrench rather than retrain and redeploy working people when structural change occurs.
6. Systemic blockages such as:
    6.1. the lack of synergy between the various post-school sub-systems,
    6.2. the lack of role clarity of the various parts of the skills development system,
    6.3. inefficiency and waste, and
    6.4. the silo mentality which prevents partnerships and alignments.
7. The absence of coherent skills development strategies within economic and industrial sectors.
8. The urban bias of economic development and consequently the urban bias in skills development initiatives.

The intention of the strategy is to make sure that the energy and resources of education and training stakeholders are focused on ensuring that these challenges are addressed, and that measurable impact is achieved over the five year period of the strategy.

Accordingly, the NSDS III sets out its **vision** as:

A skilled and capable workforce that shares in, and contributes to, the benefits and opportunities of economic expansion and an inclusive growth path

In support of this vision, the NSDS III sets out its **mission** as being (as edited):

To reduce inequalities
By
Enabling effective participation in the economy and society by all South Africans
By
Increasing access to high quality and relevant education and training and skills development opportunities, including workplace learning and experience

To achieve the vision and mission, the NSDS III **aims**:

1. To encourage the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression,
2. To encourage and actively support the integration of workplace training with theoretical learning,
3. To facilitate the journey individuals make from school, college or university, or even from periods of unemployment, to sustained employment and in-work progression,
4. To promote a skills development system and architecture that effectively responds to the needs of the labour market and social equity,
5. To establish and promote closer links between employers and training institutions and between both of these and the SETAs,
6. To enable trainees to enter the formal workforce or create a livelihood for themselves, particularly those who do not have relevant technical skills or adequate reading, writing and numeracy skills to enable them to access employment. Whilst the promotion of basic numeracy and literacy is a project led by the Department of Basic Education, the DHET is primarily concerned with post-basic literacy and numeracy. The two departments will need to cooperate closely on this front, but without confusing or conflating the leadership roles of these departments in their respective areas.
7. To create a closer synergy between the world of work and our formal education system.

In addition, the NSDS III aims at eliminating unnecessary 'middlemen' in the provision of services, in order to maximise the impact of the resources in all our institutions and in our skills levy system. The NSDS III also places great emphasis on relevance, quality and sustainability of skills training programmes to ensure that they impact positively on poverty reduction and inequality.

NSDS III Transformational Imperatives

The implementation of the NSDS III is guided by **seven (7) key developmental and transformation imperatives**. All skills development initiatives will be measured against these imperatives, with the DHET monitoring and evaluating the progress made by all institutions in the skills development system towards the achievement of these key transformational priorities:

1. *Race*

   Priority must be given to providing opportunities to previously (and currently) disadvantaged South Africans with focused attention on skills provision for blacks in general and Africans in particular to help in reducing racial inequalities in our economy and skills profile.

2. *Class*

   Priority must be given to access to skills by the overwhelming majority of our population, especially the workers and the poor, with particular attention to the provision of skills in a manner that significantly reduces social inequalities.

3. *Gender*

   Priority must be given to access to skills by women, especially black women, and skills development initiatives must contain within them specific programmes and strategies to promote gender equality.

4. *Geography*

   Priority must be given to the production of skills for rural development with the aim to train rural people for development of the rural areas themselves.

5. *Age*

   Priority must be given to the training of our youth for employment to help reduce the unemployment rate in those aged 35 and under.

6. *Disability*

   Priority must be given to significantly open up opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability.

7. *The HIV and AIDS pandemic*

   Priority must be given to incorporating the management of HIV and AIDS in the workplace with skills development initiatives to help in the fight against the HIV and AIDS pandemic.

NSDS III Strategy Framework

The NSDS III is a subcomponent of the **Human Resource Development Strategy for South Africa (HRDSSA)**, and operates concurrently with and in support of the strategy. The HRDSSA II has **eight (8) commitments** which need to be reflected in SETA and NSF plans. In summary, the HRDSSA commits to:

1. Overcoming the shortages in the supply of people with priority skills.
2. Increasing the number of appropriately skilled people.
3. Ensuring improved universal access to quality basic education and schooling.
4. Implementing skills development programmes aimed at equipping recipients/citizens with skills to overcome the related scourges of poverty and unemployment.
5. Ensuring that young people have access to education and training opportunities that increases their chances of success in further vocational training and sustainable employment.
6. Improving the technological and innovation capability and outcomes within the public and private sectors.
7. Ensuring that the public sector has the capability to meet the strategic priorities of the South African developmental state.
8. Establishing effective and efficient planning capabilities for the successful implementation of the HRDSSA II.

The planning of skills development programmes and activities under the NSDS III is also informed and guided by other overarching government programmes, especially, amongst other priorities of government:

1. The New Growth Path,
2. The National Development Plan,
3. The Industrial Policy Action Plan,
4. The Medium-Term Strategic Framework,
5. The Rural Development Strategy, and
6. The Environment Strategy.

NSDS III Pillars

The NSDS III also provides **seven (7) pillars** which offer a basis for the structuring of skills development programmes and activities, including, in summary:

1. Sector strategies, programmes and projects that address government and industry skills development priorities;
2. Sector-based programmes that address the needs of unemployed people and first- time entrants to the labour market;
3. Professional, vocational, technical and academic learning (PIVOTAL) programmes that provide a full occupationally-directed qualification and culminate in an occupational qualification;
4. Vocational education and training programmes that address the competence of lecturers and trainers and promote occupationally directed research and innovation;
5. Cooperative, NGO and trade union sectors training and skills development capacity incentives;
6. Cross-sectoral and inter-sectoral SETA and Provider partnerships; and
7. Rural development skills programmes.

NSDS III Goals

In consideration of the vision, missions and aims, together with the challenges, developmental and transformational imperatives and HRDSSA commitments, the third national skills development strategy consists of **eight (8) goals**, namely:

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

NSDS III Stakeholders and Implementing Agents

The NSDS III recognises that the goals of the NSDS III are achieved with the cooperation and coordination from all key stakeholders, including government, the SETAs, employers and others, and that a partnership and collective responsibility between stakeholders and delivery agents is critical to achieving our aspirations of higher economic growth and development, higher productivity and a skilled and capable workforce to support a skills revolution in our country.

Stakeholders and Delivery Agents include:

Stakeholders	Delivery Agents
Government	SETAs
Business organisations	Public entities
Trade unions	Employers
Constituency bodies	Trade and professional bodies
	Public and private training providers (including universities and colleges)
	Community-based organisations
	Cooperatives
	Non-Governmental Organisations

The Higher Education, FET and Skills summits have laid a very strong foundation for building the partnerships for skills development for an inclusive growth path. To further these foundations and expand on these partnerships:

1. innovative ways of working together must be found to improve the efficiency, quality and, crucially, the impact of education, skills development and training,
2. linkages must be improved between universities, colleges, SETAs and employers, particularly at a national and local level,
3. training must be promoted to meet the needs of both public and private sector employers, and
4. university research collaboration with industry must be increased.

Partnerships should also be extended to building international links, as well as supporting the role of community partnerships in planning and delivering local employment and skills support services.

Whilst implementing the NSDS III is a collective responsibility, with, to varying degrees, responsibility lying with all the stakeholders and partners in skills development, the DHET, the SETAs and the NSF are the key drivers (implementing agents) of the NSDS III. Thus to ensure the successful implementation of the strategy:

1. the **SETAs** are expected, in summary, to:
    1.1. Develop sector skills plans (SSPs) – a critical instrument for building a connected labour market information system across all the sectors, which is an important evidence base for skills development and its impact – that outline current and future learning and qualifications needs of workers and their employers and articulate the collective skills needs of their stakeholders/members to the highest standard.
    1.2. Be the authority on labour market intelligence and ensure that skills needs and strategies to address these needs are set out clearly in sector skills plans.
    1.3. Develop interventions that are agreed with stakeholders and can improve the match between education and training supply and demand - the current and projected needs of the sector and sector employers.
    1.4. Coordinate the skills needs of the employers - levy-paying and non-levy paying - in their respective sectors.

1.5. Undertake sector-based initiatives and ensure that there is strong employer leadership and ownership of sector skills activities.

1.6. Facilitate the delivery of sector-specific skills interventions that help achieve the goals of the NSDS III, address employer demand and deliver results.

1.7. Collaborate on cross-sector skills areas to enable collective impact.

1.8. Together with the stakeholders and other partners, be responsible for the monitoring and managing of occupational standards to make sure that provision of training, including the qualifications gained, meet sector, cross-sector and occupational needs.

2. The **National Skills Fund** is expected to, within the overall framework of the HRDSSA II and NSDS III, enable the state to drive key skills strategies as well as to meet the training needs of the unemployed, non-levy-paying companies, NGOs and community structures and vulnerable groups. Specifically, the NSDS III requires that the NSF:

2.1. Promote strategic partnerships and innovation in project delivery

2.2. Drive change towards partnership-based programmes

2.3. Contribute significantly to raising the low base of education and training in our country,

2.4. Target gaps and complement resource shortages for national priorities

2.5. Set aside funds for grants/bids from community-initiated skills development projects and other initiatives. The NSF will develop their monitoring and evaluation (M&E) capacity and systems to ensure that funds are spent on the intended beneficiaries and in line with the contract and/or Service Level Agreement (SLA).

3. The **Department of Higher Education and Training** is expected to play a leading role in ensuring that the goals and objectives of the NSDS III are realised, including, as summarised, the requirement to:

3.1. develop annual implementation plans, including specific targets where appropriate (implementation plans and targets are announced by the Minister on an annual basis),

3.2. build the necessary capacity for effective monitoring, evaluation and support to the entire skills development system and its institutions,

3.3. develop a framework and institutional measures to undertake effective monitoring, evaluation and support and intensify the fight against corruption and 'fly by night' institutions and training initiatives,

3.4. develop mechanisms to fight all forms of corruption in our education and training system, including in the skills development system,

3.5. enter into service level agreements for SETA-related activities and, where required, cross-SETA collaboration activities, with indicators and targets for programmes and activities (SETAs will have sector-relevant targets applicable to their skills set and level), and

3.6. monitor the functioning and performance of the SETAs, intervening as and when required, to ensure that:

3.6.1. There is a focus on the scope and mandate of SETAs,

3.6.2. There is improved planning and financial management of skills levy resources,

3.6.3. Training facilitated by SETAs leads to full qualifications,

3.6.4. The per capita cost of training is managed and investment made in training yields better outcomes, and

3.6.5. SETAs develop shared services on, amongst others, IT services, financial systems and management and human resources development.

Through these stipulations the NSDS III provides a strengthened base for the SETAs and DHET to set targets that align with specific sector skills needs and ensures improved focus on the core mandate of SETAs.

NSDS III Monitoring and Evaluation

The monitoring and evaluation of this strategy will also focus on qualitative indicators in order to evaluate the impact of initiatives and ensure that the programmes provided meet the required quality and relevance. The evaluation part of M&E will therefore be prioritised.

It is important that M&E is not seen as an add-on or something done externally or independently of our skills development work. Institutions such as SETAs and the NSF must conduct consistent monitoring and evaluation, with findings being shared and verified through mechanisms established by the DHET.

The DHET in turn will align its M&E systems with government-wide frameworks. In putting such systems in place, it is hoped that a culture of continuous improvement can be instilled and that problems and blockages are identified and addressed timeously.

It will be important when reviewing NSDS III implementation, and in preparing for the ensuing five years, that DHET and skills development stakeholders have a well-informed understanding of the impact of our extensive structures and resources.

Chapter 2 of the Progress Report evaluates the progress achieved towards each goal, with the outcomes and outputs underpinning each goal providing the basis for the monitoring and evaluation of the implementation and impact of this third National Skills Development Strategy, i.e.:

NSDS Goal	Outcome	Output
4.1. Establishing a credible institutional mechanism for skills planning	4.1.1 National need in relation to skills development is researched, documented and communicated to enable effective planning across all economic sectors	4.1.1.1: Capacity is established within the Department of Higher Education and Training to coordinate research and skills planning.
		4.1.1.2: Sector skills plans are professionally researched, provide a sound analysis of the sector, and articulate an agreed sector strategy to address skills needs.
		4.1.1.3: Sector and nationally commissioned research and data is analysed, validated and captured in an integrated database that is accessible to stakeholders.
4.2. Increasing access to occupationally-directed programmes	4.2.1: Middle level skills needs are identified and addressed in all sectors	4.2.1.1: SETAs research and identify middle level skills needs in their sectors and put in place strategies to address them, particularly through the use of the public FET colleges and universities of technology working in partnership with employers providing workplace-based training.
		4.2.1.2: Projects are established to address middle level skills in each sector.
	4.2.2: 10,000 artisans per year qualify with relevant skills and find employment	4.2.2.1: SETAs establish projects and partnerships to enable the relevant number of artisans for their sector to be trained, to qualify and become work ready.
		4.2.2.2: The National Artisan Development Project developed by JIPSA and now located in the DHET and M&E framework, is planned, managed and reported on, with interventions made where blockages occur.
	4.2.3: High level national scarce skills needs are being	4.2.3.1: Sector skills plans identify the supply challenges in relation to high level scarce skills gaps and set out strategies for addressing them.

NSDS Goal	Outcome	Output
	addressed by work ready graduates from higher education institutions	4.2.3.2: Agreements are entered into between SETAs, university faculties and other stakeholders on appropriate interventions to support improved entry to priority programmes, increased work experience and experiential learning for students and access to post-graduate work.
	4.2.4: Relevant research and development and innovation capacity is developed and innovative research projects established	4.2.4.1: Sector skills plans identify the focal areas for research, innovation and development.
		4.2.4.2: Agreements are entered into between SETAs, university faculties and other stakeholders on flagship research projects linked to sector development in a knowledge economy
		4.2.4.3: Programmes are put in place that focus on the skills needed to produce research that will be relevant and have an impact on the achievement of economic and skills development goals.
4.3. Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities	4.3.1: The National Certificate (Vocational) and N-courses are recognised by employers as important base qualifications through which young people are obtaining additional vocational skills and work experience, entering the labour market with marketable skills, and obtaining employment	4.3.1.1: The NCV is reviewed with inputs from stakeholders and the curriculum is revised to ensure that it provides a sound foundational basis for building labour market relevant skills.
		4.3.1.2: The programmes offered to meet industry needs, including those supporting apprenticeships and N-courses, are reviewed, updated and made available to and accessed by employers.
		4.3.1.3: A highly articulated system of qualifications between the FET and university programmes
	4.3.2: Partnerships between DHET, SETAs, employers, private providers and public FET colleges are resulting in increased capacity to meet industry needs throughout the country	4.3.2.1: The capacity of FET colleges to provide quality vocational training is reviewed. Each college has a strategic plan in place to build capacity and engage in skills development programmes, including programmes offered in partnership with employers.
		4.3.2.2: SETAs identify FET colleges with relevant programmes and put in place partnerships to offer vocational courses and work experience for college learners.
	4.3.3: The academic staff at colleges are able to offer relevant education and training of the required quality	4.3.3.1: The capacity of college educators to deliver programmes is reviewed. Skills development programmes, including work placement opportunities, are devised to meet the needs of the college educators.
4.4. Addressing the low level of youth and adult language and numeracy skills to enable additional training	4.4.1: A national strategy is in place to provide all young people leaving school with an opportunity to engage in training or work experience, and improve their employability	4.4.1.1: A DHET-led process, including stakeholders, develops a strategy supported by all stakeholders.
		4.4.1.2: A national database tracks training and work opportunities, and reports on implementation of the strategy.
		4.4.1.3: The DHET partners with stakeholders in the youth sector to put in place training and work experience projects for young people.
4.5. Encouraging better use of workplace-based skills development	4.5.1: Training of employed workers addresses critical skills, enabling improved productivity, economic growth and the ability of the work force to adapt to change in the labour market	4.5.1.1: SETA stakeholders agree on the provision of substantial quality programmes for employed workers and report on the impact of the training.
		4.5.1.2: Sector projects are put in place to address specific sector skills gaps.
		4.5.1.3: Cross-sectoral projects are established to address skills needs along local supply chains aimed at supporting local economic development.
4.6. Encouraging and supporting cooperatives, small enterprises,	4.6.1: Cooperatives supported with skills training and development expand	4.6.1.1: SETAs identify in their skills planning research, established and emergent cooperatives and their skills needs.
		4.6.1.2: Sector projects are established by sector stakeholders,

NSDS Goal	Outcome	Output
worker-initiated, NGO and community training initiatives	and contribute to sector economic and employment growth	supported by the NSF.
		4.6.1.3: A national database of cooperatives supported with skills development is established and the impact of training reported on.
	4.6.2: Partnership projects to provide training and development support to small businesses are established in all sectors and their impact reported on	4.6.2.1: SETAs, through their skills planning research, identify the skills needs of small and emerging businesses in their sector, and promote relevant programmes.
		4.6.2.2: Sector projects are developed that are piloted by SETAs and expanded through partnership funding.
		4.6.2.3: A national database of small businesses supported with skills development is established and the impact of training reported on.
	4.6.3: Worker, NGO and community-based education programmes are supported and their impact measured and reported on	4.6.3.1: SETAs engage with trade unions, NGOs and community-based organisations in their sector and identify skills needs and strategies to address needs.
		4.6.3.2: SETAs establish quality pilot projects.
		4.6.3.3: Stakeholders expand successful projects with support from the NSF.
4.7. Increasing public sector capacity for improved service delivery and supporting the building of a developmental state	4.7.1: A thorough analysis and reflection is conducted on provision of education and training within the public sector and the contribution of the various role players	4.7.1.1: SETAS with responsibility for public sector training conduct analysis and reflection on achievements and challenges.
		4.7.1.2: DHET leads a discussion on factors impacting on provision and publishes proposals on improving the institutional framework for public sector education and training.
	4.7.2: Education and training plans for the public sector are revised and programmes are implemented to build capacity	4.7.2.1: Sector skills plans set out the capacity needs of relevant departments and entities.
		4.7.2.2: Plans and funding arrangements are agreed between the relevant departments / entities and the SETAs, and are reported on.
4.8. Building career and vocational guidance	4.8.1: Career paths are mapped to qualifications in all sectors and sub-sectors, and communicated effectively, contributing to improved relevance of training and greater mobility and progression	4.8.1.1: Career guides are developed with labour market information from SETAs, addressing sub-sectors within their sector.
		4.8.1.2: Sector stakeholders are engaged and programmes are adjusted to meet the skills and qualification needs to promote comprehensive career development.

Chapter 2: NSDS III – Progress

Goal 4.1: Establishing a credible institutional mechanism for skills planning

Goal 4.1 Context

There is currently no single institutional mechanism that provides credible information and analysis with regard to the supply and demand for skills. While there are a number of disparate information databases and research initiatives, there is no standardised framework for determining skills supply, shortages and vacancies, and there is no integrated information system for skills supply and demand across government.

To address these challenges, it has been determined that:

1. the DHET must:
    1.1. Develop an institutional mechanism that provides credible information and analysis with regard to the supply and demand for skills,
    1.2. Develop a standardised framework for determining skills supply, shortages and vacancies, and
    1.3. Develop an integrated information system for skills supply and demand across government by linking disparate information databases and research initiatives.

2. the SETAs must:
    2.1. Gather statistics and other relevant information on labour market skills needs and training provision
    2.2. Document and communicate recent and emerging trends, and
    2.3. Develop baseline indicators.

Whilst priority will be given to meeting our skills needs from among our own population, South Africa will, at times, need to supplement its particular skills needs by importing skills – particularly scarce skills needed for economic growth – from other parts of the world. Thus, the information gathered by the DHET, particularly from sector skills plans but also from independently commissioned labour market research, will be used to advise the Human Resource Development Council, the Department of Home Affairs and other interested agencies on the country's skills priorities and the areas of particular shortage on an ongoing basis. Close communication with employers – and especially large private and public employers –is particularly important in this respect.

Goal 4.1 of the NSDS III therefore seeks **to establish a credible institutional mechanism for skills planning** to ensure that the national need in relation to skills development is researched, documented and communicated to enable effective planning across all economic sectors (Outcome 4.1.1).

The three outputs underpinning outcome 4.1.1 are described, and progress toward their achievement reported on, under Goal 4.1 Progress.

Goal 4.1 Progress

Outcome 4.1.1: National need in relation to skills development is researched, documented and communicated to enable effective planning across all economic sectors skills development

Output 4.1.1.1: Capacity is established within the Department of Higher Education and Training (DHET) to coordinate research and skills planning.

Research Unit Establishment

A Research Unit has been established within the DHET to coordinate, document and communicate skills development research. The unit has been staffed with a Director, a Research and Skills Planning Coordinator, and an Information Systems Director. A process of recruiting a Research Projects Manager is under way.

Labour Market Intelligence Partnership (LMIP)

A Labour Market Intelligence Partnership (LMIP) project has been established under a partnership between the DHET and the Human Sciences Research Council (HSRC), with the HSRC leading a research consortium responsible for supporting the establishment of a "credible institutional mechanism for skills planning in South Africa". The LMIP project commenced in February 2012, with an allocation of R74.5 million in funding from the National Skills Fund (NSF), and will continue until March 2015, unless extended.

The LMIP has been designed to foster collaboration between the research community and key actors in the post-school and skills development policy environment in South Africa, and has, as its core mandate, five broad objectives, namely:

- *Information and knowledge advancement:* to advance information and knowledge of the post-school education and training system in relation to inclusive growth;
- *Labour market intelligence:* to interpret and analyse information and knowledge in the light of policy, sectoral needs and other education, and training skills issues, and to build models to create labour market intelligence to inform strategic planning and interventions
- *Research capacity development:* to develop research capacity in the area of education and training, skills development and labour market analysis
- *Institutional capacity development:* to enhance the institutional capacity of DHET and its stakeholders to gather and interpret labour market information
- *Research dissemination:* to create a community of practice through dissemination activities with policy-makers and researchers

These objectives are underpinned by *six research areas or themes* which respond to the major gaps in South African labour market intelligence. Each theme has a distinct focus, objective, design and methodology, but taken together, they are expected to generate quality 'intelligence' to inform on-going monitoring, planning and policy-making for more effective skills development and equitable labour markets. The themes are:

Theme 1: Establishing a Foundation for Labour Information Systems
Facilitates the development of a Labour Market Information System (LMIS) based on applied information systems research involving both technical and research-based functions

Theme 2: Skills Forecasting: Supply and Demand
Supports strategic thinking and policymaking at DHET and builds DHET and SETA capacity to anticipate trends in the demand for and supply of skills from the education and training sector (led by the Education Policy Unit of the University of the Witwatersrand)

Theme 3: Studies of Selected Priority Sectors
Aids empirical understanding of the critical link between sectoral growth, employment and poverty reduction in South Africa

Theme 4: Reconfiguring the Post-School Sector
Facilitates institutional-level research on interaction and alignment between education and training systems and how labour markets can be enhanced in a differentiated post-school sector

Theme 5: Pathways through Education and Training and into the Workplace
Facilitates better understanding of the pathways undertaken by young people through the education and training system and into the workplace

Theme 6: Understanding Changing Artisanal Occupational Milieus and Identities
Explores changes in artisanal occupational milieus and identities to establish what elements constitute artisanal occupational milieus and identities within the South African context

The LMIP project will have a direct impact on the NSDS III goal of establishing a credible institutional mechanism for skills planning, benefiting government officials, policy makers and researchers in:
- Strengthening the national pool of researchers working in the area of education, training, skills development and labour market analyses
- Enhancing the capacity of SETAs and government officials to interpret labour market research in the light of policy goals and programmes
- Training of new researchers and postgraduate students in labour market analysis would provide opportunities for young researchers to learn from experienced academics and researchers
- The partnership approach can improve relationships between firms, universities, colleges and the SETAs
- Studies of the demand for skills in priority sectors can inform new models to guide planning for education and training and skills development
- Studies of the post-school sector can enhance the promotion of FET colleges and vocational education and training as institutions of choice for the young unemployed and for employers
- Pathway studies can inform interventions whereby firms, SETAs and education and training providers can facilitate successful labour market outcomes
- Studies of changes in artisanal occupations and training can contribute to the success of the artisanal system and contributing to the growth of the national pool of qualified artisans

Whilst the primary beneficiary of the LMIP is the DHET and associated institutions, including the Human Resource Development Council of South Africa, SETAs and PSDFs, other partner government departments will benefit given that the research directly addresses the concerns of the marginalised and unemployed.

To take the LMIP forward:

1. Business plans and projects have been developed and approved per research theme;
2. A schedule of research outputs is currently being developed per research project;
3. Research projects are being commissioned;
4. Work under Theme 2 already includes:
    a. The development of a Linked Macro-Education Model that combines research and modelling for econometric skills forecasting to address imbalances between skills supply and demand;
    b. The development a business plan to support the MoU between the HSRC and Wits EPU;
    c. The first inter branch meeting regarding the development of a scarce/critical skills discussion paper.

Other institutional capacity development activities focusing on strengthening and supporting the capacity of the DHET and other stakeholders to manage the LMIP include:

1. The facilitation of the first learning session on skills planning through the LMIP; and
2. The placement of graduate interns in SETAs.

Foreign Qualifications Research

SAQA has initiated a research project to assess whether the evaluation of foreign qualifications by SAQA contributes, or can contribute, towards addressing the critical skills shortage.

Recognition of Prior Learning Research

The Minister appointed a Ministerial Task Team on RPL which, assisted by the South African Qualifications Authority (SAQA), has developed a **National Strategy for RPL** which was published in June 2013 for public comment.

SAQA commissioned the RPL research resulting in a collection of papers, drawing together a number of recent contributions focusing on RPL in South Africa, being published in a SAQA Bulletin entitled "Recognition of Prior Learning in South Africa: taking RPL to scale". SAQA has also finalised the **National Policy for the Implementation of Recognition of Prior Learning.**

Further, SAQA has played a significant role in coordinating and advising on the implementation of recognition of prior learning initiatives. This includes addressing the issues that people encounter in the workplace and learning institutions related to access and their prior learning.

SAQA is currently supporting 14 organisational RPL cases and projects meaning that, in the 18 years since its creation, Recognition of Prior Learning has become a reality for over 500 000 people who have either gone through or are currently engaged in a process of recognition of prior learning.

Distance Learning Research

Whilst most types of education and training institutions in the country are part of the NQF system, there are some institutions that do not fit easily within the existing NQF Sub-frameworks. One such institution is the Workers' College in KwaZulu-Natal.

Accordingly, SAQA has selected the Workers' College for its first investigation into alternative institutional forms in the current round of research, and, has commissioned the South African Institute for Distance education (SAIDE) to conduct research into:

1. Information required in order to enable decisions to be made around the Workers' College, i.e.
   a. whether accreditation for learning programmes already on offer needs to be sought,
   b. whether or not the current cooperation model with universities without accreditation should be pursued in future, and
   c. considering other alternatives regarding the role of the Workers' College.
2. Information on (a) current requirements for accreditation; and (b) other quality assurance alternatives.

Workers College 2012 Diploma Graduates graduation ceremony held at the Rick Turner Student Union Hall, UKZN, Durban – 20 April 2013 (source: www.workerscollege.org.za)

Output 4.1.1.2: Sector Skills Plans (SSPs) are professionally researched, provide a sound analysis of the sector, and articulate an agreed sector strategy to address skills needs.

Sector Skills Planning (SSP) Framework

To ensure that SETAs develop professional and sound sector skills plans, a Sector Skills Planning (SSP) Framework has been developed and disseminated to the SETAs. The SSP Framework provides guidelines for skills planning, an element of which being that SETAs must identify and produce scarce skills lists as part of their Sector Skills Plans.

To support the SSP Framework, and to enable the development of SETA-specific Research Agendas and Continuous Improvement Plans, the SETAs have been provided with skills planning research methodologies through one-on-one engagements, the SETA Forums and the SSP Management Task Team (includes Universities and the HSRC as members). Additionally SETA/FET college cluster[6] meetings have been convened to ensure that FET college needs are built into the SSPs. The multi-year research agendas and plans must still be agreed with each SETA.

NSDS Outputs which relate to sector skills planning and which collectively provide the framework for SETA skills development planning, include:

Output 4.2.1.1 – Middle Level Skills Development
Output 4.2.2.1 – Artisan Development
Output 4.2.3.1 – High Level Scarce Skills Development
Output 4.2.4.3 – Research Skills Development
Output 4.5.1.1 – Employed Workers Skills Development
Output 4.5.1.3 – LED Cross-sectoral Programmes
Output 4.6.1.1 – Cooperatives Skills Development
Output 4.6.2.1 – Small Business Skills Development
Output 4.6.3.1 – Worker, NGO and Community-based Education
Output 4.7.2.1 – Government Departments and Entities Skills Development

Sector Skills Planning (SSP) Review and Feedback Process

A Sector Skills Plan review and feedback process has been established, with mid-term reviews evaluating the SETA research plan achievements and DTI/DED. In this regard:
1. Annual SETA Sector Skills Plan (SSP) submissions have been received from all SETAs for the 2011/12 and 2012/13 periods and feedback provided to the SETAs.
2. SETA SSPs received at end August 2012 have been assessed and a consolidated SSP report prepared and submitted to the DHET DG, and
3. Feedback is awaited from the National Skills Accord Constituencies regarding the SSPs.

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[6] Refer output 4.3.2.2

Sector Skills Planning Task Team

A Sector Skills Planning Task Team has been established (November 2012) under the DHET Director General. The task team is comprised of Skills Accord constituency members including the Department of Trade and Industry (DTI*), the Department of Economic Development (DED), Business and Labour. The first meeting of the task team took place on the 7th March 2013 and the programme of work will continue until 2014; *The DTI's Industrial Growth and Expansion plans have been identified as key to informing mid- to long-term sector-specific SETA skills planning.

Output 4.1.1.3: Sector and nationally commissioned research and data is analysed, validated and captured in an integrated database that is accessible to stakeholders.

LMIP Research Outputs Database

A database of research outputs will be established and compiled. This activity is ongoing and informed by the various LMIP research activities per theme, thus the final database will only be realised at the end of the project in 2015. Information from the LMIP is also used in the National Career Advice Portal, which is more fully reported on under Goal 4.8.

General Research

General research, as commissioned from time-to-time, will be work-shopped and published. In this regard, the DHET statistical report on post schooling and the report on the AET annual survey are currently being produced and will be published once approved.

The first 23 South Africans to qualify as clinical associates celebrate at the Walter Sisulu University (WSU) graduation ceremony in 2011 (source: WSU website)

Goal 4.2: Increasing access to occupationally-directed programmes

Goal 4.2 Context

South Africa's pool of intermediate skills, especially artisanal skills, is too low to support national and sector development and growth, and the university sector it is still not producing enough appropriately skilled and qualified people in disciplines central to social and economic development.

A key contributory factor to the low skills production relates to a lack of **access** to skills development programmes due to:

- the availability of places in relevant programmes, and
- the social, academic, geographical and financial constraints facing the majority of disadvantaged university applicants.

Additionally, the workforce is not keeping up with the skills needed to remain competitive in an increasingly knowledge-based economy. To address the critical needs for economic growth and social development, there must be improved access to, and success at, post-school learning sites alongside structured bridges to the world of work and quality learning in the world of work. Thus to continuously upgrade the skills in the workforce and measurably increase the intermediate skills pool, especially in artisan, technician and related occupations, stakeholders must:

- Give attention to post-school education opportunities including bridging programmes and other options;
- Increase workplace experiential learning opportunities;
- Increase the capacity at education and training institutions;
- Address the low number of National Senior Certificate holders / or those who have successfully completed secondary school; and
- Address those qualifying with a National Certificate (Vocational) at NQF level 4 who attain the required levels of competence in the identified priority areas.

To address these challenges, it has been determined that:

- The DHET, in collaboration with HEIs and SETAs, must:
    o develop research capacity, particularly research related to building new knowledge linked to sector and national industrial plans,
    o establish sector-relevant research projects, and
    o enable the ability to apply new knowledge in the workplace.
- SETAs must contribute towards these goals through their discretionary funds
- SETAs must ensure that 80% of the Discretionary Grant is ring-fenced for the PIVOTAL grant (professional placements, work-integrated learning, apprenticeships, learnerships, internships, skills programmes, and work experience placements)
- Large corporate employers and state-owned companies must be encouraged and supported to provide needed training equipment and experienced staff to address specific needs.
- Government must coordinate a comprehensive curriculum review in colleges and universities of technology. Urgent measures must be instituted to enhance this cooperation and provide necessary equipment.

- Effective partnerships between education and training systems and employers must be established to:
  o provide for workplace training,
  o ensure that skills have real labour market relevance and that young people gain an early appreciation of and exposure to the world of work, and
  o ensure that workplace learning is an integral part of all vocational programmes.
- The National Artisan Moderation Body (NAMB) must facilitate the development of artisans, ensure that artisan training is of a high quality and standard, and is subject to a single national regime of quality assurance.
- The National Skills Fund must strategically and programmatically support the production of priority skills in high-level occupationally directed programmes in the entire skills development pipeline, from universities and colleges to the workplace.
- The university sector must find a way of systemically engaging in the identification of national development and economic needs, including engaging in other government processes such as IPAP2, the National HRD Strategy and the National Skills Development Strategy.

Goal 4.2 of the NSDS III therefore seeks to **increase access to occupationally-directed programmes** to ensure that:

1. Middle level skills needs are identified and addressed in all sectors (Outcome 4.2.1)
2. 10,000 artisans per year qualify with relevant skills and find employment (Outcome 4.2.2)
3. High level national scarce skills needs are being addressed by work ready graduates from higher education institutions (Outcome 4.2.3)
4. Relevant research and development and innovation capacity is developed and innovative research projects established (Outcome 4.2.4)

The nine outputs underpinning the above outcomes are described, and progress toward their achievement reported on, under Goal 4.2 Progress.

The Capital Hotel School and Training Academy hosted the 2012 Pretoria Graduation Ceremony of the SA Tourism Skills Development Project in collaboration with the South Africa Chefs Association (SACA). The successful candidates received the City & Guilds Certificate in Basic Food Preparation and Cooking. "A total number of 800 young adults were trained at various approved training centres in South Africa with a pass rate of 77.28%. (Source: www.hotelandrestaurant.co.za)

Goal 4.2 Progress

Outcome 4.2.1: Middle level skills needs are identified and addressed in all sectors

Output 4.2.1.1: SETAs research and identify middle level skills needs in their sectors and put in place strategies to address them, particularly through the use of the public FET colleges and universities of technology working in partnership with employers providing workplace-based training.

The SETA Sector Skills Planning process refers (output 4.1.1.2) under which the SETAs annually research, identify and set out, in their Sector Skills Plans, the skills development needs for their respective sectors, and current and planned strategies to address these needs. This includes **middle level skills** development needs.

To better manage the **middle level skills** needs, the SSP submissions for 2012/13 were consolidated by DHET and a national 'Middle Level Skills Needs' report produced for discussion with the FET colleges. This process is currently under way, with FET colleges being matched to skills development needs and strategies being developed, including delivery models, partnerships, capacity building and quality management (refer outcome 4.3.2)., for the delivery of middle level skills programmes by the colleges.

Output 4.2.1.2: Projects are established to address middle level skills in each sector.

SETA skills development projects, funded by discretionary grants, are planned annually, based on the SETA SSPs, and set out in the SETA Strategic Plans and Annual Performance Plans. This includes **middle level skills** development projects which must be aligned with priority areas such as RPL and rural development and include the allocation of bursaries directed towards middle level skills development.

To ensure the quality of the **middle level skills** development project plans, the 2012/13 submissions were subject to the DHET approval process consisting of feedback sessions, in the form of cluster workshops (refer output 4.3.2.2) and, where necessary, one-on-one sessions. Whilst no specific report for **middle level skills** development projects has been provided, general skills development progress for SETA learnerships, bursaries and skills programmes is reported under output 4.5.1.2: "Sector projects are put in place to address specific sector skills".

In addition to SETA discretionary grant funded projects, the NSF has, over the past two financial years, provided funding for middle level skills bursaries as follows:

NSF Middle Level Skills Bursary Allocations

Financial Year		2011/12		2012/13	
Distributing Body	Bursary Type	NSF Funding	Bursaries Awarded	NSF Funding	Bursaries Awarded
NSFAS	Under graduate	R490.8 million	Not reported	R397.7 million	7519
Career Wise	study bursaries	R99.5 million	1745	R150.2 million	2399
Total Bursaries and Funds Awarded		R590.3 million	-	R547.9 million	9918

Outcome 4.2.2: 10,000 artisans per year qualify with relevant skills and find employment

Output 4.2.2.1: SETAs establish projects and partnerships to enable the relevant number of artisans for their sector to be trained, to qualify and become work ready.

The SETA Sector Skills Planning process refers (output 4.1.1.2) under which the SETAs annually research, identify and set out, in their Sector Skills Plans, the skills development needs for their respective sectors, and current and planned strategies to address these needs. This includes **artisan** development needs. In this regard, and to facilitate the process of identifying, funding, monitoring and reporting on Artisan Development:

1. A single **National Artisan Learner Funding and Administration System** policy was approved by the Minister in June 2013 and launched by Deputy Minister in July 2013. The SETAs and the NSF must implement the system from October 2013 onwards.
2. A **Provincial Artisan Development Monitoring and Evaluation System** for the NAMB Offices has been approved, and discussions are in progress with the Colleges to support the **Provincial FET College Artisan QA System** format and process for establishing offices.
3. An **Artisan Learner Database and Reporting System** has been established for SETAs to report to the National Artisan Development Support Centre on a monthly basis.
4. Annual targets for completed artisan learners have been established and included in SETA[7] Service Level Agreements and Indlela plans. Targets for 2011/12 and 2012/13 are reflected in the table below.

Completed Artisan Development Targets and Achievements: 2011/12 and 2012/13 (SETAs and INDLELA):

Note – in regard to the 'Achieved' column: The achievement was not calculated if no target was set, and
Where an achievement is calculated, the baseline is set at 100%

SETA	2011/12			2012/13		
	Target	**Actual**	**Achieved**	**Target**	**Actual**	**Achieved**
AGRISETA	44	77	175%	78	149	191%
CATHSSETA	17	282	1659%	422	1007	239%
CETA	833	699	84%	41	520	1268%
CHIETA	773	989	128%	250	1279	512%
EWSETA	332	571	172%	504	37	7%
FOODBEV	32	160	500%	45	36	80%
FP&M SETA	167	0	0%	98	0	0%
HWSETA	0	0	-	0	0	-
LGSETA	190	226	119%	257	305	119%
MERSETA	1786	3155	177%	4872	7166	147%
MQA	1141	2566	225%	1341	2035	152%
PSETA	100	1	1%	-	5	-
SASSETA	500	0	0%	18	0	0%
SERVICES	1000	1521	152%	1063	841	79%
TETA	752	208	28%	591	169	29%
W&RSETA	-	176	-	-	373	-
	7667	10631	139%	9580	13922	145%
INDLELA	2333	1333	57%	2420	1355	56%
	10000	11964	**120%**	12000	15277	**127%**

Year-on-Year Analysis	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	**2012/13**		**2011/12**	**2012/13**	
Completed Artisans	10000	12000	20% increase	11964	15277	28% increase
Total Completed Artisans: 2011/12 – 2012/13					**27241**	

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[7] Note: SETAs not submitting artisan development targets include BANKSETA, ETDP SETA, FASSET, INSETA and MICT SETA.

Output 4.2.2.2: The National Artisan Development Project developed by JIPSA and now located in the DHET and M&E framework, is planned, managed and reported on, with interventions made where blockages occur.

The JIPSA NADP was relocated within the HRDC Technical Task Team for Artisan Development (ATD-TTT). The ATD-TTT completed its work on identifying critical blockages to national artisan development, which was endorsed by the HRDC and signed off in June 2012. The three key blockages HRDC endorsed for removal by the implementation partners (DHET, SETAs) include the lack of:

1. National artisan data systems,
2. A single National Artisan Learner Funding and Learner Administration System, and
3. A National Artisan RPL System

As the first and only TTT to have completed its work, the ATD-TTT has subsequently been closed by the HRDC and converted into an M&E team to monitor and evaluate the removal of these blockages through the following interventions:

1. A **National Artisan Database** is being implemented at National Artisan Development Support Centre in Kwa Thema.
2. A policy for a **National Artisan Learner Funding and Learner Administration System** was approved by the Minister in June 2013. The SETAs and the NSF will implement the policy from October 2013 onwards.
3. A pilot for the **National Artisan RPL System** is being rolled out and the Draft National Criteria for Artisan RPL have been issued to stakeholders for comment.

The NSF has, inter alia, made the following funding available to the National Artisan Development Project:

Institution	Funds	Project Duration
NAMB	R65,6 million	February 2012 to March 2015
NAD Support Centre – Ekhuruleni East FET	R25,3 million	September 2012 to December 2014
NAD RPL Pilot Project for Artisans – Indlela	R41 million	April 2012 to March 2015
Total	R131,9 million	

Outcome 4.2.3: High level national scarce skills needs are being addressed by work ready graduates from higher education institutions

Output 4.2.3.1: Sector skills plans identify the supply challenges in relation to high level scarce skills gaps and set out strategies for addressing them.

The SETA Sector Skills Planning process refers (output 4.1.1.2) under which the SETAs annually research, identify and set out, in their Sector Skills Plans, the skills development needs for their respective sectors, and current and planned strategies to address these needs. This includes **high level national scarce skills** development needs. In this regard, a preliminary analysis of the high-level skill supply side challenges was conducted by DHET and areas where supply did not coincide with demand identified. These findings are currently being discussed with each university, where after high-level skills development project plans will be developed and implemented to address priority high-level scarce skills.

In accordance with the identification of and planning for sector-specific high-level scarce skills, the University Branch has also planned according to the Ministerial Performance, Monitoring and Evaluation (PME) targets within the identified scarce skills of:

1. Engineering
2. Life and physical sciences
3. Teacher education
4. Health and animal sciences

In support of the PME targets above, the NSF has allocated funding to the National Research Foundation (NRF) – post Graduate Study Bursaries:

Financial Year	2011/12	2012/13	Total
NSF Allocation	R95,3 million	R138,9 million	R231,2 million
Bursary Type	Bursaries Awarded	Bursaries Awarded	Bursaries Awarded
Honours	698	412	1110
Masters	320	478	798
Doctoral	117	156	273
Post-Doctoral	13	25	38
Total Bursaries Awarded	1148	1071	2219

Additionally, and to accommodate the increase in student intake in high level scarce skills, the NSF has also allocated funding to the University of Pretoria for student accommodation facilities for:

Programme	NSF Allocation	Duration
BVSc Programme (Veterinary)	R92.4 million	4 year period
MBChB Programme (Medicine and Surgery)	R311 million	3½ year period
Total	R403.4 million	

The University Branch has also taken note of the skills planning for the Strategic Integrated Projects (SIPs)[8] and has accommodated this within the enrolment planning process with the universities which have, in turn, addressed this within their respective enrolment plans. The enrolment planning process commenced in May 2013 and will result in the Ministerial Statement on Enrolment Planning for the period 2014/15 – 2019/20.

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[8]To address the challenges and goals for higher growth, inclusivity and job creation, Cabinet has established the Presidential Infrastructure Coordinating Committee (PICC) to:
▪ coordinate, integrate and accelerate implementation,
▪ develop a single common National Infrastructure Plan that will be monitored and centrally driven,
▪ identify who is responsible and hold them to account, and
▪ develop a 20-year planning framework beyond one administration to avoid a stop-start pattern to the infrastructure roll-out.
Under the PICC's guidance, 18 strategic integrated projects (SIPs) have been developed.

Output 4.2.3.2: Agreements are entered into between SETAs, university faculties and other stakeholders on appropriate interventions to support improved entry to priority programmes, increased work experience, and experiential learning for students, and access to post-graduate work.

To "enter into agreements for improved entry to priority programmes, increased work experience and experiential learning for students, and access to post-graduate work", a framework for "appropriate interventions" was mapped based on:

1. **Learning Pathways for High-level Skills** have been identified for each sector and set out in SETA SSPs (refer output 4.8.1.1)
2. **Learning Programme Regulations** have been developed and issued for public comment.
3. The **roles of skills development institutions, FET colleges, universities and employers** are currently being clarified. Whilst this is still in progress, it is noted that that the University contribution towards the development of skills is regulated by the HEQF where activity is indicated from NQF levels 5 – 10. In this regard, the Higher Education Qualifications Framework was revised. On 14 December 2012, the Minister determined the **Higher Education Qualifications Sub-Framework (HEQSF)** together with the **Occupational Qualifications Sub-Framework** and the **General Further Education and Training Sub-Framework**
4. The funding arrangements for the learning pathways are currently being reviewed and clarified. Whilst this is still in progress, it is noted that in regard to the broader funding arrangements for skills development programmes, the **SETA Grant Regulations Regarding Monies Received by a SETA and Related Matters** were approved by the Minister in December 2012 for implementation by 1 April 2013. The Regulations made provision for the funding of the QCTO and PIVOTAL programmes. The Mandatory Grant has been reduced to 20% and Discretionary Grant has been increased to 49.5%. Approximately 80% of the Discretionary Grant should be set aside for PIVOTAL programmes.
5. The challenges and blockages to the learning pathways are currently being identified and addressed. The first project towards this has focused on the professional graduate pathway with the intention to understand if the professional bodies are contributing to or assisting with to the development of the professional graduate pathway. The **Professional Graduate Pathway Report** has been compiled and a memo is being drafted for submission to cabinet.
6. Curriculum for the high level priority skills is currently being developed. The first project towards this between the DHET University Branch and the Engineering Council of South Africa (ECSA) focused on curriculum development for the **National Certificate (Vocational) (NCV)** and the **Programme 191 (NATED) courses**

In regard to the second part of the output, namely that "partnership agreements to support the learning pathways must be entered into between the SETAs, university faculties and other stakeholders", and in support of the National Skills Accord signed on 13 July 2011 wherein employers committed to "make work spaces available for FET graduates and University of Technology students", and which must be read in conjunction with output 4.3.2.2, a **Placement Steering Committee** was established in December 2012 with representatives from the Departments of Public Works and Higher Education and Training, and the Public Service Sector Education and Training Authority (PSETA), to conceptualise graduate placement and work-integrated learning opportunities.

Following meetings with various employers across the country, both in the private and public sectors, the Placement Steering Committee has facilitated partnership agreements with employer organisations for the placement of graduates and work-integrated learning opportunities, namely:

Graduate Placement / WIL Partnerships

Employer Organisation	Graduate Placement / WIL Opportunities
National Department of Public Works	1287
Gauteng Provincial Administration, Local Government and Municipalities	2150
Free State Provincial Administration, Local Government and Municipalities	707
Eastern Cape Provincial Administration, Local Government and Municipalities	1600
Kwa-Zulu Natal Province, Local Government, Municipalities and State-owned Entities	1162
TOPAZ Sky Trading	500
New Age	4
National Youth Development Agency	25
Total Opportunities Created	7435

SETAs have also committed to entering into Service Level Agreements with:
1. relevant employers to place graduates in work-integrated learning opportunities during the 2013/14 financial year, especially where the SETA will fund the placement,
2. the DHET to place in excess of 25,000 FET graduates in the 2013/14 financial year, and

The public service, through the PSETA, LGSETA and others as identified, must also play a key role in providing work experience, experiential learning, and access to postgraduate work opportunities. To build the capacity of the PSETA, in particular, to drive this strategy:
1. A Cabinet Memo for the funding of the PSETA has been finalised, and
2. The PSETA is developing a plan to roll out the Public Service as a training space.

Outcome 4.2.4: Relevant research and development and innovation capacity is developed and innovative research projects established

Output 4.2.4.1: Sector skills plans identify the focal areas for research, innovation and development.

This output links directly with outputs 4.1.1.1 and 4.1.1.2 under which:

1. The LMIP has, amongst others, the objectives of building:
   a. the capacity of SETAs to undertake sectoral and cross sectoral labour market research, and
   b. a SETA Labour Market Research tool (output 4.1.1.1).

2. The DHET has:
   a. provided guidance to the SETAs, through one-on-one engagements, and the SETA Forums and SSP Manager Task Team, on the development of research proposals and projects
   b. provided skills planning research methodologies to enable the development of **SETA Research Agendas and Continuous Improvement Plans** (output 4.1.1.2)

The following table provides a summarised list of SETA research programmes / themes as reported to the DHET. It should also be noted that the Sector Skills Plan and WSP/ATR research is not listed here as all research should inform the Sector Skills Plan which is a standard, annual function that the SETAs must produce and annually update.

SETA Research Programmes

SETA	University	Research Themes / Topics
BANKSETA	BANKSETA will pursue a partnership with a Historically Disadvantaged University (HDI) in the 2013/14 year with the intention is to engage in a partnership until 2017 or beyond, where applicable	1. Banking sector learning programmes and impact on beneficiaries and stakeholders 2. Banking sector learning programmes and impact of project management approach 3. Disabled groups and suitable banking sector jobs, associated skills requirements and relevant training providers 4. Race and gender equity of banking sector skills pool 5. Banking sector qualifications availability and relevance, career progression, and supply and demand. 6. Future skills trends in commercial, inclusive banking and bank call centres (follow-up on 2008 study) 7. RPL and the impact of QCTO qualification model 8. Entry level skills required for graduates entering the commercial and inclusive banking sector 9. Strengthening of co-operatives
CATHSSETA	Research partnerships are in the process of being finalised with Rhodes University for the Conservation sector, University of Zululand for the Travel and Tourism sector and with the Department of Sport and Recreation South Africa for the Sport, Recreation and Fitness sector.	1. Research will be conducted into: 1.1. sector skills information collection methods 1.2. sectoral information analysis 1.3. issues causing bottlenecks 1.4. skills development pilot initiatives 2. Reports and academic theses will be produced to inform sector skills develop initiatives 3. Contributions will be made into: 3.1. The strengthening of recognised centres of expertise in Human Capital Development in the respective sub-sectors 3.2. The building of a cadre of high level Human Capital Development skills specialists
CHIETA	-	Research will be conducted into: 1. Future skills needs of the chemical industries sector with reference to the Green Economy 2. Strengthening of Cooperatives: Research and Training for Development 3. Establishment of a Credible Institutional Mechanism for Skills Planning for the CHIETA 4. Levels of toxic chemicals in polluted industrial areas 5. Lifecycle Approach to an Integrated Waste Management for Industrial and Chemical Packaging in South Africa 6. Potential impact of HIV/AIDS within the Chemical Sector and mitigation strategies 7. Globally Harmonised System for the Classification and Labelling of Chemicals 8. Enhancing FETC throughput through structured work-integrated learning and work readiness
FASSET	Not indicated Finance and Accounting Services Sector	Research will be conducted into: 1. Scarce skills in the FASSET Sector 2. Understanding and defining relevant terminology in the FASSET and NSDS environment 3. Understanding the impact of FASSET-funded projects 4. Sector skills planning in the FASSET sector 5. Employer support guides and documentation to advocate skills initiatives in the sector 6. Employers participating in the skills development system over time 7. Customer satisfaction with the FASSET
FOODBEV	Primary research to be conducted at a sample of 20% of companies, in partnership with universities and through utilisation of interns.	Research will be conducted into: 1. Replacement demand 2. Skills gaps 3. Companies and FET colleges collaboration / potential collaboration 4. Pivotal programmes implementation strategy development 5. Skills supply issues 6. Economic trends, employment trends, aggregation of WSP data 7. Employment/absorption of pre-employed beneficiaries of training into the sector 8. Career progression of existing employees that were beneficiaries of training 9. Qualitative analysis of Return on Investment – morale, productivity improvement 10. Absorption rate of qualified graduates into the sector, as validation of the "scarce skills data" provided by companies. 11. Impact of FOODBEV SETA's career guidance interventions
HWSETA	New research partners will be established and the SETA will deepen existing research partnerships to achieve	Research will be conducted into: 1. Workplace Skills Plan grants (annually) 2. Health and welfare sector middle-level skills demand 3. Health and welfare sector occupational profile and guide to employment opportunities

	objectives set out in the research strategy. The SETA will collaborate with universities (i.e. University of Western Cape and University of Fort Hare), FET colleges and other stakeholders.	4. Health and welfare sector high level scarce skills 5. SMME sector skills needs 6. Number and profile of cooperatives with a health and welfare focus 7. Number and profile of NPOs with a health and welfare focus 8. NPO sector skills development trends and demand and supply of skills 9. National health and welfare skills development needs 10. Sector labour market information systems framework and methodology 11. Impact of HWSETA skills development projects and programmes linked to NSDS I and II 12. Impact of HWSETA learnerships linked to NSDS III 13. Impact of HWSETA bursaries linked to NSDS III 14. Impact of HWSETA workplace experience grants 15. Impact of HWSETA apprenticeships 16. Impact of HWSETA special projects 17. Review of HWSETA qualifications (Ancillary health care and community health work)
MQA	-	Research will be conducted into: 1. WSP-ATR analysis for Year 13 (2012/13) 2. Skills development 12-year trend analysis in MMS, and facts and figures booklet update 3. Sector Skills Plan 2013-2018 (including scarce skills) 4. WSP-ATR, occupational profiling and skills audit 5. Impact assessment studies 6. Mineral Beneficiation 7. DMR and Chamber of Mines Certificates of Competency
SERVICES SETA	MOUs will be signed with the public Universities for research collaboration and partnerships	Research will be conducted into: 1. Labour market dynamics 2. Impact of Afro Hairdressing in South Africa 3. Impact of informal economy on services sector 4. Social media 5. Fashion design industry 6. Growing green businesses in the services sector 7. Challenges of Entrepreneurship and SMEs in the services sector 8. Skills audit of the Services Sector including supply 9. Barriers experienced by people with disabilities 10. Impact assessment of learners 11. Impact assessment of 2012 rural interventions of the Services SETA 12. Future jobs in the services sector: New Growth Path 13. The changing nature of the cleaning industry 14. Monitoring of vacancies
TETA	The University of Western Cape (UWC)	-

W&RSETA	Public universities
	Retail Centres of Excellence within HEIs
	Reputable research institutions
	University subscription partnerships with UNISA – Bureau for Market Research (BMR) and the University of Stellenbosch – Bureau for Economic Research
		1. Job opportunities analysis, i.e. Job Opportunity Index 2012/13 (and annually thereafter for 2013/14, 2014/15, 2015/16and 2016/17 years)
		2. Trends and analysis of the W&R sector informed by change drivers and impact on skills development with reference to 2020 operating environment
		3. Skills audit and a critical review of the of sub-sector skills analysis in the sector
		4. Skills supply and demand in the industry versus the supply of skills from the FET colleges and the HET institutions
		5. The role of skills development interventions in advancing and facilitating transformation in the sector
		6. The nature of skills development interventions and impact in the wholesale and retail informal sector
		7. The nature of the existing and emergent cooperatives, and the needs of the formal and informal SMMEs in the sector
		8. The role of trade unions in enhancing the skills development and compliance with the labour laws in the wholesale and retail sector
		9. The poor participation of the SMEs in the skills development grant system
		10. Impact Assessments of/on:
		  10.1. Disability Projects and Pre-Learning Programmes
		  10.2. Soweto Festival Expo Project
		  10.3. Cycle of Life - Mitchell's Plain Festival Project
		  10.4. W&RSETA Regional Offices
		  10.5. NSDS III in advancing skills development in wholesale and retail sector
		11. Job Profiling and research the need for the Professional Body for the sector
		12. E-Learning System for the Skills Training in the Sector
		13. The Economic Impact of the South African Retail Industry
		14. The establishment of assessment centres for the W&RSETA QCTO
		15. Media visibility and perception, and implications for training, research and skills development, of:
		16. South African Retail Corporations in selected Anglo-phone African Markets
		17. South African Wholesale and Retail Corporations in selected:
		  17.1. Southern African Anglo-phone Markets
		  17.2. East African Anglo-phone Markets
		  17.3. West African Anglo-phone markets

Output 4.2.4.2: Agreements are entered into between SETAs, university faculties and other stakeholders on flagship research projects linked to sector development in a knowledge economy.

Existing research project agreements and SETA research chair funding must be analysed in relation to the Scarce Skills list, university needs identified for possible SETA support, and relevant agreements entered into between the SETAs and Universities. To support this process, the DHET:

1. developed and actioned a **SETA/University Engagement Plan** which included communicating with the SETAs and Universities to engage and form partnerships, and arranged SETA/University meetings to lay the foundation for research agreements, and

2. engaged with the ETDPSETA regarding a **Framework for the Establishment of Research Chairs**. In this regard a meeting was held between the University Branch, Skills Branch and ETDPSETA during which it was concluded that the University Branch will engage the National Research Foundation (NRF) for guidelines on a framework for establishing Research Chairs. A concern was also raised that the NRF requires 15-year commitments when establishing Research Chairs, whereas the SETAs can only commit to 5 years given that the SETAs are only licensed for 5-year terms. The University Branch is also currently engaging with the NRF in regard to establishing relevant research chairs according to national need.

SETA / University / FET College Research Partnerships 2012/13

SETA Partnerships with FETCs and Universities					
SETA	**Target**	**FETC Partnerships**	**University Partnerships**	**Total**	**Achieved**
AGRISETA	0	0	0	0	-
BANKSETA	2	2	0	2	100%
CATHSSETA	0	44	0	44	-
CETA	0	0	6	6	-
CHIETA	1	1	0	1	100%
ETDP	15	0	8	8	62%
EWSETA	3	23	0	23	767%
FASSET	0	0	0	0	-
FOODBEV	0	0	0	0	-
FP&M SETA	10	11	0	11	110%
HWSETA	7	12	0	12	171%
INSETA	0	0	0	0	-
LGSETA	5	7	0	7	140%
MERSETA	6	18	0	18	300%
MICT	5	5	0	5	100%
MQA	0	0	0	0	-
PSETA	5	0	5	5	100%
SASSETA	5	0	0	0	0%
SERVICES	0	0	0	0	-
TETA	0	0	0	0	-
W&RSETA	0	0	0	0	-
Total	**64**	**123**	**19**	**142**	**222%**

Other University research chairs currently being funded under the SIPs include:

1. The SKA and Meerkat Project (SIP 16) which is funding five research chairs at South African universities. The research chairs will further increase the number of researchers and supervisors who will be able to supervise postgraduate students, manage SKA and MeerKAT related research projects and contribute to undergraduate course development in radio astronomy; and

2. TRANSNET (SIP 2) is funding a research chair (for 5 years) at Wits University on systems engineering

3. SANRAL (SIP 4) is funding some chairs at universities.

Output 4.2.4.3: Programmes are put in place that focus on the skills needed to produce research that will be relevant and have an impact on the achievement of economic and skills development goals

To enable the development of research skills development programmes, a process is planned for the SETAs and DHET to analyse research skills and capabilities available to SETAs and sector stakeholders, and identify gaps and weaknesses, and researcher skills needs. In this regard:

1. The DHET is planning to commission an analysis of the research skills supply pipeline including relevant masters' programmes, institutional capacity, and funding mechanisms, and identify research skills development programmes. This research will include the National Research Foundation (refer output 4.2.4.2).
2. The SETAs have been tasked with developing and agreeing on researcher development programmes and projects in needed areas, and for developing their internal research capacity.

It is also noted that the development of research capacity in the form of qualified researchers is being addressed by the Universities through the production of masters and doctoral studies.

The University of Cape Town in front of Devil's Peak (source: www.phy.uct.ac.za)

The University of Cape Town, founded in 1829, is South Africa's oldest university, and is regarded as the top research institution on the continent, with more "A" rated researchers than any other South African university. It is the highest ranked African university in both the QS World and the Times Higher Education world university rankings. The university is home to Groote Schuur Hospital, where the world's first heart transplant took place in 1967, and lists five Nobel Laureates among its alumni (source: South Africa.info).

Goal 4.3: Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities

Goal 4.3 Context

The public FET college system is central to the government's programme of skilling and re-skilling the youth and adults, and is key to the integration of education and training and responding to the skills needs in our country.

However, with the recent merging of 152 small individual technical colleges into 50 mega-institutions for vocational education, the changes to the NATED courses and the limited research available into the colleges' systems and their strengths and weaknesses, many challenges remain in expanding and improving capacity at FET colleges.

Promoting the growth of the FET college system is therefore a critical component of this skills strategy which seeks to ensure that public FET institutions as well as universities and universities of technology have the capacity to deliver skills for the new economy, namely that:

- FET colleges:
    - offer a comprehensive suite of programmes that are aligned to industry needs,
    - make learning environments more attractive,
    - increase attendance,
    - improve (post-basic) literacy and numeracy, and
    - increase throughput rates.

- FETC lecturers are:
    - equipped with the right combination of subject knowledge, pedagogy, workplace knowledge and experience to meet industry needs and the challenge of the new NC(V) and the N-courses, and
    - exposed to the latest developments and technology both in the colleges and in industry.

To achieve these objectives, it has been determined that:

- The DHET will commission research into the FET college system. Academics and research organisations should also conduct relevant research on the colleges and the skills training system.
- The DHET will work with HESA and the CHE to develop a strategy for:
    - improving academic staff qualifications and teaching competence across all universities, universities of technology and colleges, and
    - supporting these institutions and assisting in building their capacity to ensure they take centre stage in skills development.
- Public FET colleges and the SETAs must develop a closer coordination and synergy which must help strengthen these colleges
- The SETAs must prioritise the Public FET colleges in regard to training provision.

The successful achievement of these objectives will have the biggest significant long-term positive impact on young people's future prospects.

Goal 4.3 of the NSDS III therefore seeks to **promote the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities** by ensuring that:

1. The National Certificate (Vocational) and N-courses are recognised by employers as important base qualifications through which young people are obtaining additional vocational skills and work experience, entering the labour market with marketable skills, and obtaining employment (Outcome 4.3.1)
2. Partnerships between DHET, SETAs, employers, private providers and public FET colleges result in increased capacity to meet industry needs throughout the country (Outcome 4.3.2)
3. The academic staff at colleges are able to offer relevant education and training of the required quality (Outcome 4.3.3)

The five outputs underpinning the above outcomes are described and progress toward their achievement reported on under Goal 4.3 Progress.

Goal 4.3 Progress

Outcome 4.3.1: The National Certificate (Vocational) and N-courses are recognised by employers as important base qualifications through which young people are obtaining additional vocational skills and work experience, entering the labour market with marketable skills, and obtaining employment

Output 4.3.1.1: The NCV is reviewed with inputs from stakeholders and the curriculum is revised to ensure that it provides a sound foundational basis for building labour market relevant skills.

A Ministerial Task Team (MTT) was established in August 2011 to review the NC(V) qualifications. The final **NC(V) Qualifications Review Report** was provided to the Minister on 14 March 2012 and a presentation made on 23 July 2012, at which the Minister requested an extended scope of work to include a comparative study of the NC(V) with the Report 191 programmes (i.e. N-N6) in terms of their purpose, stakeholder perceptions, value and responsiveness, and articulation arrangements.

The final **NC(V) Qualifications Study Report** was submitted on 15 March 2013. The Branch made recommendations to the Ministry on the report, after which the Ministerial Task Team made a presentation to the Ministry and DHET on 16 July 2013. A stakeholder consultative process is currently in process by the DHET to seek consensus on the core recommendations of the report, and a final set of recommendations will be presented to the Minister for the amendment of the NC(V) qualifications policy. This report will be submitted at the end of October 2013.

It should be noted that the University Branch has already engaged with universities to include, where relevant, the NC(V) as a minimum admission requirement for new programme applications as this was lacking in the admission policies of universities.

A strategy to review the capacity of FET colleges to deliver the full NC(V) curriculum has also been agreed between the FET and Skills Branches including timeframes, scope of the review and communication with stakeholders.

The first two projects under the **FET College Capacity Review** strategy include:

1. **NC(V) Subjects Revision.** Ten NC(V) subjects starting at NQF Level2 were revised, in consultation with stakeholders, and implemented in the FET colleges from January 2013, including:
    a. Life Orientation
    b. Maths Literature
    c. Language
    d. Automotive Repair
    e. Fitting and Turning
    f. Welding
    g. Four subjects in the Electrical Infrastructure Constructure programme.

    The Level 2 curricula are available on the DHET website. The revision of NC(V) subjects at levels 3 and 4 is currently under way.

2. **NC(V) Lecturer Development.** NC(V) related lecturers are being developed through a joint initiative by the CATTHSETA and ETDP SETA, with initiatives involving other SETAs in the pipeline.

Other NCV-related research will be commissioned including:

1. Longitudinal studies of learners obtaining the NC(V) and how it assists them to further their education and/or find employment.
2. An employer assessment of NC(V) qualified workers.
3. An analysis of the role of NC(V) in scarce skills development. In regard to this research it should be noted that NC(V) programmes are offered in various scarce skills areas, namely:
    a. Primary Agriculture
    b. Mechatronics
    c. ICT
    d. Engineering (Civil, mechanical and electrical)
    e. Transport and Logistics
    f. Safety in Society
    g. Primary Health

Output 4.3.1.2: Programmes offered to meet industry needs, including those supporting apprenticeships and N-courses, are reviewed, updated and made available to and accessed by employers.

The QCTO, as the body responsible for standard setting and quality assurance of all occupational qualifications and part qualifications within the Occupational Qualifications Sub-framework (OQSF), has assumed responsibility for all N4-N6 programmes which are part of the NATED Report 190/191 programmes.

Recently the N4-N6 subjects were registered on the NQF as part qualifications and their respective N Diplomas as qualifications. All NATED 191 programmes need be re-curriculated (total overhaul) with seven subjects listed below needing urgent revision:

1. Financial Accounting N6
2. Municipal Administration N6
3. Municipal Administration N5
4. Mercantile Law N4
5. Mercantile Law N5
6. Travel and Office Procedures N4.
7. Labour Relations N5

The revision of these subjects was led by the QCTO, in partnership with the DHET FET Section, and involved the FET colleges and task team members appointed for their relevant experience, expertise and understanding of the field and subject learning area.

The revised subjects are currently out for public comment (Government Gazette No.36676), made available on the QCTO website, and sent to specific stakeholders including SETA's, FET colleges, Professional Bodies and relevant associations (the SETAs were tasked with notifying relevant major employers within their constituencies). All comments will be consolidated and a plenary meeting held to finalise the revisions.

The finalised syllabi will be presented to the QCTO Qualifications Committee and, once approved, tabled at the QCTO Council meeting and then handed over to the Department of Higher Education and Training.

Future projects in the pipeline for NATED Report 191 courses

Although the NATED courses are registered as part qualifications on the NQF and the National N Diploma as a full qualification, the QCTO has started the process of re-curriculating the N part qualifications as well as the National N Diplomas as there is need to strengthen extensively the 18 months experiential training required to acquire the National N Diploma.

To address this, the QCTO has identified two NATED subject areas to be piloted for re-curriculation according to the QCTO occupational development model. The course areas identified are the following:

- Financial Management N4-N6
- Hospitality and Catering N4-N6

Scoping meetings, where conversations between all identified stakeholders occurs, will commence shortly for the purpose of defining the knowledge and applied skills needed and the specific occupation/s recognised by industry to which the study in these areas should lead.   A major partner in the development of the workplace component is the Swiss-South African Co-operation Initiative (SSACI) which is responsible for the development of the Workplace-based Learning Taskbook.

Other work running concurrently with the QCTO review processes includes:
1. The NAMB audit of the N courses and apprenticeship provision within FET colleges and mapping of skills needs and skills development programmes.

2. The analysis and documenting of programmes and courses, identification of gaps in relation to need, and consultation on and setting out of options on future provision.
3. The conducting of research into quality and relevance of provision to employer skills needs.
4. The development and agreement on a funding model for N courses.

Output 4.3.1.3: A highly articulated system of qualifications between the FET and university programmes.

The Interdepartmental NQF Steering Committee collaborated with SAQA[9] regarding the conversion of the N-programmes and National N-Diploma programmes from legacy qualifications to NQF-aligned part and full qualifications. On 12 December 2012, SAQA declared the N4-N6 certificates as part qualifications on level 5 on the NQF, and the National N-Diploma as a full qualification at level 6 on the NQF. The Communiqué from SAQA to this effect has been distributed to Colleges, PEDs and other stakeholders.

Umalusi, as the Quality Council responsible for the General and Further Education and Training Qualifications Framework Sub-framework (GFETQSF), was also engaged with regarding equal recognition of the NC(V) qualifications alongside the National Senior Certificate (NSC) on the NQF. This equal recognition was presented to the DPSA for employment purposes in the public service. The DPSA has subsequently issued a Memorandum to all Government Departments indicating that all advertised vacancies in the public service requiring an NSC (matric) must also indicate NC(V) level 4 as the minimum required qualification, with both qualifications accorded equal recognition.

Outcome 4.3.2: Partnerships between DHET, SETAs, employers, private providers and public FET colleges are resulting in increased capacity to meet industry needs throughout the country

Output 4.3.2.1: The capacity of FET colleges to provide quality vocational training is reviewed. Each college has a strategic plan in place to build capacity and engage in skills development programmes, including programmes offered in partnership with employers.

For this output to be successfully achieved, research projects are being planned regarding:
1. The capacity of FET colleges to deliver on planned programmes.
2. The capacity and willingness of private and non-profit providers to assist FET colleges.
3. Partnership models for the collaborative delivery of various types of programmes.
4. Funding models for the partnerships.

Whilst the research into the capacity of the FET colleges is continuing, each FET college has been given an **Investment Plan** to indicate their investment requirements in terms of training, equipment and infrastructure for consideration by SETAs and other skills delivery entities.

In addition, a **SETA/College Collaborative Strategic Planning and APP System** has been developed and the FET college's strategic planning processes facilitated to ensure that SETA/College partnerships are structured into the FET college's strategic and operational plans. The system was implemented for the January 2013 FET college enrolments, but a lack of communication between the SETAs and Colleges has resulted in additional support being needed to establish the partnership agreements. It has subsequently

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[9] SAQA is responsible for advancing the objectives of the National Qualifications Framework (NQF), overseeing the further development and implementation of the NQF, and coordinating the sub-frameworks.

been identified that the system implementation issues, and as a consequence the limitations on initiatives at a FET college level, stem from the lack of a structure for the FET colleges and SETAs to effectively communicate, plan and fund from a national level. Accordingly, it is recommended that a *single integrated planning and funding framework* is developed.

Underpinning this strategic planning, and in support of the FET college capacitation programme, the Minister committed R2,5 billion in 2012 to the **FET College Expansion and Capacity Development Programme** to be funded by the NSF and distributed over a three year period. It is expected that an additional 92942 student spaces in the NC(V), Report 191, Skills Programmes and Learnerships will be created through this funding. In this regard and as at 31 March 2013:

1. Contracts have been signed with all 50 FET colleges, covering the 264 campuses, on the delivery of the programme.
2. The NSF has disbursed R664,6 million to the Colleges.

The DHET has also placed 40 chartered accountants as interim CFOs at the FET colleges, through a partnership with the SA Institute of Chartered Accountants (SAICA), in order to improve financial management at the FET colleges. This project is funded through the NSF to the total amount of R79,7 million. The amount disbursed as at 31 March 2013 amounted to R7,8 million.

Output 4.3.2.2: SETAs identify FET colleges with relevant programmes and put in place partnerships to offer vocational courses and work experience for college learners.

To ensure that the SETAs and FET colleges collaborate on relevant programmes and establish partnerships, the DHET:

1. Produced and circulated the **FET College Sector Expertise and Focus Map** to SETAs to provide guidance to SETAs on expertise in the Colleges in terms of programmes and sectorial priorities.
2. Clustered the SETAs to enable the establishment of SETA offices in FET colleges in all Provinces (except Gauteng), i.e.:

SETA Cluster 1	SETA Cluster 2	SETA Cluster 3	SETA Cluster 4	SETA Cluster 5
FASSET	SERVICES	CETA	FOODBEVSETA	SASSETA
MICTSETA	INSETA	MERSETA	FPMSETA	HWSETA
EWSETA	CATHSETA	CHIETA	AGRISETA	LGSETA
ETDPSETA	BANKSETA	MQA	W&RSETA	PSETA
	TETA			

3. Facilitated workshops between the SETAs and FET colleges to discuss potential partnerships.

The SETAs subsequently identified priority courses and appropriate FET colleges to deliver the courses, and consultative and collaborative processes were facilitated by the DHET to ensure that appropriate SETA/ FET college partnerships are achieved. Project plans were submitted by SETAs with implementation of the plans beginning in October 2012 and resulting in the following SETA / FET college partnerships:

SETA / FET College Clusters

Clustering of SETAs in FET Colleges			
Province	College	Lead SETA	Supporting SETAs
Eastern Cape	IGWE COLLEGE	INSETA	AGRISETA, CATHSSETA, CETA, CHIETA, ETDPSETA, FASSET, LGSETA, MERSETA, MICT, MQA, SERVICES
	IKHALA COLLEGE		
	EAST CAPE MIDLANDS COLLEGE	W&RSETA	AGRISETA, CATHSSETA, CETA, CHIETA, FASSET, LGSETA, MERSETA, MICT, MQA, SASSETA, SERVICES
	PORT ELIZABETH COLLEGE		
	BUFFALO CITY COLLEGE	MERSETA	BANKSETA, CATHSSETA, CETA, FASSET, INSETA, LGSETA, MERSETA, MICT, SERVICES,
	LOVEDALE COLLEGE		
	KING HINTSHA COLLEGE	HWSETA	BANKSETA, CATHSSETA, CETA, FASSET, INSETA, LGSETA, MERSETA, MICT, SERVICES
	KING SABATHA DALINDYEBO		
Free State	MALUTI	BANKSETA	AGRISETA, CATHSSETA, CETA, ETDPSETA, EWSETA, FASSET, MERSETA, MICT, SERVICES
	GOLDFIELDS		
	MOTHEO		
	FLAVIUS MAREKA		
Gauteng	CENTRAL JOHANNESBURG COLLEGE	ALL SETAs	ALL SETAs
	EKERHULENI EAST FET COLLEGE		
	EKURHULENI WEST FET COLLEGE		
	SEDIBENG FET COLLEGE		
	SOUTH WEST FET COLLEGE		
	TSHWANE NORTH FET COLLEGE		
	TSHWANE SOUTH FET COLLEGE		
	WESTERN COLLEGE FOR FET		
KwaZulu-Natal	VUSELELA COLLEGE	MICT	BANKSETA, CATHSSETA, CETA, EWSETA, FASSET, LGSETA, MERSETA, SERVICES
	COASTAL COLLEGE	AGRISETA	CATHSSETA, CETA, ETDPSETA, EWSETA, FASSET, MERSETA, MICT, SERVICES
	ESAYIDINI COLLEGE		
	MTHASHANA COLLEGE	CATHSSETA	AGRISETA, CETA, ETDPSETA, EWSETA, FASSET, LGSETA, MERSETA, MICT, SERVICES
	MNAMBITHI COLLEGE		
	ELANGENI COLLEGE	SASSETA	AGRISETA, CATHSSETA, CETA, EWSETA, FASSET, FOODBEV, MERSETA, MICT, SERVICES, TETA
	MAJUBA COLLEGE		
	THEKWINI COLLEGE		
	UMFOLOZI COLLEGE	CETA	AGRISETA, ETDPSETA, EWSETA, FASSET, LGSETA, MERSETA, MICT, SERVICES
	UMGUNGUNDLOVU COLLEGE		
Limpopo	CAPRICON COLLEGE	TETA	CETA, ETDPSETA, FASSET, MERSETA, MICT, SASSETA, SERVICES
	LEPHALALE COLLEGE		
	VHEMBE COLLEGE		
	SEKHUKHUNE COLLEGE	FASSET	AGRISETA, CATHSSETA, CETA, CHIETA, LGSETA, MERSETA, MQA, SERVICES
	WATERBERG COLLEGE		
	MOPANI SOUTH EAST COLLEGE	LGSETA	CATHSSETA, CETA, CHIETA, FASSET, MERSETA, MICT, MQA, SERVICES
Mpumalanga	EHLANZENI COLLEGE	CHIETA	AGRISETA, BANKSETA, CATHSSETA, CETA, FASSET, LGSETA, MERSETA, SERVICES
	GERT SIBANDE	MQA	BANKSETA, CATHSSETA, CETA, CHIETA, ETDPSETA, FASSET, LGSETA, MERSETA, MICT, SERVICES
	NKANGALA COLLEGE		
Northern Cape	NORTHERN CAPE RURAL COLLEGE	SERVICES	CETA, FASSET, MERSETA
	NORTHERN CAPE URBAN COLLEGE		CATHSSETA, CHIETA, LGSETA, MQA
North West	TALETSO COLLEGE	EWSETA	BANKSETA, CATHSSETA, CETA, FASSET, LGSETA, MERSETA, MICT, SERVICES, TETA
	ORBIT COLLEGE		
Western Cape	SOUTH CAPE COLLEGE	FOODBEV	CATHSSETA, CETA, ETDPSETA, EWSETA, MICT, SASSETA, SERVICES
	FALSE BAY COLLEGE OF CAPE TOWN	FP&MSETA	BANKSETA, CATHSSETA, CETA, CHIETA, EWSETA, FASSET, LGSETA, MERSETA, MICT, SASSETA, SERVICES
	NORTHLINK COLLEGE		
	COLLEGE OF CAPE TOWN		
	BOLAND WESTCOAST	ETDPSETA	BANKSETA, CATHSSETA, CETA, EWSETA, FASSET, LGSETA, MERSETA, MICT, SERVICES
	WESTCOAST		

The Department, together with the Department of Public Service and Administration (DPSA) and relevant SETAs has established a Placement Steering Committee, with specific reference to FET graduates placement (for N6 and NCV L4, as well as N3). To this end the Steering Committee has visited seven (7) provinces and met with national departments, with the call to declare placement opportunities for placement purposes. To date more than 7000 spaces have been declared across the various spheres of government and in the private sector, with the majority being from provincial governments.

Currently all SETAs have signed Service Level Agreements with the Department of Higher Education and Training, in various learning programmes, which includes work-integrated learning for both Public Further Education and Training Colleges and University of Technology students, with the priority being to utilise amongst others, the declared placement opportunities. Various other engagement avenues are being explored with the private sector.

In addition to the SETA/FET college partnerships and employer discussions, the VCET Branch has engaged with FET colleges and Institutions/Industry regarding the following projects:

Institution / Industry	FET College	Nature of Industry / College Partnership
SSACI	2012/13 – 5 FET colleges in Western Cape 2013 – 11 FET colleges nationally	Supply of ICASS WBE task books to FET colleges for student work placements
NAMB	Ekurhuleni East FET College	Establishment of a Call Centre for Artisans at the College
Department of Justice Department of Health Hotels and Lodges	Waterberg FET College	WBE for Office Administration and Tourism and Hospitality students
Various companies	Umfolozi FET College	Work placement of students
Woolworths	Western Cape FET colleges	Retail WBE programme: Inside Retail
Seluma Electrical CATHSETA	Orbit FET College	Work placement of students during and after studies
Private SMME enterprises Government Departments	Eastcape Midlands	1. Establishment of Career Development Centre 2. Management of exit placements of students including full time, internship, and part time work 3. Management of WBE during studies for lecturers and students

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:

FET College Enrolments

Year	Enrolment
2011	300000
2012	350000
2013	550000
2014	1000000
2030	4000000
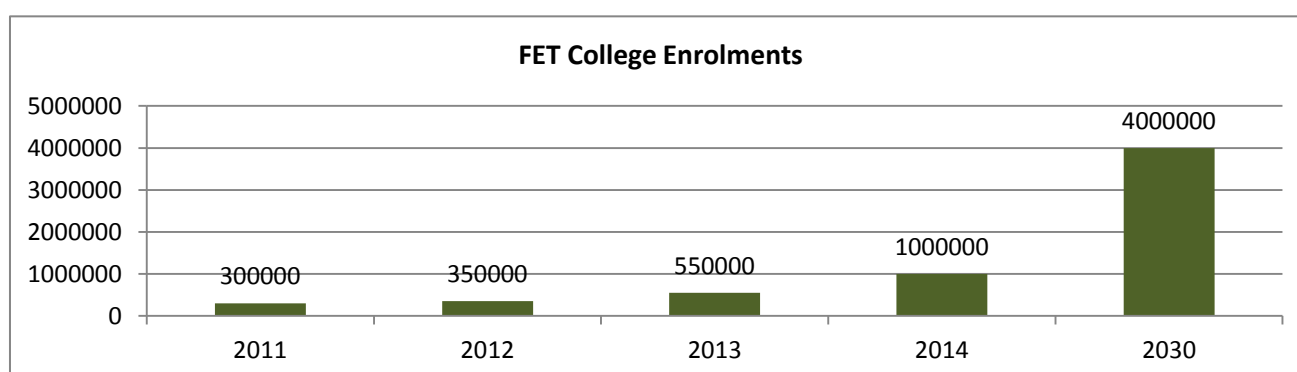
Outcome 4.3.3: The academic staff at colleges are able to offer relevant education and training of the required quality

Output 4.3.3.1: The capacity of college educators to deliver programmes is reviewed and that skills development programmes, including work placement opportunities, are devised to meet the needs of the college educators.

Research into the qualifications and skills of lecturers, and the identification of qualifications, skills and experience gaps resulted in the publishing of the **Draft Policy on FET College Lecturer Qualifications** for public comment in August 2012 by the DHET Teacher Development Branch. The final Policy was published in the Government Gazette on 11 June 2013.

SAQA has also commissioned a partnership research project with the University of KwaZulu-Natal (UKZN) on FETC lecturers. The outcomes of this research fed into the DHET / FET college policy work, and are also feeding into FETC lecturer qualification development.

A comprehensive capacity building programme, including workplace and industry experience, has also been developed and agreed with stakeholders. Initial projects under this programme include the Swiss South African Cooperation Initiative (SSACI) involving fifteen FET colleges in a workplace project for lecturers.

Higher Education and Training Minister Blade Nzimande declared 2013 as the "Year of the Artisan" during the launch of the initiative on 4 February 2013, further adding that "to successfully deliver on the dream of improved infrastructure and development, the country needs artisans"

SAJ Artisan Training Institute source: www.siemenssustainabledevelopment.co.za

Goal 4.4: Addressing the low level of youth and adult language and numeracy skills to enable additional training

Goal 4.4 Context

There are approximately 3 million youths, aged between 18 and 24 years, who are not in employment, education or training (NEET), have a poor educational foundation and are poorly prepared to undertake further learning. If the age group is expanded to take into account the 16 to 18 year-olds who have dropped out of school and are not in training or employment, as well as the 25 to 35 year-olds who have remained unemployed since leaving full time education, the number is much higher.

The country cannot afford to overlook this challenge and urgent and focused attention is needed to address this problem. The DHET will establish institutional frameworks and programmes that will raise the education base of these young people to enable them to take on further learning and/or employment.

Goal 4.4 of the NSDS III therefore seeks to **address the low level of youth and adult language and numeracy skills to enable additional training** by ensuring that a national strategy is in place to provide all young people leaving school with an opportunity to engage in training or work experience, and improve their employability (outcome 4.4.1)

The three outputs underpinning outcome 4.4.1 are described, and progress toward their achievement reported on, under Goal 4.4 Progress.

Goal 4.4 Progress

Outcome 4.4.1: A national strategy is in place to provide all young people leaving school with an opportunity to engage in training or work experience, and improve their employability

Output 4.4.1.1: A DHET-led process, including stakeholders, develops a strategy supported by all stakeholders:

To support the development of the strategy, a **Workplace-Based Experience (WBE) Framework** is being developed. In this regard, the Danish Support for Education and Skills Development (DANIDA SESD) III project was launched in August 2011, through which the Danish Embassy has provided financial support for the development and implementation of effective exit support programmes for students in FET colleges. The 12 FET colleges selected to participate in this project include:

Province	FET Colleges
Eastern Cape	Ikhala, Lovedale, and King Hintsa FET Colleges
KwaZulu-Natal	Mnambithi, Mthashani, and Elangeni FET Colleges
North West	Orbit, Vuselela, and Taletso FET Colleges
Western Cape	College of Cape Town, South Cape College, and West Coast FET College

Within the context of this project, the Taletso FET College has contracted the Swiss South Africa Cooperation Initiative (SSACI) to develop the WBE Framework. Although developed as part of SSACI's contractual agreement with Taletso, the framework is being developed for implementation across all FET colleges. The first draft of the framework was expected by the end of April 2013 and, following stakeholder consultations, should be finalised by December 2013.

Initial challenges to the success of this project included the: 1) coordination of activities between Departmental functions (i.e. VCET and Skills branch) and Taletso FET College; 2) problems caused by ill-defined roles and responsibilities; and 3) concluding of the budgetary negotiations with SSACI. To address these challenges, a national reference group for the WBE Framework (WBE Framework Reference Group) was set up in January 2013 and consists of representatives from the VCET and Skills Branches of the DHET, officials from Taletso, SSACI, Jet Education Services, and relevant industry representatives. The challenges have since been addressed and the learnings recorded for future project guidance.

The other key aspect of the national strategy is to ensure that students who are ready to engage in training or work experience do so. In this regard a **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. Consequently, Orbit is developing a work readiness programme for Level 4 NC(V) students to enhance their employability. This project will be closely monitored to replicate its good practice into the development of the National Student Work Readiness Programme.

The National Skills Fund is also funding the **DTI Monyetla[10] 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:

Project	DTI – Monyetla Work Readiness Programme	
Qualification	Call Centre Agent Training	
Training Period	2010/11	2012/13
Training Locations and Percentage of Learners	Gauteng (48%) KZN (36%) Limpopo (7%) Western Cape (9%)	Western Cape (20%) Eastern Cape (4%) KZN (35%) Free State (2%) Limpopo (3%) Gauteng (36%)
Project Closure	September 2011	March 2013
NSF funding	R62 million	R67,4 million
No of Enrolled Learners	3350 (50 learners with disabilities)	3243 (18 learners with disabilities)
No of Certificated Learners	2865 (Females – 1834, Males – 1031) (50 disabled learners)	2633 (Females – 1701, Males – 932)
Learner Attrition Rate	27%	23,5%
No of Learners Trained as Team Leaders / Supervisors	607	548
No of Learners Placed in Employment	2467 (46 disabled learners)	2132
Total costs	R56,5 million	R45.9 million. Further expenses will occur during 2013/14

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[10] Monyetla – a Sesotho word for "opportunity"

Whilst it is recognised that basic education falls outside the remit of the skills development framework, it is also acknowledged that to mitigate the growth in the number of people "who … have a poor educational foundation and are poorly prepared to undertake further learning", the quality of education, especially language and numeracy skills, must dealt with at a foundational level. Thus skills development programmes aimed at "addressing the low level of youth and adult language and numeracy skills …" at a foundational level should be seen as long-term strategies that target future post-school students.

An example of such a programme is the SACTWU Edupeg project – an initiative of the Southern African Clothing and Textiles Workers' Union (SACTWU) and sponsored by the FP&M SETA.

This primary school intervention is a unique educational concept aimed at enhancing intellectual capacity, and promoting confidence and self-esteem of both teachers and pupils by:

Source: www.edupeg.co.za

1. **Creating opportunities for children to be actively engaged in their own learning**. The programme promotes written activities, which enhance the understanding of mathematical concepts and promotes language development and higher cognitive skills. The programme seeks to support the cultivation of a strong work ethic, where children work responsibly, using their skills and initiative, to ultimately become informed, capable, and responsible democratic citizens.

2. **Improving the quality of teaching in the classroom.** The programme facilitates improved curriculum delivery by increasing material resources and providing classroom-based mentoring support to teachers to give them the time and space to practice, adopt and implement new, more efficient and effective teaching practices and methodologies. The resulting increase in understanding and confidence to implement new teaching concepts that more fully engage learners, leads directly to improved learner performance and consequently, improved scores for learners in literacy and numeracy.

Output 4.4.1.2: A national database tracks training and work opportunities, and reports on implementation of the strategy

The DHET is currently working on a concept paper for the development of a national database that tracks and traces people entering and completing programmes, captures work opportunities and enables statistical analysis and reporting on learner throughput and post-learning impact. Reports drawn from this system will provide indicators for successful projects, which can then be expanded, and replicated, where possible.

The database will enable the capturing of data from **skills development projects for young people** together with the data from skills development projects for:

1. members and employees of cooperatives (output 4.6.1.3)
2. owners and employees of small businesses (output 4.6.2.3)
3. members and employees of NGOs and CBOs (output 4.6.3.3)

Research will also be conducted into the various databases used by youth development structures to enable the integration of relevant systems so that all young people entering programmes can be tracked and traced.

Output 4.4.1.3: The DHET partners with stakeholders in the youth sector to put in place training and work experience projects for young people

To put in place training and work experience projects for young people, projects and potential partnerships must be identified. In this regard the DHET is engaging with the African Development Bank (AfDB) regarding a partnership to explore projects for joint implementation as part of the latter's South African funding window to support and promote private sector development, especially through micro-enterprise development and entrepreneurship incubation initiatives. The discussions have also involved the Small Enterprise Development Agency (SEDA) and the National Youth Development Agency (NYDA). The branch is currently waiting for meeting dates to discuss concrete next steps for pilot projects.

Following recommendations from the Parliamentary Portfolio Committee on Higher Education and Training, 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. Supporting this strategy is the process under way under output 4.3.1.3., namely to achieve equal recognition of the NC(V) qualifications with the National Senior Certificate (NSC) on the GENFETQF, and to ensure both qualifications are accorded equal recognition for employment purposes in the public service.

Additionally, the Chief Directorate: Work-Integrated Learning and the Office of the DDG: VCET have undertaken provincial visits to lobby local and provincial government departments as well as state-owned companies, to provide workplace-based exposure and workplace-based experience opportunities for FET college students, graduates, and lecturers. The DHET is currently awaiting proposals from stakeholders for projects and potential partnerships.

The DHET will also monitor and report on the training and work experience projects requiring that the current approach to project reporting is redesigned. Currently information is only gathered from:

1. Annual Performance and Workplans of Directorates and the stated quarterly inputs, and
2. Quarterly and annual reporting on donor funded projects.

This approach highlights the need for a structured and systemized Skills Planning and Project Monitoring and Reporting System that links and integrates project activities. It has also been recommended by the Chief Directorate: Work-Integrated Learning that the project activities are linked to the LMIP (output 4.1.1.1).

Goal 4.5: Encouraging better use of workplace-based skills development

Goal 4.5 Context

South Africa is challenged by low productivity in the workplace, as well as slow transformation of the labour market and a lack of mobility of the workforce, largely as a result of inadequate training for those already in the labour market. The New Growth Path adopted by government calls for increased workplace training of workers already in employment in order to improve productivity and the overall growth and development of our economy.

To address this challenge, the NSDS III, through both the mandatory and discretionary grants of the SETAs, must support training of employed workers, and encourage employers to expand such training, in order to improve the overall productivity of the economy and address skills imbalances in our workforce in particular and the labour market in general. Accordingly, emphasis will be placed on the use of the levy-grant system with investment into the overall skills agenda.

Goal 4.5 of the NSDS III therefore seeks to **encourage better use of workplace-based skills development** by ensuring that training of employed workers addresses critical skills, and enables improved productivity, economic growth and the ability of the workforce to adapt to change in the labour market (outcome 4.5.1)

The three outputs underpinning outcome 4.5.1 are described, and progress toward their achievement reported on, under Goal 4.5 Progress.

Goal 4.5 Progress

Outcome 4.5.1: Training of employed workers addresses critical skills, enabling improved productivity, economic growth and the ability of the work force to adapt to change in the labour market

Output 4.5.1.1: SETA stakeholders agree on the provision of substantial quality programmes for employed workers and report on the impact of the training.

The SETA Sector Skills Planning process refers (output 4.1.1.2) under which the SETAs annually research, identify and set out, in their Sector Skills Plans, the skills development needs for their respective sectors, and current and planned strategies to address these needs. In this regard, and to ensure that quality programmes are agreed on, the SETAs have identified priority skills needs and suitable programmes for employed workers in their sectors using, as a guide, the Learning Programme Regulations (output 4.2.3.2) and Learning Pathways (output 4.2.3.2), and together with stakeholders, agreed on delivery and funding models, and grant systems, processes and criteria using, as a guide, the SETA Grant Regulations (output 4.2.3.2) and established grant systems and processes to incentivise and ensure that funding is directed at the agreed programmes. The SETAs are also responsible for monitoring and reporting on the number of employed and unemployed learners who have entered and are certificated in learnerships, bursaries and skills programmes (refer output 4.5.1.2)

Output 4.5.1.2: Sector projects are put in place to address specific sector skills gaps.

SETA skills development projects, funded by discretionary grants, are planned annually, based on the SETA SSPs, and set out in the SETA Strategic Plans and Annual Performance Plans. This includes **employed learner skills** development projects which must be based on the scarce skills as identified and approved by the respective SETA Accounting Authorities.

It should be noted that, although SETAs report learner results per programme including the number entered, certificated and employed, the data is currently only captured in consolidated totals per annum, thus a comparative analysis between enrolled and certificated learners cannot be conducted as learners enrolling in one reporting year might only be certificated in the following year. Therefore, until the systems are established[11] to properly record the SETA reporting data, the following learner enrolment and certification statistics for **employed learner** skills development projects has only been analysed on 'targets and actual' for enrolled learners, and 'targets and actual' for certificated learners.

Employed Learners: SETA Learnership Enrolment and Certification – 2011/12 and 2012/13

Note – in regard to the 'Achieved' column:
1. *the achievement was not calculated if no target was set, and*
2. *where an achievement is calculated, the baseline is set at 100%*

SETA Learnerships for Employed Learners

SETA	Enrolled Learners						Certificated Learners					
	2011/12			2012/13			2011/12			2012/13		
	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved
AGRISETA	800	1040	130%	800	804	101%	400	1039	260%	400	866	217%
BANKSETA	0	98	0%	260	360	138%	0	294	0%	182	58	32%
CATHSSETA	200	755	378%	100	617	617%	100	352	352%	50	176	352%
CETA	0	160	0%	500	193	39%	0	122	0%	250	282	113%
CHIETA	1200	1311	109%	850	1561	184%	600	625	104%	425	1197	282%
ETDP	0	90	0%	0	0	0%	300	346	115%	0	119	0%
EWSETA	600	149	25%	0	775	0%	250	262	105%	0	983	0%
FASSET	260	1686	648%	855	610	71%	222	321	145%	450	111	25%
FOODBEV	600	710	118%	800	794	99%	220	465	211%	400	827	207%
FP&M SETA	600	343	57%	0	586	0%	300	356	119%	0	374	0%
HWSETA	1200	2339	195%	1200	2654	221%	600	675	113%	600	730	122%
INSETA	0	233	0%	80	81	101%	600	168	28%	0	325	0%
LGSETA	1480	1923	130%	950	1307	138%	495	851	172%	200	2007	1004%
MERSETA	1800	2432	135%	1732	3336	193%	1040	1650	159%	940	2109	224%
MICT	0	0	0%	0	1375	0%	0	0	0%	0	0	0%
MQA	600	191	32%	200	1183	592%	420	1244	296%	480	1488	310%
PSETA	250	355	142%	400	167	42%	0	0	0%	120	311	259%
SASSETA	2176	432	20%	130	396	305%	1088	256	24%	65	500	769%
SERVICES	0	491	0%	80	284	355%	0	132	0%	0	123	0%
TETA	1270	786	62%	175	410	234%	635	61	10%	131	37	28%
W&RSETA	300	668	223%	5300	3185	60%	750	454	61%	500	1776	355%
Total	**13336**	**16192**	**121%**	**14412**	**20108**	**140%**	**8020**	**9673**	**121%**	**5193**	**14333**	**276%**

Learnerships	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	2012/13		2011/12	2012/13	
Enrolled Learners	13336	14412	8% increase	16192	20108	24% increase
Certificated Learners	8020	5193	35% decrease	**9673**	**14333**	48% increase
Total employed learners certificated through learnerships: 2011/12 – 2012/13				**24006**		

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[11] Refer outputs 4.4.1.2., 4.6.1.3, 4.6.2.3 and 4.6.3.3

While the targets for enrolment in learnerships for employed learners have decreased year on year, the actual enrolment and certification has increased, perhaps indicating that backlogs in enrolment are being addressed, or that targets are being set too low.

In regard to the latter, the difference between the 'target and actual' is a common issue throughout the SETA reports, suggesting that SETA planning will benefit from the LMIP programme and the DHET planned SETA monitoring and evaluation systems. It is however noted that current planning should be mindful of these misalignments and the corresponding impact on budgeting and staff capacity.

Additionally, the lack of targets being set (reflected as a nil (0) entry) should also be examined, and the relevant SETAs engaged with by DHET to ascertain and address the reasons thereto.

Employed Learners: SETA Bursaries Awarded and Certification – 2011/12 and 2012/13

SETA Bursaries for Employed Learners												
	Bursaries Awarded						**Certificated Learners**					
	2011/12			**2012/13**			**2011/12**			**2012/13**		
SETA	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved
AGRISETA	40	64	160%	50	74	148%	20	45	225%	40	20	50%
BANKSETA	0	409	0%	405	389	96%	0	0	0%	120	173	144%
CATHSSETA	100	131	131%	12	16	133%	50	12	24%	10	0	0%
CETA	0	0	0%	0	0	0%	0	0	0%	0	0	0%
CHIETA	75	21	28%	50	0	0%	38	42	111%	25	25	100%
ETDP	145	381	263%	80	21	26%	60	116	193%	0	90	0%
EWSETA	0	24	0%	0	0	0%	0	6	0%	0	0	0%
FASSET	0	0	0%	180	2	1%	0	0	0%	89	2	2%
FOODBEV	151	274	181%	288	112	39%	166	205	123%	115	112	97%
FP&M SETA	80	18	23%	125	27	22%	40	0	0%	50	0	0%
HWSETA	0	0	0%	0	0	0%	0	0	0%	75	121	161%
INSETA	0	258	0%	320	564	176%	0	279	0%	224	449	200%
LGSETA	80	182	228%	100	321	321%	27	1	4%	50	6	12%
MERSETA	120	130	108%	116	77	66%	55	52	95%	81	75	93%
MICT	472	10	2%	0	0	0%	0	0	0%	0	0	0%
MQA	0	0	0%	500	0	0%	0	0	0%	0	0	0%
PSETA	250	191	76%	190	565	297%	0	0	0%	50	42	84%
SASSETA	224	0	0%	20	83	415%	112	0	0%	0	0	0%
SERVICES	0	128	0%	320	603	188%	0	116	0%	224	0	0%
TETA	200	579	290%	100	80	80%	100	50	50%	75	90	120%
W&RSETA	0	0	0%	2667	255	10%	0	0	0%	1334	0	0%
Total	**1937**	**2800**	**145%**	**5523**	**3189**	**58%**	**668**	**928**	**139%**	**2562**	**1344**	**52%**

Bursaries	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	**2012/13**		**2011/12**	**2012/13**	
Enrolled Learners	1937	5523	185% increase	2800	3189	14% increase
Certificated Learners	668	25662	3741% increase	**928**	**1344**	45% increase
Total employed learners certificated through bursaries: 2011/12 – 2012/13				**2272**		

Employed Learners: SETA Skills Programme Enrolment and Certification – 2011/12 and 2012/13

SETA Skills Programmes for Employed Learners											
	Enrolled Learners						Certificated Learners				
SETA	2011/12			2012/13			2011/12			2012/13		
	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved
AGRISETA	1200	2404	200%	1200	2715	226%	600	2404	401%	600	3676	613%
BANKSETA	0	4	0%	200	493	247%	0	631	0%	150	465	310%
CATHSSETA	100	910	910%	0	300	0%	500	1832	366%	0	300	0%
CETA	0	922	0%	500	324	65%	0	118	0%	250	328	131%
CHIETA	550	2393	435%	1050	973	93%	275	1827	664%	525	551	105%
ETDP	1000	1105	111%	4125	3974	96%	665	734	110%	0	164	0%
EWSETA	1200	106	9%	0	682	0%	600	228	38%	0	236	0%
FASSET	15000	12234	82%	10025	15555	155%	15000	12234	82%	10025	15555	155%
FOODBEV	400	882	221%	450	2939	653%	200	1403	702%	0	985	0%
FP&M SETA	200	708	354%	300	637	212%	100	311	311%	125	411	329%
HWSETA	225	262	116%	225	0	0%	225	23	10%	113	522	462%
INSETA	0	706	0%	600	547	91%	0	3081	0%	420	1676	399%
LGSETA	4200	4703	112%	700	1110	159%	1400	160	11%	400	6165	1541%
MERSETA	3120	3830	123%	3099	4323	139%	1500	2208	147%	1448	2177	150%
MICT	300	412	137%	0	586	0%	300	383	128%	250	413	165%
MQA	19340	22268	115%	10000	14465	145%	14900	24964	168%	10000	24007	240%
PSETA	250	162	65%	410	628	153%	0	0	0%	300	689	230%
SASSETA	3754	2587	69%	1080	1342	124%	1877	707	38%	540	3335	618%
SERVICES	0	237	0%	600	81	14%	0	134	0%	420	0	0%
TETA	6200	13071	211%	550	8863	1611%	3100	17600	568%	412	4884	1185%
W&RSETA	300	1750	583%	0	3568	0%	750	435	58%	0	1634	0%
Total	57339	71656	125%	35114	64105	183%	41992	71417	170%	25978	68173	262%

Skills Programmes	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	2012/13		2011/12	2012/13	
Enrolled Learners	57339	35114	39% decrease	71656	64105	11% decrease
Certificated Learners	41992	25978	38% decrease	71417	68173	5% decrease
Total employed learners certificated through skills programmes: 2011/12 – 2012/13				**139590**		

The Film Industry Learner Mentorship Programme (F.I.L.M.) / MICT-SETA Internship Programme (source: www.nfvf.co.za)

Skills Development for Unemployed People

Although skills development for unemployed people is iterated throughout NSDS III, from the eight (8) pressing challenges to the seven (7) pillars, the National Skills Fund directives, and the contexts of goals 4.4 and 4.6, it is not specified under an output. Therefore, and given that output 4.5.1.1 speaks of 'SETA stakeholders agree on the provision of substantial quality programmes for employed workers and report on the impact of the training', it has been determined that the SETA reporting on skills development programmes for unemployed workers be included under this output.

Unemployed Learners: SETA Learnership Enrolment and Certification – 2011/12 and 2012/13

Note – in regard to the 'Achieved' column:
1. *the achievement was not calculated if no target was set, and*
2. *where an achievement is calculated, the baseline is set at 100%*

SETA Learnerships for Unemployed Learners

SETA	Enrolled Learners						Certificated Learners					
	2011/12			2012/13			2011/12			2012/13		
	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved
AGRISETA	600	1208	201%	325	1236	380%	300	913	304%	163	2260	1387%
BANKSETA	0	998	0%	700	1225	175%	0	999	0%	602	859	143%
CATHSSETA	200	819	410%	165	1023	620%	100	334	334%	83	228	275%
CETA	0	454	0%	500	926	185%	0	356	0%	500	260	52%
CHIETA	950	1183	125%	950	1882	198%	475	962	203%	475	1219	257%
ETDP	1000	995	100%	950	1077	113%	575	913	159%	0	478	0%
EWSETA	400	316	79%	550	575	105%	200	537	269%	225	781	347%
FASSET	3310	2077	63%	3210	3661	114%	2836	2771	98%	0	2812	0%
FOODBEV	505	494	98%	600	598	100%	220	324	147%	300	598	199%
FP&M SETA	1200	978	82%	1200	1235	103%	600	567	95%	600	711	119%
HWSETA	1200	1226	102%	1200	1223	102%	600	692	115%	600	939	157%
INSETA	0	386	0%	400	1124	281%	0	463	0%	280	426	152%
LGSETA	0	1060	0%	300	364	121%	0	224	0%	200	72	36%
MERSETA	2250	3619	161%	2021	2690	133%	1400	2544	182%	1184	2650	224%
MICT	350	2080	594%	2100	2830	135%	770	1912	248%	1300	2313	178%
MQA	600	1156	193%	600	566	94%	420	1243	296%	480	701	146%
PSETA	250	81	32%	300	96	32%	0	0	0%	40	0	0%
SASSETA	63	893	1417%	1072	2233	208%	32	1050	3281%	536	997	186%
SERVICES	0	785	0%	400	708	177%	0	686	0%	280	243	87%
TETA	2275	1330	58%	175	586	335%	1138	502	44%	131	237	181%
W&RSETA	700	5541	792%	3365	4349	129%	490	1532	313%	500	3975	795%
Total	**15853**	**27679**	**175%**	**21083**	**30207**	**143%**	**10156**	**19524**	**192%**	**8479**	**22759**	**268%**

Learnerships	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	2012/13		2011/12	2012/13	
Enrolled Learners	15853	21083	33% increase	27679	30207	9% increase
Certificated Learners	10156	8479	17% decrease	19524	22759	17% increase
Total unemployed learners certificated through learnerships: 2011/12 – 2012/13				**42283**		

Unemployed Learners: SETA Bursary Enrolment and Certification – 2011/12 and 2012/13

SETA Bursaries for Unemployed Learners											
	Enrolled Learners						Certificated Learners					
SETA	2011/12			2012/13			2011/12			2012/13		
	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved
AGRISETA	80	80	100%	90	111	123%	40	34	85%	60	46	77%
BANKSETA	0	80	0%	100	100	100%	0	34	0%	35	47	-
CATHSSETA	100	128	128%	164	231	141%	20	49	245%	82	154	188%
CETA	0	0	0%	500	240	48%	0	50	0%	200	27	13%
CHIETA	75	113	151%	80	140	175%	38	97	255%	40	35	87%
ETDP	420	824	196%	80	21	26%	228	300	132%	0	0	-
EWSETA	100	66	66%	0	991	0%	50	0	0%	0	0	-
FASSET	0	321	0%	180	413	229%	0	321	0%	180	413	229%
FOODBEV	250	0	0%	300	290	97%	42	28	67%	300	290	0%
FP&M SETA	100	125	125%	3920	199	5%	50	0	0%	100	8	-
HWSETA	150	175	117%	150	216	144%	0	0	0%	75	30	40%
INSETA	0	399	0%	50	150	300%	0	397	0%	35	117	334%
LGSETA	70	176	251%	125	321	257%	23	0	0%	10	0	0%
MERSETA	230	278	121%	194	220	113%	42	43	102%	43	94	219%
MICT	500	570	114%	470	1200	255%	0	0	0%	0	0	-
MQA	500	970	194%	780	1060	136%	60	81	135%	0	74	-
PSETA	0	0	0%	10	238	2380%	0	0	0%	0	3	-
SASSETA	99	17	17%	20	27	135%	50	0	0%	10	0	0%
SERVICES	0	0	0%	50	0	0%	0	34	0%	35	0	0%
TETA	260	389	150%	100	79	79%	130	65	50%	75	47	63%
W&RSETA	1000	1000	100%	2667	3978	149%	0	0	0%	2667	0	0%
Total	**3934**	**5711**	**145%**	**10030**	**10225**	**102%**	**773**	**1533**	**198%**	**3947**	**1385**	**35%**

Bursaries	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	2012/13		2011/12	2012/13	
Enrolled Learners	3934	10030	155% increase	5711	10225	79% increase
Certificated Learners	773	3947	411% increase	1533	1385	10% decrease
Total unemployed learners certificated through bursaries: 2011/12 – 2012/13				**2918**		

The Campus of Performing Arts, / ARTSCAPE learnership in Music Industry Practice in Wellington, Western Cape (source: www.copasa.co.za)

Unemployed Learners: SETA Skills Programme Enrolment and Certification – 2011/12 and 2012/13

SETA Skills Programmes for Unemployed Learners												
	Enrolled Learners						Certificated Learners					
SETA	2011/12			2012/13			2011/12			2012/13		
	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved
AGRISETA	800	993	124%	500	2260	452%	400	993	248%	250	2260	998%
BANKSETA	0	0	0%	200	355	178%	0	65	0%	150	465	-
CATHSSETA	200	656	328%	200	220	110%	150	705	470%	100	3499	3499%
CETA	0	485	0%	500	143	29%	0	278	0%	500	292	58%
CHIETA	275	514	187%	280	279	100%	138	434	314%	140	229	164%
ETDP	400	466	117%	0	405	0%	200	218	109%	0	61	-
EWSETA	100	97	97%	0	0	0%	50	0	0%	0	0	-
FASSET	0	0	0%	0	0	0%	0	0	0%	0	0	-
FOODBEV	0	0	0%	0	0	0%	0	0	0%	0	0	-
FP&M SETA	500	628	126%	400	326	82%	250	448	179%	225	134	-
HWSETA	225	591	263%	225	41	18%	225	0	0%	225	120	293%
INSETA	0	26	0%	0	18	0%	0	143	0%	0	60	-
LGSETA	270	46	17%	300	672	224%	90	288	320%	250	135	54%
MERSETA	1000	1978	198%	806	2461	305%	250	551	220%	188	1856	984%
MICT	0	0	0%	0	0	0%	0	0	0%	220	0	0%
MQA	2000	4156	208%	2000	2089	104%	2000	10570	529%	6000	8280	-
PSETA	250	0	0%	0	0	0%	0	0	0%	0	0	-
SASSETA	0	1531	0%	0	0	0%	0	0	0%	0	0	-
SERVICES	0	256	0%	0	0	0%	0	316	0%	0	0	-
TETA	2195	3305	151%	550	887	161%	1098	748	68%	412	545	132%
W&RSETA	700	522	75%	0	326	0%	490	353	72%	0	382	-
Total	**8915**	**16250**	**182%**	**5961**	**10482**	**176%**	**5341**	**16110**	**302%**	**8660**	**18318**	**818%**

Skills Programmes	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	2012/13		2011/12	2012/13	
Enrolled Learners	8915	5961	33% decrease	16250	10482	35% decrease
Certificated Learners	5341	8660	62% increase	16110	18318	14% increase
Total unemployed learners certificated through skills programmes: 2011/12 – 2012/13				**34428**		

MerSETA / MBSA learnership in Automotive Repair and Maintenance (source: www.getnews.co.za)

Unemployed Learners: SETA Internship Enrolment and Certification – 2011/12 and 2012/13

SETA Internships for Unemployed Learners												
	Enrolled Learners						Certificated Learners					
SETA	2011/12			2012/13			2011/12			2012/13		
	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved
AGRISETA	250	389	156%	350	406	116%	125	345	276%	268	439	211%
BANKSETA	0	0	0%	50	74	148%	0	0	0%	0	0	-
CATHSSETA	100	277	277%	40	172	430%	0	0	0%	20	96	560%
CETA	0	2	0%	1500	99	7%	0	0	0%	0	0	-
CHIETA	117	46	39%	75	121	161%	44	0	0%	38	47	124%
ETDP	600	602	100%	300	572	191%	450	185	41%	0	306	-
EWSETA	100	33	33%	0	30	0%	50	24	48%	0	0	-
FASSET	0	0	0%	0	0	0%	0	0	0%	0	0	-
FOODBEV	207	211	102%	700	401	57%	80	150	188%	250	136	54%
FP&M SETA	90	28	31%	40	43	108%	25	0	0%	0	0	-
HWSETA	0	0	0%	0	0	0%	0	0	0%	0	0	-
INSETA	0	127	0%	450	253	56%	0	21	0%	315	154	49%
LGSETA	655	86	13%	100	344	344%	218	0	0%	50	27	54%
MERSETA	200	320	160%	180	377	209%	100	142	142%	63	103	163%
MICT	500	606	121%	500	970	194%	0	0	0%	0	0	-
MQA	150	105	70%	500	606	121%	24	7	29%	0	0	-
PSETA	250	568	227%	40	45	113%	0	0	0%	250	845	338%
SASSETA	200	0	0%	150	210	140%	100	0	0%	75	23	31%
SERVICES	0	0	0%	450	95	21%	0	0	0%	315	0	0%
TETA	175	52	30%	1875	1257	67%	86	4	5%	131	19	689%
W&RSETA	0	0	0%	3667	52	1%	0	0	0%	1834	0	0%
Total	**3594**	**3452**	**96%**	**10967**	**6127**	**56%**	**1302**	**878**	**67%**	**3609**	**2195**	**65%**

Skills Programmes	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	2012/13		2011/12	2012/13	
Enrolled Learners	3594	10967	205% increase	3452	6127	77% increase
Certificated Learners	1302	3609	177% increase	878	2195	150% increase
Total unemployed learners certificated through internships: 2011/12 – 2012/13				**3073**		

SETA Skills Development Programmes for Employed and Unemployed Learners – 2011/12 – 2012/13: Summary

SETA Skills Development Programmes 2011/12 – 2012/13	Total
Total employed learners certificated through learnerships: 2011/12 – 2012/13	24006
Total unemployed learners certificated through learnerships: 2011/12 – 2012/13	42283
Total learners certificated through learnerships	**66289**
Total employed learners certificated through bursaries: 2011/12 – 2012/13	2272
Total unemployed learners certificated through bursaries: 2011/12 – 2012/13	2918
Total leaners certificated through bursaries	**5190**
Total employed learners certificated through skills programmes: 2011/12 – 2012/13	139590
Total unemployed learners certificated through skills programmes: 2011/12 – 2012/13	34428
Total learners certificated through skills programmes	**174018**
Total unemployed learners certificated through internships: 2011/12 – 2012/13	3073
Total learners certificated through internships	**3073**
Total learners certificated through SETA programmes	**248570**

The NSF is also funding the DTI – BPO&O Training Grants Scheme, which benefits new workers under the incentive scheme for new investments and expansion initiatives including:

DTI – BPO&O Training Grants Scheme	2010/11 to 2011/12	2012/13 up to 31.12.2012
Training Grants Scheme	WSDSP and BPO&O Training Grants Programme	DTI – BPO&O Training Grants Scheme (The DTI replaced the Business Processing Services training grant programme in early 2012)
New workers benefiting from the training grants scheme	7,050	383
	April 2005 to Date	2011 / 2012
Total number of new workers benefitting from the training grants scheme	19,787	1763
Total expenditure in training grants paid to participating companies	R96,4 million	R2,9 million

Output 4.5.1.3: Cross-sectoral projects are established to address skills needs along local supply chains aimed at supporting local economic development.

The SETA Sector Skills Planning process refers (output 4.1.1.2) under which the SETAs annually research, identify and set out, in their Sector Skills Plans, the skills development needs for their respective sectors, and current and planned strategies to address these needs. This includes **cross-sectoral** skills development needs.

To address the identified cross-sectoral skills development needs and put in place cross-sectoral projects that address priority skills, a SETA Cluster meeting was convened in October 2012 to discuss cross-sectoral needs. The DHET is also identifying 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. These project proposals must be approved by the relevant SETA Accounting Authority and the DHET.

The SETAs are required to implement, monitor and report on approved cross-sector projects and skills developed through the projects.

Goal 4.6: Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives

Goal 4.6 Context

Skills development is not just about training people for employment; it must also empower people to create opportunities to make a living for themselves. Low levels of education and training, as well as the lack of standardised, appropriate and accredited training, are key constraints to enabling people to create their own opportunities. In this regard, cooperatives, small enterprises, trade unions, NGOs and workers play a key role in driving education and training initiatives and programmes, i.e.:

- **Cooperatives** play an important role in providing sustainable livelihoods to the majority of South Africans. These cooperatives range from stokvels and burial societies to financial, trade and production cooperatives and have an annual turnover estimated to run into billions of rands.
- **Worker-initiated education and training initiatives** contribute to a workforce that is better able to understand the challenges facing the economic sectors in which they operate.
- **Trade union education programmes**, as well as **other worker-initiated** and **NGO training programmes** play an important role in the further education and training of workers. Trade unions are able to use the critical networks of their organisations (e.g. shop stewards and union officials) to educate their members and other workers to suit their needs, and have the capacity to effectively engage in the workplace and broader economy.

Properly supported with adequate skills, these stakeholders can play a key role in empowering people to create opportunities to make a living for themselves through credible and quality worker skills development, education and training programmes. Accordingly, the NSDS III recognises that:

- The training needs of the cooperatives must be supported, including relevant capacity building for the secondary, apex and cooperative movements as a whole.
- The NGO, community and worker-initiated skills development and training programmes must be supported.

To achieve these objectives, it has been determined that:

- The Department of Higher Education and Training will:
  - work closely with the Departments of Trade and Industry, Economic Development, Land Reform and Rural Development, and other relevant departments to support the training needs of cooperatives,
  - support the DTI in the establishment of a Cooperative Training Academy to deliver customised skills development programmes to cooperatives
  - in partnership with the DTI, and in conjunction with relevant SETAs, seek to develop and strengthen dedicated skills development support programmes including:
    - the training of business support officers through the SEDA (Small Enterprise Development Agency) training academy in order to ensure the sustainability of small enterprises
    - the training of black business owners and franchisees through the FABCOS (Foundation of African Business and Consumer Services) Academy

- The SETAs must work with cooperatives operating in their sectors in order to maximise the economic role of these bodies.
- The National Skills Fund must:
  o set aside dedicated funds to support education, training and skills development for properly registered cooperatives, with a particular focus on cooperatives for the unemployed, youth, women and people with disabilities
  o support credible and quality worker skills development, education and training programmes.

Goal 4.6 of the NSDS III therefore seeks to **encourage and support cooperatives, small enterprises, worker-initiated, NGO and community training initiatives** by ensuring that:

1. Cooperatives supported with skills training and development expand and contribute to sector economic and employment growth (Outcome 4.6.1)
2. Partnership projects to provide training and development support to small businesses are established in all sectors and their impact reported on (Outcome 4.6.2)
3. Worker, NGO and community-based education programmes are supported and their impact measured and reported on (Outcome 4.6.3)

The nine outputs underpinning the above outcomes are described, and progress toward their achievement reported on, under Goal 4.6 Progress.

Goal 4.6 Progress

Outcome 4.6.1: Cooperatives, supported with skills training and development, expand and contribute to sector economic and employment growth

Output 4.6.1.1: SETAs identify in their skills planning research, established and emergent cooperatives and their skills needs.

The SETA Sector Skills Planning process refers (output 4.1.1.2) under which the SETAs annually research, identify and set out, in their Sector Skills Plans, the skills development needs for their respective sectors, and current and planned strategies to address these needs. This includes **Cooperatives** skills development needs, the strategies and priorities of which must be agreed with the relevant stakeholders and must include the provision of guidance on their training needs and approaches.

Over the 2011/12 and 2012/13 reporting periods, the SETAs, in summary, assisted and supported Cooperatives as follows:

Cooperatives Supported by SETAs – 2011/12 and 2012/13

Cooperatives Supported						
SETA	**2011/12**			**2012/13**		
	Target	**Actual**	**Achieved**	**Target**	**Actual**	**Achieved**
AGRISETA	0	33	-	0	29	-
BANKSETA	0	22	-	15	29	290%
CATHSSETA	0	50	-	3	35	1167%
CETA	0	4	-	135	0	0%
CHIETA	0	0	-	25	89	356%
ETDP	0	46	-	0	0	-
EWSETA	390	439	113%	5	6	120%
FASSET	0	0	-	0	0	-
FOODBEV	0	0	-	0	0	-
FP&M SETA	0	0	-	0	27	-
HWSETA	0	16	-	10	0	0%
INSETA	20	20	100%	200	188	94%
LGSETA	0	0	-	100	0	0%
MERSETA	20	1	5%	2	8	400%
MICT	50	74	148%	5	0	0%
MQA	0	0	-	0	51	-
PSETA	0	0	-	24	0	0%
SASSETA	150	32	21%	2	0	0%
SERVICES	6	10	167%	200	30	15%
TETA	0	0	-	26	24	92%
W&RSETA	0	0	-	58	62	107%
	636	**747**	**117%**	**810**	**578**	**71%**

Year-on-Year Analysis	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	**2012/13**		**2011/12**	**2012/13**	
Cooperatives Supported	636	810	27% increase	747	578	23% decrease
Total Cooperatives Supported: 2011/12 – 2012/13				**1325**		

Cooperatives play an increasingly significant role in helping people to find solutions on how to cooperate out of poverty by tapping their own resources, knowledge and strengths.(source: www.led.co.za)

Output 4.6.1.2: Sector projects are established by sector stakeholders and supported by the NSF.

To establish NSF supported sector projects, sector stakeholders must identify projects and potential partnerships, develop project plans and budgets, and develop and submit project proposals to DHET. The NSF will evaluate the project proposals for funding by the NSF and approved projects will be implemented by the stakeholder. Both project partners and the NSF are responsible for monitoring and reporting on the progress of the NSF funded projects. As at 31 August 2012, the NSF's contribution to the Cooperatives includes:

Project	Cooperative Development Facilitators Learnership (12 months)	
Financial Year	2011/12	
Project Closure	31 August 2012	
Training Location	Across all the provinces	
NSF Allocation	R16 million	
Training Period	As at 31st March 2012	As at 31st August 2012
No of Enrolled Learners	220	
Learner Attrition Rate	15	33
Total Certificated Learners	0	187
Total Expenditure	R9,422,678	R13,367,025

In the 2012/13 financial year the NSF's contribution to the cooperatives, small enterprises, worker-initiated programmes, and NGOs consisted of:

Project	20 active skills development projects
NSF Allocation	R526 million (multi-year)
Total expenditure as at 31st March 2013	R152,6 million
Total targeted learners	±18000
Total learners who have already completed their training	3400

Output 4.6.1.3: A national database of cooperatives supported with skills development is established and the impact of training reported on.

The DHET is currently working on a concept paper for the development of a national database that tracks and traces people entering and completing programmes, captures work opportunities and enables statistical analysis and reporting on learner throughput and post-learning impact. Reports drawn from this system will provide indicators for successful projects, which can then be expanded, and replicated, where possible.

The database will enable the capturing of data from **Cooperative projects** together with the data from skills development projects for:
1. young people (output 4.4.1.2)
2. owners and employees of small businesses (output 4.6.2.3)
3. members and employees of NGOs and CBOs (output 4.6.3.3)

Research will also be conducted into the various databases used by cooperative development structures to enable the integration of relevant systems so that all members and employees of cooperatives entering programmes can be tracked and traced.

Outcome 4.6.2: Partnership projects to provide training and development support to small businesses are established in all sectors and their impact reported on

Output 4.6.2.1: SETAs, through their skills planning research, identify the skills needs of small and emerging businesses in their sector, and promote relevant programmes.

The SETA Sector Skills Planning process refers (output 4.1.1.2) under which the SETAs annually research, identify and set out, in their Sector Skills Plans, the skills development needs for their respective sectors, and current and planned strategies to address these needs. This includes existing and emergent **small business** skills development needs, the strategies and priorities of which must be agreed with the relevant stakeholders and must include the provision of guidance on small business training needs and approaches

In this regard, the SETAs have, in summary, assisted and supported small businesses over the 2011/12 and 2012/13 reporting periods in the development of WSPs, participation in skills development, and training of its members as follows:

Small Businesses Supported by SETAs – 2011/12 and 2012/13

Small Businesses Supported						
SETA	**2011/12**			**2012/13**		
	Target	**Actual**	**Achieved**	**Target**	**Actual**	**Achieved**
AGRISETA	0	118	-	0	161	0%
BANKSETA	0	320	-	225	322	143%
CATHSSETA	500	229	45%	2000	847	42%
CETA	0	19	-	135	135	100%
CHIETA	0	6	-	80	87	109%
ETDP	200	0	0%	0	0	0%
EWSETA	3	9	300%	3	6	200%
FASSET	2260	3942	174%	1160	1998	172%
FOODBEV	370	282	76%	74	74	100%
FP&M SETA	20	8	40%	0	31	0%
HWSETA	0	222	-	50	35	70%
INSETA	0	738	-	600	1623	271%
LGSETA	0	0	-	0	0	0%
MERSETA	2100	2572	122%	2087	2754	132%
MICT	0	0	-	10	13	130%
MQA	10	0	0%	350	623	178%
PSETA	0	0	-	0	0	0%
SASSETA	0	0	-	5	5	100%
SERVICES	0	2041	-	600	1358	226%
TETA	50	273	546%	100	172	172%
W&RSETA	8000	2072	26%	7000	8416	120%
Total	**13513**	**12851**	**95%**	**14479**	**18660**	**129%**

Year-on-Year Analysis	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	**2012/13**		**2011/12**	**2012/13**	
Small Businesses Supported	13513	14479	7% increase	12851	18660	45% increase
Total Small Businesses Supported: 2011/12 – 2012/13				**31921**		

The 45% 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".

Output 4.6.2.2: Sector projects are developed that are piloted by SETAs and expanded through partnership funding.

To establish NSF and other partner supported sector projects, sector stakeholders must identify projects and potential partnerships, develop project plans and budgets, and develop and submit project proposals to DHET. The NSF will evaluate the project proposals for funding and approved projects will be implemented by the stakeholder. Both project partners and the NSF are responsible for monitoring and reporting on the progress of the NSF funded projects. Small business skills development programmes already being supported by NSF funding include the:

GIZ Basic Entrepreneurial Skills Development Programme (BESD)

Since 2009, the NSF has co-funded with the GIZ, the GIZ BESD programme resulting in:
1. more than 100 unemployed youth who have participated or are still participating in the Entrepreneurial Development Practitioners course,
2. ± 450 Emerging Entrepreneurs (EEs) who have partic3ipated or are still participating in the Emerging Entrepreneur courses,
3. 350 Emerging Entrepreneurs who finished their training in the second half of 2011, and
4. Over 90% of the unemployed young people who have been trained as EDPs completing the course successfully.

GIZ surveys have also shown that between 70-80% of participating EEs who completed the course report more customers and higher incomes and, on average, one new job was created per EE.

SEDA Basic Entrepreneurial Skills Development Programme (BESD)

Approval was granted by the DG: DHET on 13 December 2011 for the allocation of R84 million over the next 3-years to SEDA (the Small Enterprise Development Agency) to:
3. train ±200 Entrepreneurial Development Practitioners (EDP's), and
4. provide skills development to 2000 Emerging Entrepreneurs in all the provinces

The implementation of phase 1 commenced early 2013 with GIZ agreeing to provide technical assistance to SEDA in this phase.

GIZ / DHET / SEDA Basic Entrepreneurial Skills Development (BSDS) aims to improve the livelihoods of small and micro-entrepreneurs and their employees in the informal sector through vocational

Output 4.6.2.3: To ensure that a national database of small businesses supported with skills development is established and the impact of training reported on:

The DHET is currently working on a concept paper for the development of a national database that tracks and traces people entering and completing programmes, captures work opportunities and enables statistical analysis and reporting on learner throughput and post-learning impact. Reports drawn from this system will provide indicators for successful projects, which can then be expanded, and replicated, where possible.

The database will enable the capturing of data from **Small Business projects** together with the data from skills development projects for:

1. young people (output 4.4.1.2)
2. members and employees of cooperatives (output 4.6.1.3)
3. members and employees of NGOs and CBOs (output 4.6.3.3)

Research will also be conducted into the various databases used by small business development structures to enable the integration of relevant systems so that all owners and employees of small businesses entering programmes can be tracked and traced.

Vukani Ubuntu jewellery design project in Atteridgeville, Pretoria is the first fully sustainable jewellery development model in South Africa and aims to support youth positive citizenship, talent development and job creation/entrepreneurship (source: www.vukani.co.za)

Outcome 4.6.3: Worker, NGO and community-based education programmes are supported and their impact measured and reported on

Output 4.6.3.1: SETAs engage with trade unions, NGOs and community-based organisations in their sector and identify skills needs and strategies to address needs

The SETA Sector Skills Planning process refers (output 4.1.1.2) under which the SETAs annually research, identify and set out, in their Sector Skills Plans, the skills development needs for their respective sectors, and current and planned strategies to address these needs. This includes **Non-Governmental Organisations (NGOs), Community-Based Organisations (CBOs) and Non-Levy Paying Entities (NLPEs)** skills development needs, the strategies and priorities of which must be agreed with the relevant stakeholders and must include the provision of guidance on small business training needs and approaches.

Output 4.6.3.2: SETAs establish quality pilot projects

To establish quality pilot projects, the SETAs must identify projects and potential partnerships, develop project plans and budgets, and develop and submit project proposals to DHET. The NSF will evaluate the project proposals for funding and approved projects will be implemented by the stakeholder. Both project partners and the NSF are responsible for monitoring and reporting on the progress of the projects. Accordingly, the SETAs have, in summary, assisted and supported NGOs, CBOs and NLPEs over the 2011/12 and 2012/13 reporting periods as follows:

Non-Governmental Organisations (NGOs) Supported by SETAs – 2011/12 and 2012/13

NGOs Supported						
SETA	**2011/12**			**2012/13**		
	Target	**Actual**	**Achieved**	**Target**	**Actual**	**Achieved**
AGRISETA	0	151	-	0	2	0%
BANKSETA	0	342	-	0	0	0%
CATHSSETA	0	69	-	8	65	813%
CETA	0	10	-	27	0	0%
CHIETA	20	242	1210%	3	42	1400%
ETDP	0	784	-	0	0	0%
EWSETA	10	839	8390%	5	0	0%
FASSET	0	0	-	0	912	0%
FOODBEV	0	0	-	35	7	20%
FP&M SETA	8	8	100%	0	29	0%
HWSETA	0	2057	-	20	20	100%
INSETA	5	54	1080%	5	2	40%
LGSETA	10	10	100%	0	0	0%
MERSETA	3	32	1067%	9	25	278%
MICT	20	417	2085%	0	0	0%
MQA	200	200	100%	0	112	0%
PSETA	15	297	1980%	0	0	0%
SASSETA	35	446	1274%	10	15	150%
SERVICES	10	2598	25980%	5	454	9080%
TETA	0	3942	-	20	10	50%
W&RSETA	9	2081	23122%	0	0	-
	345	**14579**	**4226%**	**147**	**1695**	**1153%**

Year-on-Year Analysis	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	**2012/13**		**2011/12**	**2012/13**	
NGOs Supported	345	147	57% decrease	14579	1695	88% decrease
Total NGOs Supported: 2011/12 – 2012/13				**16274**		

The 4226% over-target achievement in 2011/12, and 1153% over-target achievement in 2012/13 is incongruent with the decrease in year-on-year 'target and actual' of 57% and 88% respectively, the reasons for which should be examined.

Community-Based Organisations (CBOs) Supported by SETAs – 2011/12 and 2012/13

Community-Based Organisations (CBOs) Supported by SETAs						
SETA	**2011/12**			**2012/13**		
	Target	**Actual**	**Achieved**	**Target**	**Actual**	**Achieved**
AGRISETA	0	0	0%	0	65	0%
BANKSETA	0	0	0%	0	0	0%
CATHSSETA	0	0	0%	2	0	0%
CETA	0	0	0%	70	0	0%
CHIETA	10	0	0%	3	0	0%
ETDP	0	0	0%	0	0	0%
EWSETA	0	2	0%	9	0	0%
FASSET	0	1	100%	0	0	0%
FOODBEV	0	0	0%	0	2	0%
FP&M SETA	4	0	0%	0	4	0%
HWSETA	0	0	0%	10	29	290%
INSETA	9	5	0%	0	0	0%
LGSETA	0	0	0%	0	0	0%
MERSETA	1	1	0%	3	8	267%
MICT	10	0	0%	0	0	0%
MQA	0	0	0%	3	0	0%
PSETA	0	0	0%	0	0	0%
SASSETA	25	32	0%	2	2	100%
SERVICES	0	6	24%	0	0	0%
TETA	0	4	40%	10	10	100%
W&RSETA	0	0	0%	0	0	0%
Total	**59**	**51**	**86%**	**112**	**120**	**107%**

Year-on-Year Analysis	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	**2012/13**		**2011/12**	**2012/13**	
CBOs Supported	59	112	90% increase	51	120	135% decrease
Total CBOs Supported: 2011/12 – 2012/13				**171**		

In 2012, the Mshini Wam community initiated the 'green shacks' project together with the Informal Settlement Network (ISN), Community Organisation Resource Centre (CORC), iKhayalami, and City of Cape Town officials, engineers and field officers to upgrade their informal settlement (source: www.sasdialliance.org.za)

SETA / Non-Levy Paying Enterprises (NLPEs) Supported

Non-Levy Paying Enterprises (NLPEs) Supported						
SETA	**2011/12**			**2012/13**		
	Target	**Actual**	**Achieved**	**Target**	**Actual**	**Achieved**
AGRISETA	0	335	-	0	0	0%
BANKSETA	0	706	-	0	0	0%
CATHSSETA	0	188	-	0	0	0%
CETA	0	24	-	0	0	0%
CHIETA	0	524	-	0	0	0%
ETDP	0	1614	-	0	0	0%
EWSETA	0	2127	-	0	0	0%
FASSET	0	0	-	0	0	0%
FOODBEV	0	0	-	23	23	100%
FP&M SETA	0	32	-	0	14	0%
HWSETA	0	4130	-	0	0	0%
INSETA	0	151	-	0	0	0%
LGSETA	0	30	-	0	0	0%
MERSETA	0	70	-	0	0	0%
MICT	79	1027	1300%	0	0	0%
MQA	0	600	-	0	0	0%
PSETA	0	609	-	0	0	0%
SASSETA	0	1009	-	0	2	0%
SERVICES	0	5216	-	0	12	0%
TETA	0	7884	-	60	5	8%
W&RSETA	0	4171	-	0	0	0%
	79	**30447**	**38540%**	**83**	**56**	**67%**

Year-on-Year Analysis	Target		Decrease / Increase	Actual		Decrease / Increase
	2011/12	**2012/13**		**2011/12**	**2012/13**	
NLPEs Supported	79	83	5% increase	30447	56	99.7% decrease
Total NLPEs Supported: 2011/12 – 2012/13				**30503**		

The reasons for the over target achievement for NLPE support of 38540% in 2011/12 should be examined, as should the 99.7% decrease in year-on-year actual achievements.

SETA / Entity Support Programmes – 2011/12 – 2012/13: Summary

SETA / Entity Support Programmes 2011/12 – 2012/13	Total
Total Cooperatives Supported: 2011/12 – 2012/13	1325
Total Small Businesses Supported: 2011/12 – 2012/13	31511
Total NGOs Supported: 2011/12 – 2012/13	16274
Total CBOs Supported: 2011/12 – 2012/13	171
Total NLPEs Supported: 2011/12 – 2012/13	30503
Total entities supported through SETA programmes	**79784**

NGOs and CBOs currently being supported by NSF funding include:

Skills Development support to Community Based Organisations (CBOs)

Skills Development support to Community Based Organisations (CBOs)	2011/12
Total CBOs benefitting from skills development	325
Total CBOs members trained	2836
NSF Contribution	R13,6 million.

Community Training Initiative: Emanyiseni (KZN)

Community Training Initiative: Emanyiseni (KZN)	January to February 2012
Programme	Tie and Dye Course
Beneficiaries	Local Women
Total Learners Trained	10
NSF Contribution	R182,746

In January 2011, R200 million was awarded to the NDPW for the training of ±30,000 unemployed people to be placed at EPWP projects for the period up to 31 March 2016. As at the end of March 2013:

National Department of Public Works (NDPW) – Expanded Public Works Programme (EPWP)

National Department of Public Works (NDPW) – Expanded Public Works Programme (EPWP)	
Reporting Period	January 2011 to March 2013
Programme	Various skills development programmes
Learner Profile	Unemployed people
Total Learners	10,733
Total Learners Placed at an EPWP Project	9,753
Total NSF Transfers to NDPW	R150 million
Total Programme Expenditure (as per NDPW Quarter 4 Report)	R99,4 million

Employees of the Nelson Mandela Bay Municipality's Expanded Public Works Programme received certificates for completing training in first aid.

The following Skills to Furnish International programme is included as an example of a successful approach to structuring skills programmes for unemployed and vulnerable people. Run by the SFI, an accredited skills development provider, the Skills to Furnish International programme is a well-structured holistic skills development programme that not only provides unemployed learners with relevant, marketable skills, but also organises financial support for learners, and has an 80% success rate of placing learners into employment. The programme targets the most vulnerable members of society including unemployed people, street children, people with hearing disabilities from DEAFSA, and unemployed youth sponsored by both the Department of Labour and the Fibre Processing & Manufacturing Sector Education and Training Authority (FP&M SETA). The success and the impact of the SFI programme can be best described by a beneficiary of their programme:

"My name is Zanele Linzycate Ndlovu. I am a very proud senior Upholstery Facilitator and Assessor and am in charge of the Upholstery Department at Skills to Furnish International (SFI) where we present Level 2 and Level 3 learning programmes which includes sewing. I entered the Upholstery Skills Programme, sponsored at the time by FIETA (now FP&M SETA), at the end of 2007. During my training period, SFI recognized my eagerness to go further and gave me the opportunity to train as a facilitator and assessor. It was the cherry on-top when I was given an opportunity to train people who were also under-privileged and lived in shelters and disadvantaged areas like Eikenhoff Informal Settlement. I also had the privilege of transferring my knowledge, skills and experience to a new trainee facilitator. SFI and the FP&M SETA have changed my life with by giving me knowledge and practical skills as well as the opportunity to pay it forward. I can proudly say 'It doesn't stop with me.' My slogan in life that I also teach to my learners is 'help someone, to help someone in order to help someone.' It is because of organisations like MES, SFI and FPM& SETA that I can now walk tall and proud."

Output 4.6.3.3: Stakeholders expand successful projects with support from the NSF.

To expand on successful projects, the DHET is currently working on a concept paper for the development of a national database that tracks and traces people entering and completing programmes, captures work opportunities and enables statistical analysis and reporting on learner throughput and post-learning impact. Reports drawn from this system will provide indicators for successful projects, which can then be expanded, and replicated, where possible. The database will enable the capturing of data from **NGO, CBO and NLPE projects** together with the data from skills development projects for:
1. young people (output 4.4.1.2)
2. members and employees of cooperatives (output 4.6.1.3)
3. owners and employees of small businesses (output 4. 6.2.3)

Research will also be conducted into the various databases used by the NGO, CBO and NLPE structures to enable the integration of relevant systems so that all members and employees of NGOs, CBOs and NLPEs entering programmes can be tracked and traced.

Goal 4.7: Increasing public sector capacity for improved service delivery and supporting the building of a developmental state

Goal 4.7 Context

There have been significant advances in the transformation of the public service since 1994, particularly in relation to employment equity and redirection of services to meet the needs of the majority of South Africans. And whilst efforts have been made to increase the skills levels of public service managers, officials and workers alongside this transformation, the:

- capacity of the public sector lags behind what is expected of it, and
- the role of the state in driving skills development has been below what is needed and inconsistent.

These challenges have taken on renewed importance with the recognition by government of the need for a developmental state, capable of intervening in the economy for the purpose of building an inclusive growth path. This developmental approach, together with government priorities in regard to health, education and reducing crime, requires particular skills to be developed within government, and a skilled and capable public service that is able to deliver quality service efficiently.

To address these challenges:

- Government departments will partner with relevant SETAs to:
  - Ensure their skills needs are catered for in the SETA skills plans, and
  - Develop opportunities for apprenticeships, ABET and high level skills development such as planning, environmental management and engineering.
- SETA plans must consider the needs of the government departments and entities that are engaged in economic and industrial planning within their respective sectors
- DHET will review, in cooperation with relevant departments such as DPSA, National Treasury and COGTA, the planning and implementation arrangements for
  - skills development levy payment by government (government departments do not pay SD levies, instead contributing towards the 10% administration budget of the relevant SETAs)
  - capacity building for the public service

Goal 4.7 of the NSDS III therefore seeks to **increase public sector capacity for improved service delivery and support the building of a developmental state** by ensuring that:

1. A thorough analysis and reflection is conducted on provision of education and training within the public sector and the contribution of the various role players (Outcome 4.7.1)
2. Education and training plans for the public sector are revised and programmes are implemented to build capacity (Outcome 4.7.2)

The four outputs underpinning the above outcomes are described, and progress toward their achievement reported on, under Goal 4.7 Progress.

Goal 4.7 Progress

Outcome 4.7.1: A thorough analysis and reflection is conducted on provision of education and training within the public sector and the contribution of the various role players

Output 4.7.1.1: SETAS with responsibility for public sector training conduct analysis and reflection on achievements and challenges.

To analyse and reflect on public sector training achievements and challenges, the DHET has 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.

On completion of this process, the DHET will analyse the current roles, commitments and engagement of government departments 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. Additionally, the DHET will develop a strategy, together with public service HRD stakeholders, for SETA engagement with the public service and the development of departmental HRD plans.

Output 4.7.1.2: DHET leads a discussion on factors impacting on provision and publishes proposals on improving the institutional framework for public sector education and training.

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. On completion of the paper, research will be commissioned into the challenges impacting on provision of public sector education and training, and a discussion paper developed on proposals for improving the institutional framework for public sector education and training.

The DPSA has also proposed to the HRD Council that a Public Sector Skills Committee (PSSC) is established to facilitate a coordinated stakeholder engagement and response to meeting public service skills development needs.

Outcome 4.7.2: Education and training plans for the public sector are revised and programmes are implemented to build capacity

Output 4.7.2.1: Sector skills plans set out the capacity needs of relevant departments and entities.

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.

In regard to the programmes, the SETAs, together with the relevant departments, must establish priority skills and programmes to meet the skills development needs of the public service, and monitor and report on the implementation of the public service skills development programmes.

To assist the SETAs with this planning, a Scarce Skills List for the Public Service has been aggregated, and support has been provided through one-on-one engagements, the SETA Forums and SSP Manager Task Team.

Output 4.7.2.2: Plans and funding arrangements are agreed between the relevant departments/entities and the SETAs, and are reported on.

To develop and agree on plans and funding arrangements, it has been determined that government departments/entities will develop and submit skills development plans to relevant SETAs that analyse the department/entity skills development plans for synergies and overlaps. The SETAs will develop agreed strategies for the funding and implementation of the department/entity skills development plans, and document current funding arrangements.

The SETAs have, in summary, assisted and supported government departments and public entities over the 2011/12 and 2012/13 reporting periods as follows:

SETA / Government Department / Entities Support

SETA	Government Departments / Entities Supported		Total Cost of Support	
	2011/12	2012/13	2011/12	2012/13
AGRISETA	1	1	280,000.00	320,000.00
BANKSETA	0	0	0	0
CATHSSETA	11	11	15,975,652.76	128,550,000.00
CETA	40	23	313,820,808.00	312,565,000.00
CHIETA	0	0	0	2,600,000.00
ETDP	33	21	117,411,098,80	65,957,000.00
EWSETA	1	1	8,000,000.00	2,951,437.50
FASSET	7	14	0	0
FOODBEV	0	0	0	0
FP&M SETA	2	2	2,127,500.00	3,600,000.00
HWSETA	5	10	9,800,000.00	20,435,000.00
INSETA	2	2	361,641.31	403,939.48
LGSETA	0	0	0	0
MERSETA	15	9	982,890,000.00	411,387,000.00
MICT	1	1	10,000,000.00	38,965,526.88
MQA	1	1	4,591,000.00	1,564,000.00
PSETA	0	0	0	0
SASSETA	5	7	12,153,967.00	11,836,611.00
SERVICES	0	1	0	2,410,000.00
TETA	0	0	0	0
W&RSETA	0	0	0	0
Total	124	104	R1,477,411,747.07	R1,003,545,514.86

Goal 4.8: Building career and vocational guidance

Goal 4.8 Context

There has not been much emphasis, particularly at a school level, on career and vocational guidance for our youth. The result is that young people in particular may opt for a programme because it is marketed or there is financial aid. There is a lack of guidance to direct young people to programmes for which they have an aptitude, and which will provide training in areas needed in the economy.

The entire skills development system must dedicate the necessary resources to support career and vocational guidance, as this has proved to be a critical component in successful skills development initiatives world-wide. Both the SETAs and the NSF respectively must seek to build career guidance initiatives in their sectors and generally as a key component of the NSDS III.

Goal 4.8 of the NSDS III therefore seeks to **build career and vocational guidance** by ensuring that career paths are mapped to qualifications in all sectors and sub-sectors, and communicated effectively, contributing to improved relevance of training and greater mobility and progression (Outcome 4.8.1)

The two outputs underpinning the above outcome are described, and progress toward their achievement reported on, under Goal 4.8 Progress.

Goal 4.8 Progress

Outcome 4.8.1: Career paths are mapped to qualifications in all sectors and sub-sectors, and communicated effectively, contributing to improved relevance of training and greater mobility and progression

Output 4.8.1.1: Career guides are developed with labour market information from SETAs, addressing sub-sectors within their sector.

National Career Advice Portal (NCAP)

SAQA, through the CAS project, has commissioned the development of a national web-based career management and information system – the **National Career Advice Portal (NCAP)**. The first three modules consisting of learning pathways; the learning directory; and the e-portfolio have been completed, as have Learning Pathways for 500 OFO occupations. Ranging from one pathway per occupation to seventeen pathways (in the case of an electrician), a total of 1,497 learning pathways have been completed with an average of three learning pathways per occupation.

The completion of the remaining modules will be managed by the DHET as a project, the specific activities of which include:
1. The completion of the Learning Pathways module by adding an additional 700 occupations
2. The development of the Occupation Information Centre module
3. The development of a Learner's and Provider's Geospatial Data module
4. The development of a Bursary and Funding Options module that links to the NSFAS

5. The development of a Career Services Directory module that provides further information on how and where to access career services and advice
6. The integration of the NCAP system with other partner systems such as the Employment Services Database of the Department of Labour and, possibly, the Central Applications System.

The NCAP can be directly accessed through the NCAP site – www.ncap.careerhelp.org.za – as well as through the DHET and SAQA websites.

Cooperation Framework for the Provision of Career Development Services in South Africa

In response to Presidential Outcome 5.1, and also Goal 8 of the NSDS III, the DHET, with the assistance of SAQA, has established a Task Team comprising delegates from a wide range of stakeholders, including DHET, DBE, DoL and SETAs, to develop a **National Career Development Policy**.

The Minister approved and published, in October 2012, the **Cooperation Framework for the Provision of Career Development Services in South Africa**. The specific aims of the framework are:
- To serve as the basis and starting point for the development and implementation of a National Career Development Policy for the country;
- To emphasise the role of government in ensuring that all citizens are assured access to comprehensive and integrated career development services to make informed career and learning decisions;
- To provide suggestions for the strengthening and continuity of leadership regarding career development services in South Africa;
- To encourage cooperation and collaboration at all levels of government, as well as with non-governmental organisations (NGOs) and the private sector, to ensure transparency and ease of access to career services that are geared to meet the needs of a diverse range of citizens;
- To recommend stakeholder roles and responsibilities for different areas and aspects of career development services in the country;
- To identify processes that stimulate regular review and systemic planning of career services;
- To make specific recommendations for various aspects of the provision of career development services for the country; and
- To provide a high level plan to move forward in the development of Career Development Services.

To ensure that there is an integrated approach to the provision of career development services across the country, the Task Team developed an advocacy and communication action plan for the Cooperation Framework.

Guidelines and protocols for career development services partnerships are also being developed. Initial work towards this includes the development of a survey on career development activities initiated in March 2013 and involving all heads of government departments, public entities and DHET DDGs. Draft guidelines and protocols were developed from the 32 responses received and discussed with relevant stakeholders, namely: the Department of Basic Education, the Department of Labour, and the Department of Correctional Services. The protocols and guidelines are due to be completed and implemented by March 2014.

Additionally, research into career development services is being undertaken, with the development of a research agenda and the commissioning of the initial research, including international benchmarking, in progress. The Implementation Task Team developed a concept note for the research agenda in February 2013, and a Request for Quotation to develop the agenda has been completed.

The Implementation Task Team is also in the process of developing:

3. A **National and Provincial Career Development Model** with a planned establishment of the model to be completed by June 2013.
4. A **Competency Framework for Career Development Practitioners in South Africa**, including required training and qualifications. The Implementation Task Team developed a concept note for the competency framework in February 2013, and a Request for Quotation to develop the framework has been completed.

Output 8.1.2: Sector stakeholders are engaged and programmes are adjusted to meet the skills and qualification needs to promote comprehensive career development.

To evaluate the current skills development programme provisions, taking account of career and qualifications pathways, a review is planned consisting of:

1. commissioning of the research,
2. engagement with stakeholders, and
3. assessment of programmes in terms of sector and sub-sector career paths

Once this review is completed, programmes will be adjusted to meet career path needs and impact more effectively on career pathing.

President Jacob Zuma, together with Higher Education and Training Minister Dr Bonginkosi Blade Nzimande, arrive at the Union Buildings to announce the new Interim Councils and name the two new universities in Mpumalanga and Northern Cape. (Source: GCIS)

Chapter 3: NSDS III – Transformational Imperatives

The following table describes SETA skills development projects that, whilst addressing various goals of the NSDS III such as artisan development, middle level skills development, graduate placement and FET college capacitation, have been specifically designed to address the **developmental and transformation imperatives** of the NSDS III. The projects cover the period 2011 to 2013 and comment is provided on challenges that the projects faced such as assistive devices for disabled learners, stipend support for unemployed learners, and the securing of suitable host employers for the work experience component of the programme. In most cases these challenges were resolved resulting in key learnings for future projects including the need for securing stakeholder support and detailed planning:

BANKSETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
BANKSETA Letsema Learnership Experience: COLOUR BLIND	1 year banking industry experience. Qualification equivalency with first year university	I year					A learner experienced transportation issues due to lack of visual impairment assistance at transportation facilities. Co-learners assisted and learner was able to continue with programme.
CATHSETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Conquering Disability for Skills Development	Catering Skills Advancement for Employment Eligibility	1 year 2012 – 2013	38	Gauteng: Sebokeng	Fedis Catering		Learners coping with general catering skills but finding the basic business skills challenging. Also handling hot items in the kitchen is challenging for the visually impaired.
Rural Development Learnerships		March 2012 – March 2013	28	Limpopo: Vhembe Municipality Kwazulu-Natal: Dhambuza and Emanyeseni Eastern Cape: Lusikisiki	CATHSSETA Employers	2,500,000.00	No suitable host employers available in respective provinces, with only Gauteng-based employers able to support the project. Project costs were increased to provide transport and accommodate learners in JHB.
Rhodes University Post Graduate Bursary Project		Nov 2012 – March 2013	6	Eastern Cape: Makana	Rhodes University	3,073,332.00	Lack of suitably qualified candidates for post graduate studies mitigated through partnership with GreenMatter to assist with sourcing suitable candidates and provide project learning resources. The Eastern Cape Green Skills Forum also supports and provides learning resources to this project.
Graduate Placement Programme	Hospitality-related work experience	Feb 2013 – Jan 2014	75	All provinces	14 CATHSSETA EMPLOYERS	3,150,000.00	Lack of learners in Hospitality-related qualifications from Universities and Universities of Technology has been addressed by sourcing graduates from relevant FET colleges.
Workplace Experiential Learning Programme		Jan 2013 – Feb 2014	35	Kwazulu Natal: Msunduzi Gauteng: City of Tshwane	Tshwane UoT; Ezemvelo KZN Wildlife	875,000.00	
Graduate Development Programme		April 2013 – March 2014	32	Free State, Northern Cape, North West, Mpumalanga, Limpopo	16 CATHSSETA employers	1,344,000.00	Finding suitable host employers for graduate placements remains a challenge. CATHSSETA is using this project to shift the mind-set of employers from the hosting allowance to providing quality workplace experience for

							graduates.
UNIZULU Post Graduate Bursary Project	Masters and Doctoral studies in recreation and tourism themes regarding skills and curriculum development	March 2013 –March 2016	12	KwaZulu-Natal: uMhlathuze	University of Zululand – Dept. of Recreation and Tourism	1,165,000.00	
FET NC(V) and N Course Review	Hospitality NC(V) L2-4 and Tourism NC(V) L2-4	Sept 2012-March 2013		National	UMALUSI; FET Lecturers; SMEs	2,300,000.00	
FETC Capacity Building Programme	FET College Lecturer Development Programme	July 2012 – April 2013	257	Eastern Cape: Amathole Free State: Motheo Gauteng: Johannesburg Metro Kwazulu-Natal: eThekwini Mpumalanga: Ehlanzeni North West: Ngaka Modiri Molema Western Cape: Cape Town City Limpopo: Bela-Bela Northern Cape: Sol Plaatjies	43 FET colleges	2,316,000.00	Initial challenges that have been dealt with include: 1. the exorbitant fees charged by service providers for delivery of courses to the FETC lecturers 2. the releasing of FETC lecturers to attend courses 3. the FETC lecturer remuneration while attending the programme
SMME Business Management Skills Programme		March 2012 – July 2013	44	North West: Matlosana	Vuselela FET College	792,000.00	20 SMME have withdrawn from the programme due to their inability to attend classes raising a concern that entrepreneurs in the tourism sector lack the commitment and determination to obtain the business skills required to grow their businesses sustainably
CHIETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
NV©		2009 – 2010	10	Gauteng: City of Tshwane	SA Amputee Association	450,000.00	
Skills Programmes		2009 – 2010	20	Gauteng: City of Tshwane	SA Amputee Association	200,000.00	
Project Administration		2009 – 2010		Gauteng: City of Tshwane	SA Amputee Association	65,000.00	
GET Learnerships		2010 – 2011	120	Free State	Association for People with Disabilities	1,000,000.00	
New Venture Creation		2010 – 2011	120	Free State	Association for People with Disabilities	1,000,000.00	
FET Learnership	Business Administration for the Disabled	2010 – 2011	10	Gauteng	Abbott Laboratories	350,000.00	
FET Learnership	Business Administration for the Disabled	2010 – 2011	10	Gauteng	Abbott Laboratories	350,000.00	
NC(V)	People with Disabilities (Rural)	2010 – 2011	40	Limpopo (20) North West (20)	VPK Business Venture	1,400,000.00	
ETDPSETA							

Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
FETCC Lecturer Workplace Exposure	Exposes FETC lecturers to industry-specific technology, work processes and careers. Develops LWE integration and management skills.	Nov 2012 – Oct 2013	38	Limpopo: Giyani, Tzaneen, Mopani, Maruleng, Ba-Phalaborwa and Makhadu Thamaga	SSACI (Swiss-South Africa Cooperation Initiative)	354,750,00	1. The ETDPSETA is addressing the shortage of employers in the Limpopo province. 2. FET college funding shortages are being addressed through the integration of the LWE into the Lecturer PDPs and the withdrawal of programme participation incentives.
FET Lecturer Work Integrated Learning	Exposes FETC lecturers to industry-specific technology developments, workplaces and careers	Oct 2012 – March 2013	23	Eastern Cape: Mbizana, Mnquma, King Sabata Dalindyebo, Ingquza, Buffalo City, Lukhanji and Matatiele	NMMU, FESTO, Siemens, VW		
Skills Development Access Opportunities for the Visually Impaired	Develops basic skills for accessing employment and further learning opportunities				Johannesburg Society for the Blind		Some learners who attended the End User computer course were not offered jobs. An analysis of legislative responses, jurisdictional issues and corrective measures will be conducted. The JSB Training Academy assessor skills had to be improved.
Artisan Development – N2 (NATED) in support of the Northern Cape "War on Poverty" project.	Develops artisans to accelerate infrastructure development and improve service delivery in the Northern Cape	Oct 2012 – Feb 2013	30	Northern Cape: Pixley ke Sema District Municipality	NCUFETC	ETDPSETA: 135,000.00 NCUFETC: 400,000.00	Rural delivery presents resource availability challenges. Plans must be developed to address extra funding requirements through stakeholder collaborations and partnerships, and the sharing of financial resources
FASSET							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Tertiary Education Preparation Programme	Prepares learners for entry into tertiary education. Includes 1st year university modules, student readiness and grade 12 Maths revision	Feb 2013 – Dec 2013	3830		Thutuka University Independent Regulatory Board for Auditors		
Work Readiness Programme (WRP) – Impact and Value-add Study	Tracks and evaluates learners' work progress, earnings improvement, and further training		1082		Thusanani and Bonani WRP beneficiaries		
Brand Ambassador Campaign	Appointment of nine FETC/university campus-based FASSET brand ambassadors	May 2013 – March 2014	11	Eastern Cape, Free State, KwaZulu-Natal, Limpopo, Mpumalanga, North West	HET and FET institutions		
HWSETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Persons with Disability Internship Project	Recruit and place persons with disabilities with employers to gain workplace experience in the H&W sector	2 years	2743	Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Western Cape.	QASA, DHSD, Private Hospitals Groups, National Associations, NGOs		QASA: QuadPara Association of South Africa DHSD: Departments of Health and Social Development
INSETA							

Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Internships for Intellectually Disabled Learners	Provides learners with skills required for employment	April 2011 – July 2012	6		The Living Link		Companies in the sector were reluctant to host intellectually disabled learners resulting in only Orico and Munich Re hosting learners.
LGSETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Municipal Water Process Controller Training Programme		Feb 2011 – June 2012	1925	Across 9 provinces	DWA, EWSETA	42,000,000.00	Municipal strikes disrupted learning to a great extent, with low attendance due to work pressure. Flexible scheduling was introduced to address this.
LGAC and LGAAC Learnership Programme	Provides learnerships for: Local Government Accounting (LGAC); and Local Government Advanced Accounting Certificate (LGAAC)	Oct 2011 – current	500	Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Western Cape	AATSA, SAICA, PG LG Dept., Municipalities, SALGA, DBSA	29,155,000.00	The difficulty in acquiring computer training venues and the late submissions of requisite learnership documentation caused delays to the implementation of the project.
MICT SETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
DVG Media Training			400	Across 9 provinces			Addresses challenges preventing physically disabled people accessing training by providing learners with accommodation, catering and care-giving facilities.
MERSETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Hearing-Impaired Learner Development Programme		6 Months	18		Whisper Boat Building Academy		
Nissan SA School Upliftment Programme	Katlehong Technical High School upliftment					140,000.00	
Learnership	Provided disabled people with training and work experience	2011	58		VWSA, Audi Dealers, Shangri-La Community		
2012 International Formula Student Motorsport Competition.	Competition involved the design and building of a new car with 134 teams from 34 countries competing	Feb 2011 – April 2012	12		Adaotronics, South African Kart Racing Academy, CPUT, ArcRite, Mecad.		Funding problems were experienced due to inability to secure enough sponsorships
PSETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Limpopo Department of Education	Clerical worker development programme		60	Limpopo	DoE: Limpopo		
Limpopo Provincial Legislature	Lower level employee development programme		10	Limpopo	Provincial Legislature: Limpopo		The collaboration between the PSETA and the Limpopo Provincial Legislature to put in place relevant supporting mechanisms to enable employees to succeed in their

							studies was well received and supported
SASSETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Court Interpreting Learnership NQF Level 5	Develop skills of unemployed learners in court interpreting. Learners were recruited from all 9 provinces	July 2011 – July 2013	90		DoJ&CD, University of Free State	4,000,000.00	▪ Ill-discipline during contact sessions was experienced resulting in learners being required to sign a code of conduct. ▪ Majority of learners were not allocated workplace mentors. SASSETA facilitated a Mentor Training workshop to address this ▪ Learners did not cope when the programme facilitation was pitched at a higher level by the UFS, resulting in plagiarism and most not achieved. SSASETA facilitated a Learnership Facilitator Training workshop to address this.
SASSETA Gauteng Department of Education Flagship Project		Nov 2012 – Dec 2013	961	Gauteng Province	GDE, Dept. of Community Safety, Imvula Skills Development Academy Thabethe Security and Cleaning Service	8,000,000.00	▪ Learners working night shift had difficulty attending classes the next day. Employer advised to release learners to attend classes and to change learners' practical training to coincide with theoretical training dates. ▪ Learners did not want to give SASSETA copies of their Identity documents. ▪ Some schools selected as WE sites could not afford pocket books and other protective clothing for learners. The training provider gave learners the required pocket books
SERVICES SETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Graduates with Disabilities Internship Project	To open up internship opportunities in provincial and local government for people experiencing barriers to employment caused by various forms of physical and intellectual disability.	June 2012 – July 2013	100	Limpopo: Lebowakgomo	Office of the Premier, Special Project Unit, Disability organisations in the Province	6,000,000.00	▪ Provided learners with an intern stipend, assistive devices, an employment support grant, and reasonable accommodation and transport (although certain host employers did not transport interns as agreed) ▪ Trained and allocated mentors and coaches to work with interns in the workplace. ▪ Stakeholder buy-in at the initial stages of the project was a challenge due to lack of knowledge of provincial structures engaged in the disability project ▪ No formal assessment conducted to verify the disability of the learners in order to determine the required/most suitable assistive devices although assumptions were made such as purchasing JAWS software for blind learners.
Services Seta Project	To open up skills training		900	Limpopo, North West,			Approaches, strategies and mechanisms were developed

for Disability	opportunities for, and to raise the skills levels of persons with disabilities			Eastern Cape			to overcome the challenges and complexities of persons with disabilities accessing training and employment opportunities within the service sector.
TETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
Disability project		July 20xx – July 2014	250	Free State		1,428,500.00	
NV© Learnership		April 2011 – Dec 2013	20	Western Cape: City of Cape Town	Industry, Government departments, SETA, I&J, OPI, Restio Energy	830,000.00	Project running well, training has been concluded, internal moderation currently in process
CNC CADCAM Edge CAM 3W Certificate (60Hr) CNC Production Machinery Certificate (1 year)	To develop a pool of skilled talent for the sub-sector. 20 unemployed youth were provided with a bursary scheme	April 2011 – April 2013	20	Western Cape: City of Cape Town	Northlink College, Western Cape Tooling initiative, WC Province	600,000.00	Excellent project that included an employer body, provincial administration, SETA and FET college, was based on the real need of industry, and achieved multiple indicators, namely: youth development and FETC support.
Business Administration – NQF level 2	Disabled learners	July 2011 – Aug 2012	14	KwaZulu-Natal: Hibiscus	Siyajabula, Athena, Hibiscus Municipality	1,017,472.56	Challenges occurred regarding special needs for disabled learners, language (English is second language), and lack of after-hour computer access (written assignments were accordingly accepted). 11 learners were certificated in February 2013, with 3 learners not completing certification
W&RSETA							
Project Title	Project Description	Project Duration	Learners	Province / Municipality	Project Stakeholders	Project Cost	Project Challenges and Actions
W&R Informal Trader Development Programme	Development of Wholesale and Retail SME-BEE informal trades in the Ethekwini Municipality in Collaboration with FET colleges	12 months	1000	KwaZulu Natal	Ethekwini-based FET colleges, Ethekwini Municipality	7,790,000.00	Pilot project based on an inter-public entity cooperative model to address the need to develop skills of SME informal traders registered with the Ethekwini Municipality in KZN and entails delivery of training by three Ethekwini-based FET colleges
SADDT and W&RSETA National Roll-Out Project Brief	Introduction of disabled people to the wholesale and retail environment, and equipping them with workplace skills to increase their employability	12 Months	404	Eastern Cape: Port Elizabeth Gauteng: Johannesburg, Pretoria, Vaal Free State: Bloemfontein KwaZulu-Natal: Durban Western Cape: Cape Town	SADDT (South African Disability Development Trust) Host Employers		Challenge of dividing recruitment period into two groups with the first group attending training from October 2011 – September 2012, and the second group attending training from May 2012 – April 2013
Izindla Zenkosi Adult Education Project for Disabled Learners	Empowerment and Upliftment of the Durban South community through education, skills and entrepreneurship development	Two and a half months	15	KwaZulu-Natal: Welbedacht East	Fundani Organisation for the Disabled		Single parent women were not attending training as they needed to earn money through domestic work to provide for their children – specifically food. To address this, a project was initiated by Xolani Mkhize to collect and distribute basic foods on a weekly basis to the single parents in order to secure their attendance until the end of the project.

Chapter 4: NSA Provincial Consultative Workshops

NSA Provincial Consultative Workshops – Rationale and Purpose

"The most important ingredient of all to the success of the new post-school landscape is the people on the ground who own it – the people who understand and the people who know that it can work for them – they breathe life into the system. They do this by giving it shape through the strategy and policies designed to address the needs in ways that are simple, that are transformative, that represent thinking outside the box and that are inspired by a passion to truly meet the needs. I want to urge you therefore not to see hindrances or blockages or difficulties, but to see the opportunity presented by this workshop to better the lives of our people through Skills Development." (Mr E. Majadibodu: Chairperson, National Skills Authority)

In October 2011 the National Skills Authority (NSA) hosted, in partnership with the Department of Higher Education and Training (DHET), the National Skills Conference on the implementation of the National Skills Development Strategy III (NSDS III), with the key purpose being "to deepen understanding of the new post-school landscape on Higher Education and Training".

The conference resulted in the National Skills Conference 2011 Report which outlined the key recommendations from the six Conference commissions, namely:

Source: www.rainbownation.co.za

Commission 1:	Deepening understanding of the post-school system and quality councils
Commission 2:	Deepening understanding of the role of Sector Education and Training Authorities and skills development funding models
Commission 3:	Strengthening skills development in a post-school system including work-integrated learning
Commission 4:	Promoting youth, women and people with disability in productive work for inclusive growth
Commission 5:	Fast-tracking artisan development and international best practice in skills development
Commission 6:	Developing skills for the growth of the economy and creating employment opportunities

The National Skills Conference 2011 Report was adopted by the NSA and sent to the stakeholders for further consideration and noting. The NSA also developed an action list matrix that arose from the conference discussions and inputs for further engagement including, inter-alia:

1. The future structure and possible integration of the NSA and the Human Resource Development Council of South Africa (HRDCSA)
2. The structure and integration of structures and collaborative processes within skills development
3. The role of the Quality Council and quality standard, and the role, benefits and successes of SETAs
4. The provider accreditation system and process improvements
5. The strengthening of the NSDS III performance and governance monitoring and evaluation functions
6. The forming of partnerships including:
    6.1. The need for equal contribution and partnership of stakeholders in skills development.
    6.2. The need to formalise partnerships between FET colleges, business, SETAs, labour, universities, communities and government departments.
7. The building of capacity , short courses and career planning, i.e.:
    7.1. Is there return on investment on non-accredited short courses?
    7.2. What is the role and benefit that short courses play in skills development initiatives?
8. The need to commission research to enhance development and innovation that promotes beneficiation and business enterprise development and opportunities

Since the successful hosting of the Skills Conference workshop there has been substantial progress towards ensuring coherence and integration of the education and training system including that the Department of Higher Education and Training has:

1. Pulled together a number of crucial stakeholder platforms for engagement at policy- and strategic-levels including the Higher Education Summit, the FET College Summit and the Skills Summit, all of which have been productive platforms for policy initiatives and strategic road maps for skills development.
2. Appointed Ministerial Task Teams for:
    2.1. Recognition of Prior Learning
    2.2. SETA Performance
    2.3. Worker Education
3. Released the Green Paper on the new post-school landscape for public comment. The Green Paper is a critically important milestone towards achieving the skills development needs of the country
4. Established a Chief Directorate responsible for WIL (work-integrated learning)

Other key progress areas include:

1. Workshops being held regarding best practice models and the post-school landscape to deepen the understanding of the post school domain
2. Research being commissioned in collaboration with HSRC
3. KHETHA Project being rolled out in conjunction with SAQA
4. Funds being utilised to capacitate NSA Constituencies
5. Progress being recorded by the ATD-TTT (Artisan and Technician Development Technical Task Team)
6. Individual meetings being held by the Minister with each SETA CEO to ensure SETA Skills Plans and Strategic Plans address the economic needs of the this country

7. Provincial consultations being held
8. Intensive research being commissioned with various stakeholders
9. Grant regulations and learning programmes being gazetted for comment

Also in line with the 2011 National Skills Conference recommendation, the 2012 National Skills Conference was deferred to 2013 to allow for substantive progress to be made on the 2011 recommendations. This deferral provided an opportunity for the National Skills Authority to host Provincial Consultative Workshops with each province with the overall aim being to mobilise business, government, community and labour to take full ownership of the NSDS III. The workshops allowed for discussions and feedback regarding province-specific:

1. Skills development needs, plans, programmes and progress
2. NSDS III implementation challenges and achievements
3. Skills Conference 2011 recommendations implementation and progress
4. Related government imperatives on Skills Development implementation and progress
5. Implementing agents efficiencies (SETAs, Providers and Quality Councils)

The Provincial Consultative Workshops also provided an opportunity:

1. For the NSA, in partnership with Provincial Skills Development Forums (PSDFs), to formalise a strong foundation for the strategic coordination of skills development initiatives within the provinces
2. For the NSA to fast track the implementation of the 2011 Skills Conference resolutions and other government imperatives, and to provide feedback on skills development activities and progress
3. For the NSA to understand the extent to which the NSDS III and other related government imperatives are being implemented at a provincial level and to get a sense of implementation challenges in provinces
4. For the NSA to determine the extent of the Provinces' alignment with the policies and strategy, and progress towards creating a skilled and capable workforce that will be able to share and contribute to the benefits and opportunities of economic expansion and inclusive growth patterns
5. For all roleplayers to respond to the critical call of shaping the anticipated post-school landscape in Higher Education and Training whilst ensuring effective implementation of the NSDS III and the provisioning of quality service to our people
6. For the PSDFs (and their equivalents) to use the platform to deepen partnerships and establish provincial footprints where required
7. To discuss the role of PSDFs, i.e. create engagement platforms on skills revolution matters for relevant social partners, and the support and guidance required with a view of turning them into a precursor of the new landscape

In terms of the actual workshops, each was structured to allow for:

1. National presentations, i.e. information that is of interest to all provinces and included presentations by the NSA, DHET, NSF, HRDSA, QCTO and other related national entities
2. Provincial presentations, i.e. information that is of interest to the specific province and included presentations by provincial and local government and provincial skills forums

3. Topic-specific presentations, i.e. information that addresses issues specific to stakeholders and interested parties in the province and included presentations by providers, business and labour
4. Plenary comments and questions
5. Commissions and presentation of findings and recommendations
6. NSA, NSF, PSDF and SETAs role evaluation, effectiveness rating and service delivery improvement suggestions

The workshops were conducted between October 2012 and August 2013, with the most recent being the North West[12]. Each province was required to produce a workshop report[13] detailing the presentations, plenary discussions, commissions and recommendations, and a way forward for the province. The workshop dates and report titles are as follows:

Province	Date	Report
Eastern Cape	18 – 19 October 2012	EC PSDF Summary Report: NSA Provincial Consultative Workshop
Free State	28 February 2013	FS PSDF Summary Report: NSA Provincial Consultative Workshop
Gauteng	16 – 17 April 2013	Gauteng PSDF Summary Report: NSA Provincial Consultative Workshop
KwaZulu-Natal	8 – 9 November 2012	KZN PSDF Summary Report: NSA Provincial Consultative Workshop
Limpopo	14 February 2013	Report on the Limpopo National Skills Authority Workshop
Mpumalanga	2 – 3 May 2013	Executive Summary of the NSA Provincial Consultative Workshop
North West	30 August 2013	Under production
Northern Cape	3 – 4 April 2013	NC PSDF Summary Report: NSA Provincial Consultative Workshop
Western Cape	21 November 2012	WC PSDF Summary Report: NSA Provincial Consultative Workshop

Given the wealth of information produced by the workshops, and the need to consolidate it in a meaningful manner, it has been determined that:

1. Full summaries of the national presentations by the NSA, NSF, HRDSA, and QCTO will be provided to build on the intention to communicate 'national-interest' information.
2. Title lists of the province and topic-specific presentations will be provided, an analysis and grouping of which will give an indication of key concerns and issues that reach across provinces (the presentation topics were selected based on the needs of the province). In this regard:
   a. The provincial presentations provide an opportunity to analyse the approaches adopted by each province to the envisaged / implemented establishment of the provincial skills development forum, linkages to the provincial and national strategies, establishment of the operating and stakeholder/interested party frameworks, development of the provincial skills development strategy, and development of information management, and monitoring, evaluation and reporting systems
   b. The topic-specific presentations provide an opportunity for sharing of information regarding skills development challenges, needs and successes, and, where relevant, should be examined for ideas and ways to address related challenges and needs
3. Title lists of the commissions and detailed lists of the recommendations will be provided which should be used:
   a. By the respective provinces to develop and implement projects
   b. By interested parties to ascertain how they can support skills development in the province

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[12] The North West Province workshop report was too late for inclusions in this report
[13] Full versions of these reports are available on the DHET website: www.dhet.gov.za

      c.   To inform the related feedback at the next provincial conference (this also applies to the plenary comments and way forward actions)

      d.   By other provinces, where relevant, for ways to address related challenges and needs

4. Summary lists of the plenary comments and questions will be provided which should be used by the provinces to ensure that 'grass-roots' issues are addressed, and as per 3d above.

5. Summary lists of the way forward actions which should be used to update the provincial skills development strategic plans, and as per 3d above.

The workshop information is structured as follows:

1. Section 1: Skills Development Institutional Framework (NSA, NSF, HRDSA, QCTO and PSDF profiles). Please note that the PSDF information was included under the NSA presentation, but is included under its own heading for the purpose of this report)

2. Section 2: SETA and FET College Support

3. Section 3: Plenary Comments and Questions

4. Section 4: Workshop presentations

5. Section 5: Commissions and Recommendations

6. Section 6: Future Objectives per Province

In summary, the Provincial Skills Development Forums are uniquely positioned to support South Africa's national growth and development programmes, especially the green economy programmes, through skills development programmes that support national priorities whilst considering transformational imperatives and environmental needs.

Source: www.bbc.co.uk

Section 1: Skills Development Institutional Framework

National Skills Authority

The National Skills Authority was established in 1998 under section 5.1 of the Skills Development Act, No 97 of 1998, in order to, inter-alia:

Source: www.rainbownation.co.za

1. Advise the Minister on: 1) national skills development policy and strategy; 2) guidelines on the implementation of the national skills development strategy; 3) the strategic framework and criteria for allocation of funds from the National Skills Fund; and any regulations to be made

2. Report to the Minister on the progress made in the implementation of the national skills development strategy

3. Liaise with SETAs on: 1) the national skills development policy; 2) the national skills development strategy; and 3) sector skills plans

4. Liaise with the QCTO on occupational standards and qualifications

5. Conduct investigations on any matter arising out of the application of this Act

Recent Work

1. Successful hosting of the NSA QCTO International Social Dialogue on Technical Vocational Education and Training, which provided insight into good governance and quality assurance practices. In addition, it served to enhance the NSA inputs into the Green Paper on Post-School Education and Training.

2. Initiation of the commissioning process to implement its research agenda

3. Approval of the draft framework on provincial consultative workshops with the purpose of ensuring implementation of the NSDF III, the NSF Project and the Conference recommendations.

4. Recommendations on the quarterly reports on the performance of SETAs, particularly on their financial performance.

Current Priorities

1. Reviewing the skills development legislative framework to ensure that it supports the integration of education and training and that it reflects the national priorities of government inclusive of the National Skills Fund Framework.

2. Developing a framework to mobilise business, government, community and labour to take full ownership of the NSDS III.

3. Supporting the development of a post school education and training system that encourages society to build a development state, focusing on rural development and state owned entities.

4. Strengthening the monitoring and evaluation of functions, particularly in respect to the performance and governance of the NSDS III

5. Encouraging and commissioning research, development and innovation that promotes beneficiation and business enterprise development

6. Cultivating diverse skills development initiatives. In this regard the NSA is already working on:

   6.1. Improving communication, consultation and engagement with stakeholders within provinces on various issues.

   6.2. Addressing the issues as outlined in the action plan emanating from the conference.

   6.3. Providing support systems and strategic platforms for stakeholders with tangible outcomes

   6.4. Implementing the research agenda as identified

   6.5. Improving the alignment of data from various sectors

   6.6. Ensuring the progress of work-integrated learning and speeding up the intake of students.

7. Engaging the CHE and the QCTO with a view to encouraging collaboration and establishing a good governance, quality assurance and performance monitoring model for the technical vocational education and training system

The NSA is, however, experiencing both administrative and strategic challenges which have a direct impact on its ability to implement its mandate as per the SDA, and achieve its objectives outlined above, namely:

1. The shortage of personnel capacity, to implement the NSA mandate, and the 5 key areas of advice, as per the NSA repositioning recommendation

2. The non-conclusion of the NSDS III first year Annual Report, due to co-ordination and consolidation delays which may result in the deviations from planned targets

3. The discrepancy in the misalignment of the SETA performance information, particularly the score card and the financial reporting.

4. The weak consultation between the NSA and the DHET, as per SDA, which exacerbates the above challenges.

Going forward, and to address these challenges, the NSA intends:

1. Engaging on the establishment of a dedicated unit to coordinate, monitor, support, and evaluate implementation of the NSDS III

2. Engaging on the compilation of an annual NSDS III implementation report, to assist in monitoring the role players' performance, against the NSDS III goals

3. Improving communication with all stakeholders and role-players

4. Redefining the role of the PSDFs to ensure support of the envisaged post-school landscape

5. Monitoring performance on NSDS III and the need for closer collaboration with SETAs to address challenges

Provincial Skills Development Forums

The Provincial Skills Development Forums (PSDFs), established in 2008 under section 2.2a of the Skills Development Act, No 97 of 1998, have a crucial role to play in the realisation of skills for the green economy, promotion of rural development for economic growth, and improved service delivery in the province.

As strategic forums, the PSDFs are required to advise on public expenditure for political and administrative skills development initiatives and human resource matters at a provincial and local level including, but not limited to:
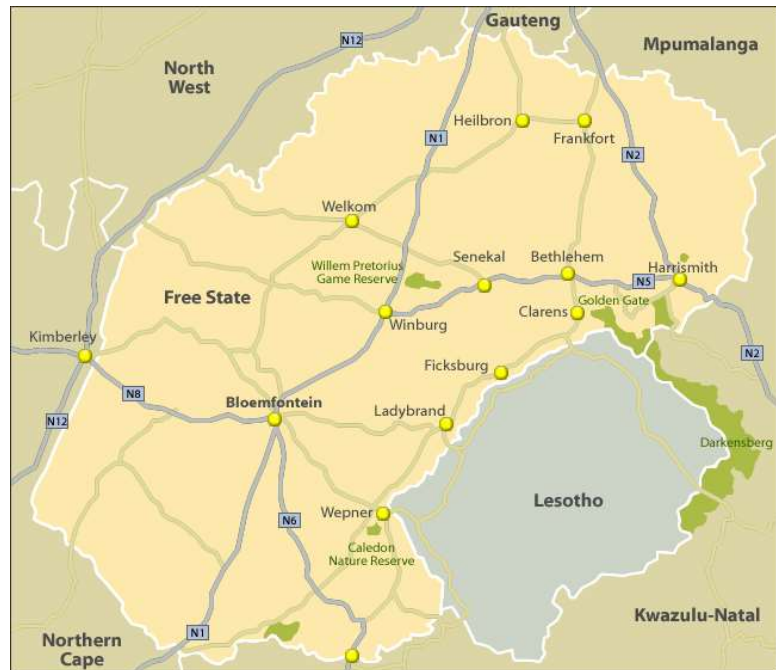
Source: www.rainbownation.co.za

1. Alignment with the provincial economic development strategy and provincial growth and development strategy
2. Integration of projects with other national, provincial and local initiatives
3. Skills development for unemployed, underemployed persons and vulnerable groups
4. Job creation projects and strategic projects, in particular, learnerships
5. Co-operation with interested bodies
6. Facilitate the identification of scarce skills and training needs
7. Contribution to the development of the Provincial Skills Plan
8. Endorsing, monitoring and supporting the evaluation of the Provincial Skills Plan
9. Advice on ways to ensure viability and sustainability of projects
10. Advice on skills development for designated groups
11. Any other matter pertaining to skills development issues, affecting the province

Going forward, the NSA also intends that:

1. The PSDF guidelines will be strengthened so that they assist in guiding the relationship between the NSA and the PSDFs
2. The alignment between the PSDF activities, and those of the National Planning Commission, the Human Resource Development Council, the NSA and other advisory bodies will be evaluated
3. The PSDFs will be liaised with more closely with regard to strengthening skills development in the province, and policy and strategic issues input
4. Close working relationships and collaboration between the PSDFs and the Provincial HRDC will be encouraged for more effective delivery of services to people.

National Skills Fund

Legislative Mandate

1. Skills Development Act, 1998 (as amended in2008)
2. Skills Development Levies Act (1999),
3. Public Finance Management Act (1999),
4. Public Service Act (1994), as amended.

Mandated Purposes (as reinforced by the relocation to DHET)

1. To fund projects identified as national priorities in the renewed mandate under the NSDS III. (The NSDS III envisages the NSF as a catalytic fund that leverages the progress needed)

Source: www.rainbownation.co.za

2. To fund other strategic projects related to the achievement of the purpose of the Act as determined by the Director General
3. To develop internal and external structures and systems which enable the achievement of strategic goals

Governance

DG: DHET is the accounting authority of the NSF and controls the fund, keeps proper records (financial, assets and liabilities), prepares annual financial statements and appoints the executive officer who is in the public service.

Other Legal Obligations

The NSF must be managed in accordance with PFMA (the NSA advises the Minister on the strategic framework and criteria for the allocation of funds from the NSF investment of surpluses).

Strategic Perspective

1. The NSF should be seen as a national resource that initiates and responds to national priorities
2. Must target gaps and complement resource shortages for national priorities
3. Promote and drive partnership based programmes
4. Should play a catalytic role in skills development (across all sectors)

The NSF Five Priority areas until 2016:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
HRDSA	**Ministries**	**NSDS III**	**Director General**	**Skills Infrastructure**
Research	Consultative Conference	MTSF Support	Worker Education	Skills development Institutes
FET Sector	Skills Conference	Growth Plan Support	Ministerial task teams	State Owned Companies
Sector Production	Legislative Review	Rural Development Plan Support	Skills Capacity Building	Community Education Centre
Learning Foundations	Developmental State Building	Green Economy Support	Training Layoff Scheme / UIF Project	Provincial Collaboration
Artisan Skills	M&E Frameworks	Education and Health Support		
Partnerships	Partnerships			

NSF Funding Process

The NSF has adopted a proactive approach to the evaluation of proposals for funding, and targets skill development programmes based on 1) the types of grants available, 2) the number of applications, and 3) the overall alignment of proposals to NSF strategic goals. The funding process steps include:

1. Pre-screening	2. Quality Evaluation	3. Technical Evaluation	4. Site Evaluation	5. Programme Rollout	6. Qualification and Certification Process	7. Learner Placement	8. Monitioring and Evaluation
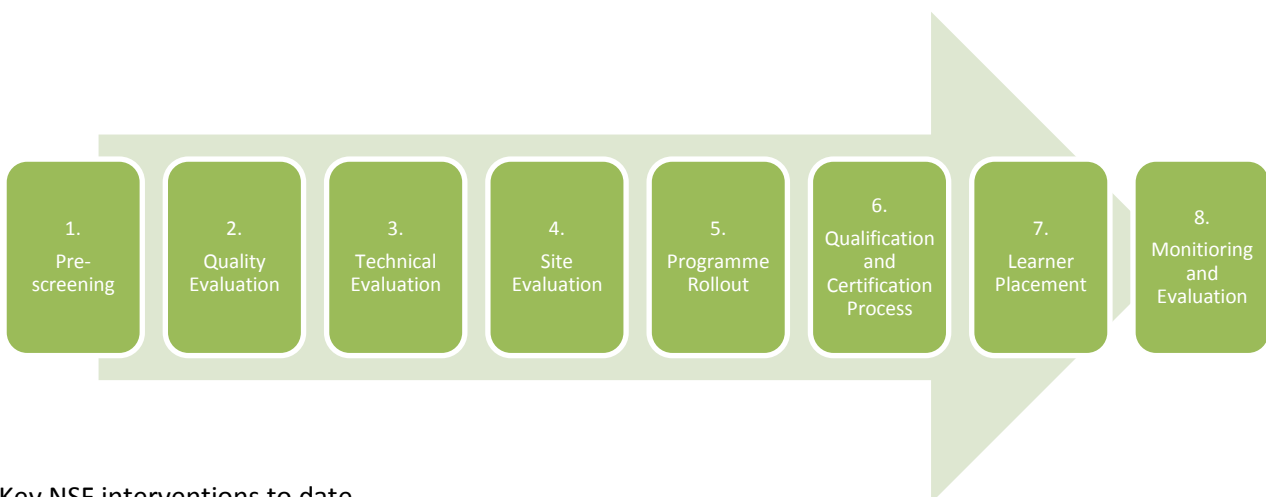
Key NSF interventions to date

1. National Institute for the Deaf – Skills Development for learners with hearing impairment
2. Call Centre and IT Training – Business Process Outsourcing Sector
3. False Bay FETC – Training for youth in scarce and critical skills
4. South Africa Women in Wine Industry Trust – Wine and Plant Production
5. Undergraduate Bursaries – targeting 9,500 beneficiaries across the country
6. Post Graduate bursaries – targeting 2,150 beneficiaries
7. R297,9 million allocated to Eastern Cape FET colleges – targeting 9,900 learners

NSF Commitments to date

1. SA Epilepsy Institute – 250 learnerships
2. FETC Programme Expansion and Skills Development – 100 000 learners
3. FETC Turnaround Strategy – R2.5 billion to FET colleges and R1.5 billion to Infrastructure Improvements
4. University of Pretoria – Veterinary Studies – R400 million
5. University of Johannesburg – On-the-Job Training in Engineering – R202 million
6. University of Walter Sisulu – upgrade B. Com Degree to CA Accreditation – R84 million
7. Capacity for Skills Training

Human Resource Development South Africa

The Human Resource Development Council of South Africa creates a platform for social partners to engage on issues of mutual interest with social partners and find solutions to the overarching challenges of poverty, unemployment and inequality through the development of human resources in South Africa. The ownership and buy-in from participating Departments and entities is therefore crucial, as is a clear set of protocols that clarify the roles of implementers.

HRDSA Governance Structure

The Council is chaired by the Deputy President of the country and the members of the Council come from a number of areas, including relevant Cabinet Ministers, senior leaders from organised business, organised labour, and community and research institutions.

Source: www.rainbownation.co.za

The HRD Technical Working Group consists of representatives from government, organised business, organised labour, research institutions and relevant experts. This Working Group is a gatekeeper for Council. Most of the people chairing the Technical Task Teams are also members of the Technical Working Group.

Under the Technical Working Group are Technical Task Teams that implement Council decisions. The HRD Provincial Coordination Forums provide opportunities for discussion and feedback on a quarterly basis, and every province is visited to ascertain the provincial progress in implementing Council's Five-Point Plan. All of these are supported by the HRD secretariat.

HRDSA Mandate

1. Advise the department on the implementation of HRD policies and strategies in order to guide and shape the HRD agenda
2. Serve as medium for constant dialogue and consensus building on HRD
3. Identify skills blockages and recommend solutions
4. Promote knowledge management and benchmarking at enterprise and national level
5. Monitor and evaluate the development of necessary skills across the country; and
6. Advocacy and communication

HRDSA Key Premises

1. Government has limited institutional capacity to resolve all socio-economic problems simultaneously
2. Only a limited set of priority interventions can be adopted at any one time
3. Horizontal coordination within National and Provincial government is a crucial area of intervention in resolving persistent socio-economic problems

HRDSA Objectives

1. Increase responsiveness of training and education to social and economic development agenda
2. Address quality issues in the education and skills development pipeline
3. Address skills shortages in priority areas
4. Establish institutional mechanism for coordination, integration, coherence, accountability and reporting
5. Optimise efficacy and outcomes of HRD in respect of SA development agenda

HRDSA Strategic Goals

1. Universal access to quality foundational learning
2. Expanded access to the post-schooling system
3. Capable public sector with effective and efficient planning and implementation capabilities
4. Production of appropriately skilled people
5. Improved technological innovation and outcomes

HRDSA Eight Commitments

1. To overcome shortage in supply of people with skills needed for the successful implementation of strategies to achieve economic growth
2. To increase a number of appropriately skilled people to meet the demands of current and emerging economic and social development priorities
3. To improve universal access to quality basic education and schooling
4. To implement skills development programmes aimed at equipping recipients with requisite skills to overcome scourge of poverty and unemployment
5. To ensure that young people have access to education and training

6. To improve technological and innovation capability and outcomes within the public and private sectors to enhance our global competitiveness in the global economy and meet our development priorities

7. To ensure that the public sector has the capability to meet the strategic priorities of the South African developmental state

8. To establish effective and efficient planning capabilities in the relevant departments and entities for the successful implementation of the HRDSSA II

HRDSA Five Point Work Plan

Point 1	Point 2	Point 3	Point 4	Point 5
Strengthen and support FET colleges to expand access	Production of intermediate skills (artisans in particular) and professionals	Foundational Learning	Production of academics Stronger industry / educational institution research and development partnerships	Worker Education
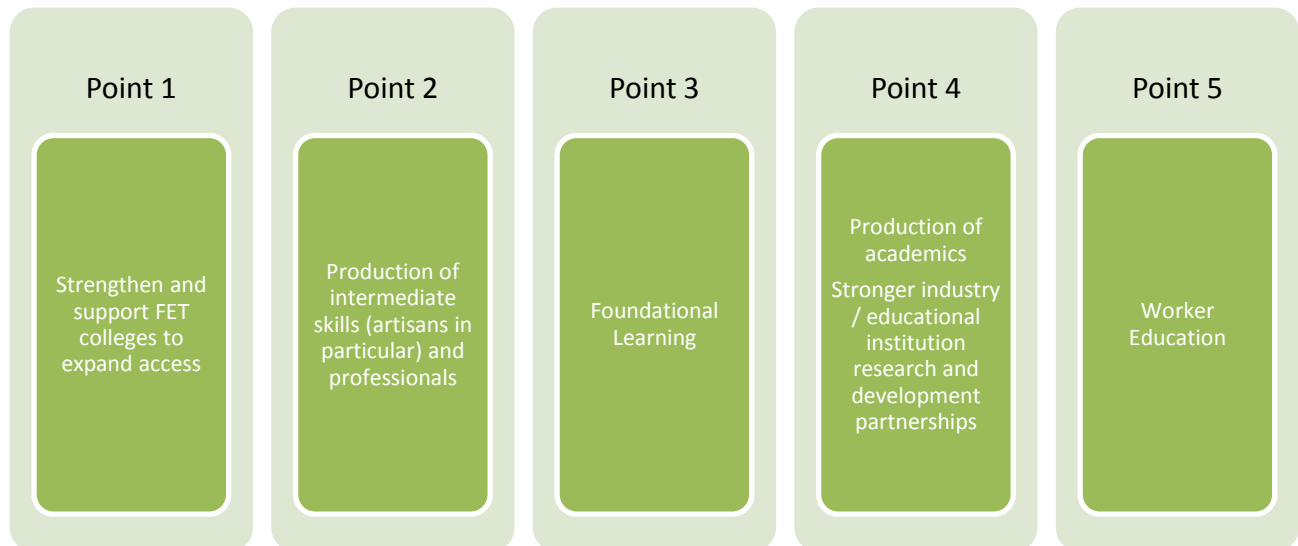
HRDSA programmes have set outputs and milestones and include: Administration, Monitoring and Evaluation, Skills Planning, Foundational Learning, FET colleges, Artisans, Professionals, Academics, Technological Innovation, Worker Education, and Entrepreneurship.

HRDSA Achievements

1. Launch of HRD Council
2. The adoption of the HRD Strategy (HRDSA)
3. The establishment of a Technical Working Group (TWG)
4. Establishment of the HRDC Secretariat
5. Adoption of the five Point Plan premised on the National HRD Strategy's eight commitments
6. Technical Task Teams to identify and remove human resource and skills blockages
7. Marketing and Communication Strategy and Brand Identity in place
8. Establishment of the Provincial HRD Coordinating Forum
9. Reporting template for HRD Provincial Coordinating Forums / 5 Point Plan reporting
10. Three Provinces established their HRD Provincial Councils: KZN, E/Cape & N/Cape
11. Draft National Integrated HRD Plan developed

Quality Council for Trades and Occupations

The Quality Council for Trades and Occupations (QCTO) was established in order to perform its functions as outlined in the Skills Development Act and National Qualifications Framework Act, and was officially listed as a schedule 3A Public Entity on 31 December 2010, effective retrospectively from 1 April 2010 (Gazette Notice 33900) as per section 26(G)(1)of the Skills Development Act (SDA).

The QCTO is one of the three Quality Councils, the other two

Source: www.rainbownation.co.za

being the Council for Higher Education and Umalusi. Each Quality Council is responsible for a qualifications sub-framework on the National Qualifications Framework, with the QCTO responsible for the Trades and Occupations sub-framework. Specific responsibilities include:

1. Establishing and maintaining occupational standards and qualifications
2. Quality assurance of occupational standards and qualifications and learning in and for the workplace
3. Designing and developing occupational standards and qualifications and submitting them to the SAQA for registration on the NQF
4. Ensuring the quality of occupational standards and qualifications and learning in and for the workplace

Benefits of occupational qualifications

Under the improved NQF landscape, Occupational Qualifications are seen as a way of fighting poverty and unemployment as well as raising the skills levels across the country.

Meaning of occupational qualification

Occupational Qualification means a qualification associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Purpose of occupational qualification

The purpose of an occupational qualification is to qualify a learner to practice an occupation, reflected on the Organising Framework for Occupations (OFO) or an occupational specialisation related to an occupation that is reflected on the OFO. This includes those occupations for which an artisan qualification is required (trades).

Since its establishment in April 2010, the QCTO has been faced with many challenges, specifically with regard to the insufficiency of the Medium Term Expenditure Framework (MTEF) allocation. This funding shortfall has seen the QCTO:

▪ unable to implement its programmes and develop its staff component to be fully operational
▪ using the DHET infrastructure, policies and systems under a Memorandum of Agreement (MOA) with DHET for the 2011/12 and 2012/13 financial years
▪ delegating some of its functions to the SETAs, the National Artisan Moderation Body (NAMB), and other bodies as required

Additionally there are continues to be articulation challenges between the 3 Quality Councils.

These challenges notwithstanding, the QCTO has had a number of achievements as reported in their 2012/13 Annual Report and 2013/14 Quarter 1 Evaluation Report including:

▪ The QCTO Qualifications and Accreditation Committee, as well as the Audit Risk Committee are now fully functional
▪ The QCTO has commenced with the process of developing the QCTO policies and systems
▪ The Qualifications Development processes and procedures have standardised the stakeholder engagement process
▪ Approximately 50 qualifications have been submitted to the Qualifications Committee for evaluation

Going forward, the challenges regarding the QCTO funding should be resolved through the SETA Grant Regulations which now require the Minister to determine by 31 July each year the quantum of funds to be transferred to the QCTO to be utilised in the next financial year. This funding will ensure that the QCTO is able to realise its Quality Assurance, Accreditation and Monitoring, and Certification functions in and for the workplace.

Virgillian Kasper and Priscilla Malgas are electrical assistants working at the MeerKAT site.
Through the SKA SA's artisan programme, they received bursaries to train as electrical
artisans at the Kimberley FET College (source: www.skatelescope.org)

Section 3: NSA Provincial Consultative Workshops – Attendance

As all SETAs and FET colleges (specific to the province) were invited to attend the workshops, the following two attendance tables provide an indication of support for the Provincial Consultative Workshops, and, indirectly, an indication of support for, and interest in, the Provincial Skills Development Strategy and Provincial Skills Development Forum.

Given the importance of the SETA/PSDF relationship and FET College/PSDF relationship to provincial skills development, and notwithstanding other non-attendance factors, any low attendance rate is of concern and suggests the need for the PSDFs to more actively develop and strengthen relationships with the relevant SETA and/or FET college. Conversely, a high

Source: www.rainbownation.co.za

attendance indicates interest in, and support for, the provincial skills development strategies, and the provinces should continue engaging and building on these relationships:

No	SETA	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape
	NSA Provincial Consultative Workshop – SETA Attendance									
1	AGRISETA	1	0	1	0	-	-	1	-	1
2	BANKSETA	1	1	1	0	-	-	0	-	0
3	CATH SSETA	0	1	0	0	-	-	0	-	1
4	CETA	0	0	1	1	-	-	0	-	1
5	CHIETA	1	0	1	1	-	-	0	-	1
6	ETDPSETA	1	1	1	1	-	-	1	-	0
7	EWSETA	0	1	0	0	-	-	1	-	0
8	FASSET	0	0	1	0	-	-	0	-	0
9	FOODBEV	0	0	0	0	-	-	0	-	0
10	FP&M SETA	0	0	1	1	-	-	1	-	0
11	HWSETA	1	0	0	0	-	-	0	-	1
12	INSETA	0	0	0	0	-	-	0	-	0
13	LGSETA	1	1	1	1	-	-	0	-	0
14	MERSETA	1	1	1	1	-	-	1	-	1
15	MICT	0	0	0	0	-	-	0	-	1
16	MQA	0	0	0	0	-	-	0	-	0
17	PSETA	0	0	0	0	-	-	0	-	0
18	SASSETA	1	0	0	0	-	-	0	-	0
19	SERVICES SETA	1	1	0	1	-	-	1	-	1
20	TETA	1	0	0	1	-	-	0	-	1
21	WRSETA	1	0	1	1	-	-	1	-	1
21	SETA (21)	11	7	10	9	-	-	7	-	10
	Attendance Per Province	52.4%	33.3%	47.6%	42.9%	-	-	33.3%	-	47.6%

NSA Provincial Consultative Workshop – FET College Attendance						
Province	Total	No	College	Attendance	Total	%
Eastern Cape	8	1	Buffalo City FET College	1	5	62.5%
		2	East Cape Midlands FET College	1		
		3	Ikhala FET College	1		
		4	Ingwe FET College	0		
		5	King Hintsa FET College	1		
		6	King Sabata Dalindyebo FET College	0		
		7	Lovedale FET College	0		
		8	Port Elizabeth FET College	1		
Free State	4	1	Flavius Mareka FET College	1	4	100%
		2	Goldfields FET College	1		
		3	Maluti FET College[14]	1		
		4	Motheo FET College	1		
Gauteng	8	1	Central JHB FET College	0	4	50%
		2	Ekurhuleni East FET College	1		
		3	Ekurhuleni West FET College	0		
		4	Sedibeng FET College	0		
		5	South West FET College	1		
		6	Tshwane North FET College	1		
		7	Tshwane South FET College	0		
		8	Western College FET	1		
KwaZulu-Natal	9	1	Coastal FET College (Mobeni)	1	9	100%
		2	Elangeni FET College	1		
		3	Esayidi FET College	1		
		4	Majuba FET College	1		
		5	Mnambithi FET College	1		
		6	Mthashana FET College	1		
		7	Thekwini FET College	1		
		8	Umfolozi FET College	1		
		9	Umgungu-ndlovu FET College	1		
Limpopo	7	1	Capricorn FET College	-	-	-
		2	Lephalale FET College	-		
		3	Letaba FET College	-		
		4	Mopani South East FET College	-		
		5	Sekhu-khune FET College	-		
		6	Vhembe FET College	-		
		7	Waterberg FET College	-		
Mpumalanga	3	1	Ehlanzeni FET College	-	-	-
		2	Gert Sibande FET College	-		
		3	Nkangala FET College	-		
Northern Cape	2	1	Northern Cape Rural FET College	1	2	100%
		2	Northern Cape Urban FET College	1		
North West	3	1	Orbit FET College	-	-	-
		2	Taletso FET College	-		
		3	Vuselela FET College	-		
Western Cape	6	1	Boland FET College	0	4	66.6%
		2	College of Cape Town FET College	1		
		3	False Bay FET College	0		
		4	Northlink FET College	1		
		5	South Cape FET College	1		
		6	West Coast FET College	1		
	50		Total FET Colleges Attendance			

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[14] Represented by DHET Chief Directorate: FET Colleges

Section 4 – NSA Provincial Consultative Workshops – Content

NSA Provincial Consultative Workshops – Presentations

The purpose of the following list of the workshop presentations is to provide an information-sharing source of relevant topics with which other provinces might be dealing.

Please note:

1. The 'national presentations', as outlined under section 1, are not listed here as they were conducted across all the provinces.

2. The 'provincial' presentations (column 1) provide an indication of

Source: www.rainbownation.co.za

the progress in each province towards the establishment and/or implementation of:

    2.1. The provincial growth and development strategy

    2.2. The provincial skills forum (PSDF)

    2.3. The provincial skills development strategy

3. The 'topic' presentations (column 2) provide case studies which the other provinces can utilise to address objectives, where relevant.

4. Complete versions of the presentations are available at www.dhet.gov.za:

Eastern Cape Province-Specific	Eastern Cape Topic-Specific
EC Skills Development Status	NMBM NSDS III Consultative Forum – District Skills Forum
PSDF Report on NSDS III Implementation	Eastern Cape Occupational Projection System
	Eastern Cape Green Skills Project
Free State Province-Specific	Free State Topic-Specific
Free State Provincial Government – Skills Development Role and Objectives	Aligning Skills to Economic Growth
Local Economic Development Plan	Skills Development Perspective: Business Sector
	Skills Development Perspective: Organised Labour
Gauteng Province-Specific	Gauteng Topic-Specific
Gauteng Master Skills Plan – Skills Demands and Challenges	
Gauteng Vision 2055	
GPG Report – NSDS III Achievements and Government Skills Requirements	
KwaZulu-Natal Province-Specific	KwaZulu-Natal Topic-Specific
A Capable State	Human Resources Development
Provincial Growth and Development Plan	Key Success Factors of Industrialisation and Key Sector

	Skills Gaps
KZN Human Resource Development Strategy (HRDS)	Services SETA / KZN Rural Intervention Project
Limpopo Province-Specific	**Limpopo Topic-Specific**
Limpopo Growth and Development Plan Progress Report	Human Resource Development in Limpopo - Policy Proposals to Effect Skills Revolution
Limpopo HRD	Artisan development: Rio Tiro FET Partnership Project
Provincial Human Resource Development Strategy	Articulation – FET colleges to Universities
	Rural Development Strategy
	Formation of Cooperatives in Rural Areas
	Youth Empowerment Initiatives in Limpopo
Mpumalanga Province-Specific	**Mpumalanga Topic-Specific**
Socio-economic Challenges of Mpumalanga, with specific reference to Education and Employment.	
Mpumalanga Economic Growth and Development Path.	
Provincial Human Resource Development Strategy	
Northern Cape Province-Specific	**Northern Cape Topic-Specific**
Commitment towards Skills Development Initiatives in the Northern Cape Province	Pre-Post School Education and Training
Provincial Growth and Development Strategy	Youth Development Agenda in the context of the Northern Cape Province
	Perspective on the Northern Cape University and the Skills Revolution
Western Cape Province-Specific	**Western Cape Topic-Specific**
Western Cape Growth and Development – Skills Development and the Green Economy	National Skills Fund
Western Cape Provincial Skills Forum (PSF) – Aims, Structure, Progress and Initiatives	FET colleges
	SETA Clusters
	National Rural Youth Service Corps (NARYSEC Programme)

In South Africa's North West Province, in the rural Marico region, the Madikwe Rural Development Programme (MRDP), founded in 1988, aims to support the Madikwe community. The new MRDP Beading Project has provided employment for around 20 women (source: www.qhubeka.org)

Section 5: NSA Provincial Consultative Workshops – Plenary Comments and Questions

The following Plenary Comments and Questions have been included as, unlike the Commissions, they are a product of an open forum, a mini-survey so to speak, and thus represent everyday issues and concerns.

A high level analysis of the plenary comments and questions reveals that the most raised question regarded youth development, followed closely by questions regarding FET colleges, Community Development, Graduate Placement, and Post Learning Employment. The majority of questions were framed around "what is being done…?" also indicating that, whilst the majority of questions regarded work already in progress, this work is not being adequately nor timeously communicated to the relevant parties.

Source: www.rainbownation.co.za

It is highly recommended that these everyday issues and concerns are examined, and where relevant, activities put in place, specifically communication / information sharing strategies, both nationally and province-specific, to address the questions, a summary list of which includes:

No	Eastern Cape Plenary Comments and Questions	Category
1	Communication of programmes to youth and involvement of youth in all planning	Youth Skills Development
2	Monitoring SETAs and increasing their presence in the province	SETA Provincial Presence
3	More coordination needed on community and co-ops training programmes	Cooperative Programmes
4	Programmes for the disabled	Disabled People Skills Development
5	Comprehensive career guidance programme needed including schools and clarifying role of NGOs	Career Guidance
6	Province should have a one stop shop with all information on bursaries	Bursaries Communication
7	Reports should include activities of all SETAs as well as the activities of private providers	PSDF Reporting
8	FETCs need to improve quality of programmes and also need to market themselves	FET Colleges
No	Free State Plenary Comments and Questions	Category
1	The quality of our graduates seems to be underestimated. What are we doing as businesses to attend to that?	Graduate Placement
2	How will the NSDS III and HRD sectors in provinces operate?	NSDS III / Provincial HRD
3	How sure are we that the people we are training or skilling are actually the right people for that particular skills set that needs to develop be developed?	Learner / Skills Matching
4	How do we ensure that the training provided is actually training that is needed?	Skills Relevance
5	What are the plans in place for the absorption of the graduates in the different sectors? How will these plans be communicated? What are the targets?	Graduate Placement

6	What programmes does organised labour (COSATU) have to support recruitment of learners to academic institutions?	Organised Labour / Learner Recruitment Programmes
7	How has the Free State Province progressed in terms of NSDS III?	NSDS III / FS Province
8	What are the absorption plans for learners in municipalities? What is province planning?	Learner Placement (Provincial / Municipal)
9	Are there policy guidelines in place for training and development of learners and mentorship in the workplace, as to prevent misuse of learners?	Learner Mentorship Programmes
10	How will NSF funding be regulated to ensure that disabled people benefit? Are mentors funded?	Disabled People Skills Development and Mentorship
11	Is training at university aligned to economic needs?	HEI Qualifications
12	What in "cooperative terms" are other sectors doing to improve the skills situation in the province?	Provincial Skills Development Framework
No	**Gauteng Plenary Comments and Questions**	**Category**
1	What can be done to forge better working relations between Government and business?	Stakeholder Relationship Management
2	How far does the Gauteng plan go in linking skills development to infrastructure development plan?	PSDF Mandate
3	Are the skills development requirements/needs of deaf people taken seriously?	Transformational Imperatives
4	What mechanisms are in place to align NSA, BEE and business?	NSA Framework
5	Employability of trainees is a concern.	Post-Learning Employment
6	Exit point from skills training programmes needs to be revisited.	Curriculum Design
7	Extensive training – skills training – higher education and world of work…	Learning Pathways
8	How can we make business submit honestly?	WSPs and ATRs
9	SDA is silent on placement and absorption of trainees?	Graduate Placement
10	What is being done to reach all stakeholders?	Stakeholder Involvement
11	Support for FET colleges is a concern.	FET College Support
12	What is being done to encourage young people to create employment?	Youth Entrepreneurship
13	Is there a programme in place to address skills mismatch in order to improve absorption rate.	Skills Planning
14	Intergovernmental cooperation – raised as a key for strategy success.	Intergovernmental Cooperation
15	What are Government plans with regards to implementing career guidance in high schools?	Career Guidance
16	There is a need to conduct skills audit – with particular focus on scarce and critical skills?	Skills Audits
17	What is being done to improve skilling of educators?	FET Lecturer Development
No	**KwaZulu-Natal Plenary Comments and Questions**	**Category**
1	A review of offerings by higher education institutions is needed – there remains a misalignment between market demand and what is offered	HEI Qualifications
2	Life orientation for young people should be strengthened	Youth Development
3	There needs to be a deliberate and systematic mentoring of young people, especially young men	Youth Development
4	Industry needs to be encouraged to take an active role in the development of curriculum for FET colleges and advise on relevance of courses	Curriculum Development
5	There is a need to develop a communications and marketing strategy for KZN FET colleges in partnership with industry	FET Colleges / Communications Strategy
6	We must accelerate certifying skills (RPL) that people have – at present this process is too slow and inaccessible	RPL
7	There are new sectors that we would need to attract into the province, like the Green Economy	Green Economy
8	We have to focus on a particular area as far as the province goes. 48% of the population reside in areas where economic opportunities are lacking	Rural Development
No	**Limpopo Plenary Comments and Questions**	**Category**
9	No specific plenary comments or questions reported	
No	**Mpumalanga Plenary Comments and Questions**	**Category**

1	No specific plenary comments or questions reported	
No	**Northern Cape Plenary Comments and Questions**	**Category**
1	No specific plenary comments or questions reported	
No	**Western Cape Plenary Comments and Questions**	**Category**
1	The community that needs this information is not getting it. Can we have similar workshops in the townships and in the Cape Flats, so that people there can be made aware of how to access information?	Community Development / Skills Development Roadshows
2	We would like more information regarding the integration of the planning and needs analysis with the Western Cape Economic Development Partnership.	Provincial Skills Planning / Communication
3	The Chairperson mentioned that the NSA is experiencing personnel challenges. What is the way forward, because I believe that the role you are playing is very critical?	NSA
4	Workplace-Integrated Learning (WIL) needs to speed up student intake – how? There are currently 500 000 to 800 000 graduates who are sitting at home. What is being done in terms of fast tracking the process?	Work-Integrated Learning
5	In terms of the Five-Point Plan, what is the envisaged level of involvement when it comes to NGOs that are already doing a lot of good work in that sector?	Community Development / NGO Collaboration
6	There is a lack of clarity from the QCTO about community development. Trainers would like direction regarding the qualifications.	Community Development / QCTO Qualifications
7	More needs to be done to guide the youth and change mind-sets to be more receptive to the opportunities available. How do we get our programme, and other similar ones, into the schools system?	Youth Development
8	Is there a way that the NSA can help us to remove blockages to skills development, specifically for people with disabilities in the Western Cape, so we can start to develop skills so people can be employed?	Skills Development Blockages

A goat auction on March 7, 2013, at Msinga in KwaZulu-Natal – the auction, run by AAM livestock agents and auctioneers with the Mdukatshani Rural Development Programme (MRDP), was one of the first indigenous goat auctions in the country and the first time in KwaZulu-Natal that local, smallholder and indigenous goat farmers had the opportunity to sell their livestock through a formal and fair auction process (source: www.heifer.org)

Section 6: NSA Provincial Consultative Workshops – Commissions Findings and Recommendations

The following section outlines the key recommendations from the workshop Commissions and is included here for two purposes:

1. the Commission topics were selected for their pertinence to the issues at hand and may, given the similarity of issues experienced by all the provinces, be of interest to other provinces (the Commission presentations are included in the provincial reports and/or are available on request), and
2. the recommendations provide the basis for a way forward for the PSDF, and therefore the basis for the progress report at the next provincial consultative workshop.

No	Eastern Cape	
	Commission	Recommendations
1	Provincial Information Management System (PIMS)	1. The decision by provincial government to pursue a provincial PIMS, and the appointment of Coega, is supported 2. SETAs, SAQA, and DHET should be encouraged to participate in providing data 3. The PIMS should be regarded as a pilot and DHET should learn from the lessons in its development 4. Current managers of the system should be monitored and evaluated in terms of their activity and development 5. The PSDF shall be the custodian of the PIMS and shall hold Coega accountable for its evolvement

2	Work-Integrated Learning (WIL)	1. Proposal to start with the NSF/ FETC project, i.e.:
		  1.1. Work with SETAs to identify programmes
		  1.2. SETAs convene employers' forum for presentation – followed up by one on ones
		  1.3. Clarify role of employers in recruitment process
		  1.4. FETCs must play project management role (and SDF role for SMMEs)
		2. Consultation with provincial and local government to secure additional workplaces

3	Mainstreaming Green Skills	1. Can source up to date technology from industry 2. Revision of curriculum – SETAs main role-players in redesigning, but also DHET. Green Skills Forum can play a role 3. Facilitation of industry input 4. Equipping of venues (providers) 5. Awareness Campaign 6. Technical proposals re NC(V) 7. Funding of programmes 8. Lecturer development 9. Collaboration between providers 10. Clarification of role of research institutions
4	Provincial Programme for Career Guidance	Strategy to reach all high school learners in the Province, i.e.: 1. Sessions /meetings with the community, CBOs, District, Directors Principals and LO Educators in planning for the expo 2. District forums within the municipalities 3. Other Government departments, SETAs and NYDA during their outreach programmes 4. Starting earlier during first semester ending in July
5	Rural Economy Revitalisation	Priorities for 2013: 1. The HRD Council to run an Audit to determine current activities on what is happening in the province for all key issues (Progress check) 2. Identify skills needed for each district and undertake stakeholder identification for each identified project. Key issues and facilitation of a first meeting to hand over (Municipalities, relevant departments, agencies, CBOs, NGOs, Community

		organisations and community structures)
		3. Mobilise funding from all agencies including SETAs
		4. Run Pilots for all issues from July 2013 (Quick wins)
		5. Run mentoring programmes to accelerate success and sustainability
		6. Contextualise training for a rural setting
No	**Free State**	
	Commission	Recommendations
-	-	Due to time constraints of the workshop, the commissions did not take place. A mini workshop is proposed to address the outstanding commission topics as indicated under the Plenary Comments and Questions.
No	**Gauteng**	
	Commission	Recommendations
1	Developing Skills for the Growth of the GCR Economy and Creating Young Employment Opportunities.	1. Coordination through PSDF (must make use of political clout from the Office of the Premier) 2. Identify skills gaps in GPG and then partner with SETAs to mediate these gaps 3. Strategic Procurement should focus on cooperative and entrepreneurial development and reduce outsourcing 4. End the numbers game and train for placement 5. Formalisation of informal sectors (e.g. backyard mechanics) through incubation centres. 6. Focus on GCR development model (Academia, industries, Government, labour and civil society) 7. Consider regional integration (Southern African Development Communities and beyond) 8. In order to increase absorption rate, there is a need for a strong focus on informal economy 9. Develop employment quotas e.g. 80% locals in labour absorbing sectors and allow foreign nationals on scarce and critical skills) 10. Further incentivisation of companies with 80% absorption rate of learners 11. Career Guidance and Counselling to be taken down to Grade 7 12. Focus on Job Fair 13. Focus on development of Green Skills 14. Do away with Maths Literacy and make Maths compulsory 15. Increase technical high schools and identify companies to provide support
2	Strengthening skills development in a post-school system including work-integrated learning – including vocational development programmes (trades and artisan training)	1. Expand GCRA database for learners, employers, learning Institutions and SETAs – should focus on who is looking for opportunities (GCRA already has), companies that are offering opportunities and learnerships and other post school opportunities that are available and where, when and how young people can apply (SETAs must be asked to forward this information to GCRA to make this possible) 2. Employment services in Gauteng be coordinated and linked to GCRA for easy access (GCRA provide information to DoL PES, DSD, CoJ, Etc.) 3. Have an intense focus on placement opportunities for students for FETC graduates. 4. Capacity Building in the FETCs: this should include private providers working with public (to transfer skills and networks) and SETAs supporting this process 5. Private providers should also be supported in the province – focus on specialised skills – this requires the need to ensure alignment of programmes to provide for specialised skills to ensure employment 6. There is a need to ensure that there is more effective selection processes – includes access to information/career guidance/ understanding of what the workplaces are (GCRA can support this as above – need to consider other ways to strengthen this) 7. Expedite NASCA: National Adult Senior Certificate and ensure FET colleges and adult education centres can provide this 8. Also enable these institutions to offer the FLC (Foundational Learning Competence) for occupational programmes.

No		
		9. Need to improve quality of workplace learning – would include an approval process as defined by SETAs, plus want to ensure proper mentoring. 10. Need to ensure that there is a credible certificate when people qualify so employers can trust the certificate (like the trades)
3	Encouraging and supporting cooperatives, small enterprises, worker-initiated NGO and community training initiatives	It was agreed that the members of the commission will be part of the reference group that is convened by GDED (GEP) to advise on the skills plan for SMMEs and cooperatives, which can be used to solicit funding from funding institutions such as the National Skills Fund and SEDA. The inaugural meeting will be in May 2013 and GDED (GEP) will invite the members from the commission sourced from the attendance register.
4	Understanding RPL as a key factor within the skills development context and post-school	1. Standardisation of the process through development of a clear toolkit 2. Organise RPL along sectoral lines 3. Change the perception of inferiority of occupational qualification in comparison to academic qualification 4. Establish National RPL Institutions which should be responsible for Policy, RPL Framework, Norms and Standards, Monitoring and evaluation 5. There must also be provincial RPL institutions/centres which will only be mandated for coordination of the process at a provincial level. 6. Accreditation of RPL providers 7. RPL should be considered as a career developing process in workplace and should be funded by the NSF

No	KwaZulu-Natal	
	Commission	Recommendations
1	Aligning Skills to Economic Growth	1. Review higher education offerings – there remains a misalignment between market demand and what is offered. 2. We (government and institutions) need a compact with the private sector to ensure we all play our part … in fact this also holds for many of us in government as employers. 3. Let us look to what does work well – e.g. programmes such as those supported by SAICA – can we replicate these? 4. Can we look to rolling out more shorter term discrete qualifications that can allow people to mix learning with working rather that longer term programmes (e.g. have three of four discrete steps in gaining a plumbing qualification that people can pick up over time) 5. We must accelerate certifying skills (RPL) that people do have – this process is too slow and inaccessible. 6. We must extend the offerings in secondary schooling to connect with the FET system. Basic Education and Higher Education must work on this. We offer less now than we did 20 years ago!
2	Youth Development	1. A strategy to attract and engage young people in programmes should be created 2. Life orientation for young people should be strengthened, especially on human rights 3. Youth should be encouraged to participate in voluntary community service 4. Dissemination of youth friendly information on reproductive health should be improved 5. Access to clinics by young people should also be improved 6. A proper analysis of the skills needs of young people should be performed 7. There should be an increase in access to rehabilitation interventions for young people trapped in addictive habits 8. There needs to be an improved intergovernmental collaboration on youth programs and funding 9. Immersion tours on history and knowledge of the country, should be initiated 10. Partnerships between institutions of higher learning, schools and communities should be encouraged. These will enable students to give back to their communities and improve their maturity in addressing community needs 11. There needs to be a deliberate and systematic mentoring of young people,

			especially young men
3	Enhancing and Improving FET Colleges	1.	Industry to take active role in the development of curriculum for FET colleges and advise on relevance of courses
		2.	Re-look at NC(V) curriculum
		3.	Skills audit for KZN
		4.	NSFAS funding for NC(V) to be stringent
		5.	Quality of FETC graduates to be relooked at
		6.	Develop a communications and marketing strategy for KZN FET colleges in partnership with industry
		7.	Colleges to strengthen industry partnerships
4	Workplace Learning	1.	Redesign the current training and development system to being more practical, simplified and applicable
		2.	Recognition of prior learning is a critical area. Must also be simplified and accessible to all
		3.	Develop a structured "passport" for employability in workplace learning. Sufficient but not burdensome
		4.	Learning interventions are to be more meaningful through structured interactions between stakeholders …."we need to share"
		5.	The heavy reliance on unit standard based training in industry is complex, costly, repetitive and inappropriate. A strong call is made for a simplified, appropriate, and creative, approach.
		6.	Assessment systems are seen as burdensome and lengthy and don't necessarily ensure competence. Require more streamlined and simplified methods and approaches.
		7.	Defining competence. We want to interrogate the elements of competence. What does this mean in South Africa?
		8.	Create incubators of learning with a generic academy, supported by specialisations for transferability across sectors
No	**Limpopo**		
	Commission		Recommendations
1	Linking Skills to Development	1.	Fostering of FETCs/SETAs/Industry collaboration
		2.	Making full use of available provincial skills
		3.	Private-public provider collaboration to be fostered
		4.	Involvement of stakeholders to be broadened to include municipalities
		5.	Provincial needs must be considered in curricula development and collaboration
		6.	All stakeholders must invest in FETCs
		7.	FETC graduates must be resourced and supported for them to start their own SMMEs
		8.	SAQA's career guidance service must be utilised
		9.	Focus by FETCs should be directed to long term qualifications
		10.	An emphasis must be for skills for the economy or entrepreneurship not for employment
2	Addressing Poverty through EPWP	1.	Communication strategy on all tiers of government must be improved
		2.	Stipend, especially for rural beneficiaries, must be maximized, i.e. special incentives must be provided
		3.	EPWP opportunities must be coupled with skills training
		4.	Decentralised NSF funding to provinces
		5.	Retrain FETs' lecturers or practitioners
		6.	Proper monitoring tools in line with EPWP guidelines
		7.	All stakeholders engaged in EPWP to report work opportunities created
		8.	SETAs to provide their EPWP QMRs to Dept
		9.	Government departments to maximise their EPWP reporting
		10.	Establishment of Satellite FETCs in rural areas
		11.	Accelerate Job opportunities – Exit Plan through:
			11.1. Formation of Cooperatives
			11.2. SMMEs establishment/ Entrepreneurs
			11.3. Participation in Learning Programmes (Apprenticeship / Artisan /

		Learnership / skills programmes, etc.)
		11.4. PHRDS to institute EPWP consultative focus workshop
3	Breaking Barriers on Intake of Learners (RPL)	1. A national policy on RPL must be formulated. This policy should cover issues such as RPL processes and also the people who must be subjected to those RPL processes
		2. There must be proper dissemination of information on RPL to all stakeholders
		3. RPL centres must be established throughout the province, that is in all district constituting Limpopo Province
		4. Partnerships amongst all stakeholders such as SETAs, Department of Higher Education and Training and FETCs should be established
		5. SETAs must capacitate the FETCs
		6. People must be encouraged to attend ABET
		7. Articulation from FETC to universities must be clarified

4	Curriculum Relevancy to Economic Needs	1. Partnerships
		  1.1. To be strengthened
		  1.2. Stakeholders involved
		  1.3. More effective
		  1.4. Workplace-integrated learning
		2. Curriculum is relevant
		  2.1. Full implementation required
		  2.2. Monitoring & Evaluation
		3. Establishment of Career Centres
		  3.1. At municipalities
		  3.2. With proper capacitated staff
		4. FET colleges and SETA relationships must be strengthened
		5. Capacity of FETC lecturers and school teachers critical for the effective & efficient implementation of curriculum
		6. Promoting of Green Economy
		7. Awareness / Advocacy of FET colleges perception by stakeholders
		8. Awareness of School Curriculum
		9. Credible economic information on actual scarce skills and proper skills audit – critical for the future of relevant teaching and learning – No superficial WSPs and SSPs.

No	**Mpumalanga**	
	Commission	Recommendations

1	The National Skills Development Strategy and post-education and training system and implications for the envisaged Mpumalanga University	1. The university should be a **_Comprehensive Institution_** to cater for all the needs in the province and in South Africa and the SADC region at large.
		2. The Province should influence the research agenda of the university in all fields of study and faculties.
		3. The Province should embark on a drive to promote FET colleges as colleges of choice.
		4. The Province should support FET colleges to implement NSF-funded projects effectively.
		5. Stakeholders should embark on projects that will:
		  5.1. Scrap maths literacy and replace it with real maths;
		  5.2. Find user-friendly ways of teaching maths to learners and mass produce these methods through massification via electronic media
		  5.3. Teach every child maths at school from primary to Matric to ensure that standards are lifted. Institutions like NPI (National Productivity Institute) should be approached to assist in this regard.

2	How can the various Institutions within the Province (FETCs, NIHE; Business and Government) collaborate to support work-integrated	**Collaboration** 1. The 15 key projects of the province should be used as a basis to seek partnerships. Project Steering committees could develop a skills plan for each project 2. SETAs should be requested to synergise and avoid duplication 3. The DHET should promote greater collaboration between FETCs, SETAs and Universities. This is a good opportunity to get it right in the establishment of the

	learning	new university
		4. A Model for artisan training (where there is an employer from the start of the programme) should be extended to other fields of study and for bursary programmes
		Work-Integrated Learning
		1. Employers be supported to host learners by making sure that there are limited administrative requirements on the host company
		2. The Mpumalanga Province should investigate models from other provinces e.g. Western Cape; where mentors were appointed by provincial government to support work placements
		3. The implementation of an intensive orientation and induction of learners to ensure they have the right attitude at the workplace
		4. Funding placements to ensure that small businesses can participate in hosting learners
3	Exploring effective and efficient structural and institutional models and / or arrangements for better Human Resources Development coordination in the Province	**Institutional Arrangements**
		1. The Provincial HRDS should be the implementation plan for the province and should form the basis for monitoring
		2. The Premier's Steering Committee should monitor the implementation of the strategy
		3. Role of PSDF needs to be clarified
		4. Premier's Steering Committee should interact with the NSF to secure funding for provincial strategic projects
		NIHE Collaboration
		1. NIHE should conduct research and develop a model to address the demand from employers
		2. The employers should provide mentorships
		3. The mentors must be assessed by external assessors from FET colleges and other learning institutions. *(Even other SETA registered assessors and moderators can do this work if it is based on NQF unit standards.)*
		NSA and SETAs Apply Learning in the workplace
		1. Conduct research and come up with a model that will talk to demand and supply of the industry
		2. There is a need to get small companies to take employees
		3. The GDP in Mpumalanga comes from small companies therefore government needs incentivise companies to train more people
		4. There is a need to jointly establish a pool of facilitators
		5. Alignment of curriculum with the demands of the industry
		6. Recruit students according to employers demands
		7. Scarce skills should influence learning programme
		8. Government to enter into MOUs with business and FETCs to train on required skills
		9. Develop a model on how to recruit
		10. Change the curriculum to be in line with business demands
		11. Identify gaps between FETC outputs and industry demands
		12. Skilling of FETC lecturers.
		Databases and Funding
		1. A Database be developed
		2. The NSF should fund the development of such database
		3. FET colleges must trace their graduates (Tracer study)
		4. Employers will have a pool of graduates to choose from
		5. Department of Labour must be a custodian of the database.
		Coordination Body
		1. The existing body be restructured as a coordinating body consisting of Local Government, Industry, Labour, Higher Education and Training and SETAs
		2. The Purpose of the coordinating body should be to facilitate the process required by the Provincial Growth and Development Strategy (PGDS), National Skills Development Strategy III (NSDS III), Human Resource Development Strategy and

		all other related acts

4	Strengthening strategic partnerships between Government, Business and Communities with the view to development required skills and facilitate employment	**Efficiency and effectiveness**
		1. The Provincial Growth and Development Strategy (PGDS) must be seen as the driver of all skills empowerment programmes in the Province
		2. SETAs must have a real presence in Mpumalanga through the lead SETA
		3. SETAs must use the FET sector efficiently, effectively and economically (PFMA) to increase skills development in the Province
		4. Active cooperation between the Human Resource Development Strategy (HRDS) and the Provincial Skills Development Forum (PSDF)
		5. Serious commitment by all structures to the processes of the Human Resource Development Strategy and the Provincial skills development forum
		6. Allocation of funds by SETAs in the Province must be in accordance with the Provincial Growth and Development Strategy and the Human Resource Development Strategy
		7. Creation of sector incubators (workplace-integrated learning) to ensure accredited work integrated training of:
		   7.1. Technicians of Industry
		   7.2. Management of Industry
		   7.3. Entrepreneurs of Industry
		8. The Higher Education Academia, (New University) must include (workplace-integrated learning) in all programmes
		9. The coordinating body must have a full time Secretariat
		10. The Secretariat must establish, update and manage a market information data base containing all SETA Sector skills plans (SSPs) and other employee related information. This data base must be published on an accessible web page
		11. It is recommended that the proposed new provincial body must involve:
		   11.1. Setting up a structure with the relevant composition that includes people with executive decision-making powers (NEDLAC –type of composition)
		   11.2. The structure to resemble the Eastern Cape Model.
		12. Concerns expressed by delegates of the Commission included:
		   12.1. Lack of effective communication and coordination
		   12.2. Operating in silos
		   12.3. Career guidance should be taken seriously at school level by capacitating career guidance facilitators

5	What role can the SETAs play in taking forward the identified scarce and critical skills required to advance the Mpumalanga Economic Growth and Development Path (MEGDP)?	**The SETAs should engage in:** 1. Skills Planning 2. Learning Pathways and Quality Development 3. Funding Strategies 4. Process and Institutional arrangements **Under the Province it is recommended that:** 1. The WSPs capturing essence of Departmental scarce and critical needs to inform the SSP 2. MEGDP projects must identify the skills required for inclusion in the SSP 3. There is an alignment of provincial initiatives with Strategic Integrated Projects and progress status of projects must be clear at all times 4. Occupational qualifications are developed to meet new project skills needs 5. There are adequate accredited providers in the Province to offer the occupational qualifications 6. Registration of assessors, moderators, verifiers, mentors etc. to support learning programme delivery in the province 7. Capacitating the academic staff in the various learning institutions (in particular FETCs) e.g. exposure of lecturers to workplaces/manufacturing plants etc. as contemplated in the NSDS III 8. Partnership funding to focus on marginalised groups such as people with disabilities, youth, women, inclusive of rural communities, and military veterans 9. Comprehensive conceptualisation of MEGDP projects with alignment to NSDS, Sector Strategies and detailing all resources required for provision as well as WIL

10. DG Applications to address the sector priorities by Departments to SETAs
11. Multiple funding sources to be explored .e.g. MEGA, IDC, DBSA etc. to create economies of scale (co-funding/match-funding approach)
12. SETAs to enter into MOU on specific projects to enable implementation of MEGDP projects
13. Province to engage SETAs individually on sector specific projects
14. Better coordination structures (HRD forums, PSDF etc.) Create a clear single entry point for SETAs through the Premiers office and/or DG

MEGDP Priority Outcomes
1. A skilled and capable workforce to support an inclusive growth path
2. An efficient, competitive and responsive economic infrastructure network
3. Decent Employment through inclusive growth
4. Vibrant, equitable and sustainable rural communities with food security for all.

Training for SMMEs
1. Interventions should be designed, especially by the SETAs, to help small business and rural based businesses to receive training.
2. SMMEs need to be incentivised to provide training from their perspective.
3. Every place that accommodates learners is a potential learning site.

Efficient Use of Facilities
1. Institutions of learning should embark on optimal utilisation of facilities instead of looking for more money and resources. Expand utilisation of current resources before adding others.
2. Educational institutions should shift and train for entrepreneurial existence. There is a need to rethink the entire approach to training especially of the youth.
3. The expansion of incubators focused on main centres, and the establishment of industrial parks for those who graduate from incubators

No	Northern Cape	
	Commission	Recommendations
1	Provincial Growth and Development Strategy	1. Skills audit and training audit must be done as a matter of urgency 2. Education system should be made to support the skills needs of the province 3. Career guidance at school level needs to be formalised 4. Life orientation teachers should be trained to develop expert knowledge in the subject 5. There is a need for a central data base of skills profile 6. There must also be a Central Coordination Agency which should be charged with driving and coordinating skills in the province 7. Measures must be put in place for job creation and preservation 8. Government departments must be encouraged to design their skills retention strategies 9. Skills for renewable energy should be aggressively developed 10. Each district in the province must be biased towards developing skills which are in line with their specific economic skills demands (e.g. mining, astronomy, agriculture) 11. Education, Economic Development Departments, OtP, COGHSTA to consult with stakeholders including municipalities, Labour, SETAs, NGOs, business in order to strengthen PSDF
2	Pre-Post School Education and Training	1. A database for scarce skills should be developed to include learners who have already completed apprenticeships, leaderships, etc. 2. Lecturer qualifications need to be improved 3. The way grants and bursaries are allocated needs to be looked at 4. The mining sector should invest in the training of students 5. Pre/post school education should be transformed to becoming inclusive 6. A recommendation was made that Services Seta approach the saloons in the province to determine their qualifications and possibly assist them with the improvement of their qualifications 7. Curriculum in the education and training sector needs to address the skills shortages in collaboration with industry, municipality and state

		8. As the Western Cape province has already commissioned a study with regards to the skills shortages, contact needs to be made with the Western Cape province in order to draw lessons that could inform the skills audit initiative of the Northern Cape province. 9. Employers should receive incentives for employing FETC graduates 10. Bridging courses for maths and science was also a recommendation. 11. Students who do not qualify for university education should be channelled to the FET sector. 12. The negative perception of FETCs among communities should be eradicated through extensive programs and advertisement.
3	Youth Development Agenda in the context of the Northern Cape Province	1. A project plan between National and the Province on how to popularise the opening of the University should be done 2. Career guidance to be prioritised and synchronized with the concept of the university 3. Subsidies available for students must be clearly stated 4. Continuous engagements with all relevant stakeholders, institutions, NIHE and the community at large should be fostered 5. Feedback is essential from the Project Team on the concerns raised 6. Consultation and feedback should be done before the official launch of the University
4	What Kind of University Do We Envisage?	1. A project plan between National and the Province on how to popularise the opening of the University should be done 2. Career guidance to be prioritised and synchronised with the concept of the university 3. Subsidies available for students must be clearly stated 4. Continuous engagements with all relevant stakeholders, institutions, NIHE and the community at large should be fostered 5. Feedback is essential from the Project Team on the concerns raised 6. Consultation and feedback should be done before the official launch of the University
5	Human Development Strategy for South Africa	1. PSDF to have workshop to identify current challenges in the current strategy and identify expects from within to assist the review by end June 2. PSDF needs to have standing quarterly meetings 3. Premier should convene an annual session with all stakeholders to report on achieved targets of HRDs and NSDS 4. HRD Council to be established in line with National HRDC 5. Council to be chaired by Premier or the OtP directorate to be secretariat 6. PSDF to be used as technical working committee 7. A feasibility study should be conducted for the establishment of the training academy by end of July. 8. PSDF is to come up with a concept document to analyse the model and structure of the academy before the end of 2013. 9. The revised strategy to be aligned to all the strategic documents i.e. NDP, New Growth Path and HRDSA
No	**Western Cape**	
	Commission	Recommendations
1	Deepening understanding of the post-school system and quality councils	1. A national accord, including the Skills Accord, is needed to hold all partners accountable. Once an accord is in place, all parties will be accountable to deliver on that mandate. 2. A National Recognition of Prior Learning centre/framework is needed, as well as local community centres on the ground.
2	Deepening understanding of the role of Sector Education and Training Authorities	1. A new cooperatives movement is important here to ensure they're included in discussions and decision-making process. The SETAs need to engage SANCP on cooperative issues, for example the establishment of a Cooperative Academy, in order to train people to run these organisations. 2. This commission recommended that there be improvement of turnaround times

	and skills development funding models	of SETAs and the NSF approval processes. They are currently cumbersome and slow. 3. There must be research into the ROI on short courses. These courses still have a role for the purpose of productivity and effectiveness. 4. The SETAs should be decentralised, with footprints in every province.
3	Strengthening skills development in a post-school system, including Work-Integrated Learning (WIL)	1. WIL is a buzz-word and its meaning needs to be unpacked. 2. This commission said that there is a need for FETCs to be well resourced and to use technology to ensure wider reach and access. 3. There is also a need for South Africa to explore alternative models for quality assurance from similar economies in terms of the NQF. 4. The oversight role of the DHET, SETAs and QCs needs to be improved, in order to consolidate WIL. This requires looking at other HR needs of the country, as well as skills development. 5. National research is needed to support WIL delivery, as well as a National branding and identity of WIL. 6. SETA incentives for pivotal programmes within NSDS III need to be implemented. The Minister has implemented 'pivotal grants' that encourage employers to offer work placement.
4	Promoting youth, women and people with disabilities in productive work for inclusive growth	1. This commission looked at how to promote these categories to grow as South Africa grows as a country. 2. It is important to promote coordination and alignment between Universities and other agencies in the national system of innovation, and the alignment with National socio-economic development priorities. 3. Blockage in subsystems of the Department must be avoided and a communication strategy should be developed that clearly articulates information to the overarching sector. 4. Collaborations and partnerships are needed to make provision for women, youth and people with disabilities. There is a need to communicate what is being done. 5. People should not be moved, but should be trained in the communities in which they live. Opportunities for sustainable livelihood should be created where these people are based.
5	Fast-tracking artisan development and international best practice on skills development	1. The Ministerial Task Team, DHET and NAMB were working on the development of artisans. 2. There is a need, however to use NAMB to initiate the process of raising artisan professional identity in an organised fashion. 3. FET colleges must recognise the importance of relationship with industry, which must in turn reach out to the FET colleges. There is a need to solve funding issues that would incentivise this process.
6	Developing skills for the growth of the economy and creating employment opportunities	1. South Africa should stop focusing on the global economic crisis and people should start to create jobs for themselves. 2. Government has investigated better mechanisms to cut down bureaucratic processes that inhibit the flow of support to SMMEs and cooperatives. The Training Layoff Scheme did not take off in the way it was meant to. 3. A redesign of support mechanisms (e.g. Training Layoff) is required, so that they adapt to changing circumstances in this country's economy. 4. There should be adequate and credible research and feasibility studies to ensure support mechanisms remain true and relevant to the needs of beneficiary communities. 5. Skills are just one component of support. Once skills have been addressed, there will be a need to focus on a number of social ills in the long term.

Section 7: NSA Provincial Consultative Workshops – PSDF Future Objectives

The following section lists the future objectives for each province, providing three opportunities, namely:

1. for interested parties to get involved in the provincial objectives
2. for the PSDF to develop strategic plans and projects to address the objectives
3. as per the Commission recommendations outlined in the previous section, the objectives also provide a basis for the progress report at the next provincial consultative workshop.

Source: www.rainbownation.co.za

	Eastern Cape	
No	Objective	Description
1	Eastern Cape Occupational Projection System (ECOPS) Implementation	To address the continued mismatch between labour demand and skills supply, and the need for credible labour market information presented in an understandable and secure format, the following ECOPS system issues must be addressed: ■ Data security, data confidentiality, proprietary information and data-sharing permissions ■ Economic modelling, interpretation of data, data accuracy and data updating ■ Data formatting issues (format must be easily understood)
2	Green Skills Project Mainstreaming	To mainstream and implement the green skills project, the ECSDF, in conjunction with relevant partners, will: ■ consolidate the report on the mainstreaming of green skills training ■ finalise placements of GIZ technical support people at identified partners ■ conduct a situational analysis of current green skills provision ■ participate in national discussions regarding the establishment of sustainable energy training centres ■ develop green skills curriculum
	Free State	
No	Objective	Description
1	Qualifications Research	The universities and FET colleges need to research the degrees and training offered as to ensure alignment to regional development and future job security and employment in the labor market.
2	FETC Lecturer Development	Strategies and plans needs to be implemented that will ensure that the Free State acquires quality lecturers at FETC level.
3	NSDS III Reporting	Consolidated feedback is needed on provincial and national responsiveness to NSDS III.
4	Best-Practice Knowledge Transfer	Best practices models from various projects and provinces should be presented at the next workshop.
5	Sector Intervention Reports	Reports are needed from Provincial and National Departments on sector interventions
6	NSA, SETAs, NSF and PSDF Services	Marketing of the services offered by the NSA, SETAs, NSF and PSDF need to be improved.

	Communication	
7	National Information and Communication Strategy	A communication strategy needs to be developed in order to effectively cascade information from national level to provincial level and to other stakeholders.
8	Workshops Scheduling	Frequency of consultative workshops needs to be increased.
9	SETAs, PSDF and NSF Relationships	Working relationship between the SETAs, PSDF and NSF needs to be more integrated.
10	Cooperatives Development	Cooperatives need to get the necessary upskilling.
	Gauteng	
No	Objective	Description
1	PSDF Establishment	The Province should expedite the establishment of the Skills Development Forum
2	Working Committee Establishment	The Working Committee between National Skills Authority and other stakeholders should be established
3	Provincial HRDC Establishment	The Human Resource Development Council for Gauteng Province should also be established as a matter as urgency
4	Foundational Learning	The Province should clarify and establish (common understanding between all stakeholders) certification and accreditation of Foundational Learning
5	Progression Learning	Effort should be made to speed up clarification of progression learning
6	LED Skills Production	Ensure implementation of production of skills that are relevant to specific regions to ensure responsive to local economic needs
7	GCRA / Stakeholder Partnerships Strengthening	Gauteng City Region Academy to continue strengthening partnerships with relevant stakeholders
8	Provincial Skills Accord Establishment	Provincial Stakeholders must move quickly to establish the Provincial Skills Accord.
	KwaZulu-Natal	
No	Objective	Description
		No specific objectives were reported (refer Commission recommendations)
	Limpopo	
No	Objective	Description
		No specific objectives were reported (refer Commission recommendations)
	Mpumalanga	
No	Objective	Description
		No specific objectives were reported (refer Commission recommendations)
	Northern Cape	
No	Objective	Description
1	National Skills Accord commitments	Prepare a detailed breakdown of all commitments made and reaffirmed, i.e.: **Commitment One:** To expand the level of training using existing facilities more extensively **Commitment Two:** To make internships and placement opportunities available within workplaces **Commitment Three:** To set guidelines of ratios of trainees: artisans as well as across the technical vocations, in order to improve the level of training **Commitment Four:** To improve the funding of training and the use of funds available for training and incentives companies to train. **Commitment Five:** To set annual targets for training in state- owned companies **Commitment Six:** To improve SETA governance and financial management as well as stakeholder involvement **Commitment Seven:** To align training to the New Growth Path and improve Sector Skills Plans

		Commitment Eight:
		To improve the role and performance of FET colleges
2	HRD Strategy	Review of the Northern Cape HRD strategy
3	District Consultation	Consultation in the districts
4	Monitoring and Evaluation	Monitoring and evaluation
	Western Cape	
No	Objective	Description
1	PSF Engagements	The PSF will need to facilitate further engagements along the lines of the commissions. Future engagements will be held at venues with access to people from the rural areas, communities and people with disabilities. This is a social agreement between Government, business, the community constituencies and organised labour to do something about partnerships that can strengthen implementation. NSA colleagues will support the PSAs engagement. It is impossible for the various sectors to implement any of the strategies on their own

DBSA LED Programme: Rural Economic Development Initiative (REDI) – SME development in Genadendal, Theewaterskloof Local Municipality: Promoting the area for bicycle tourism also strengthens local business development.

Chapter 5: Green Skills for a Green Economy

Green Skills for a Green Economy – Context

"Governments that put green growth at the heart of development can achieve sustainable economic growth and social stability, safeguard the environment, and conserve resources for future generations."

Green growth presents a new approach to economic growth. It puts human well-being at the centre of development, while ensuring that natural assets continue to provide the resources and environmental services to support sustainable development (OECD, 2011a). By explicitly accounting for the environment and the value of natural assets, green growth expands traditional definitions of wealth to include well-being, and the quality of growth and development.

Green growth does not replace sustainable development, but is a means to achieve it (OECD, 2011a). The concept of green growth is narrower in scope, and provides a policy agenda that can help achieve concrete, measurable progress at the interface of the economy and the environment.

Green growth promotes a cost-effective and resource efficient way of guiding sustainable production and consumption choices. When designed to reduce poverty and manage near-term trade-offs, green growth can help developing countries achieve sustainable development.

Putting Green Growth at the Heart of Development – Summary for Policymakers
OECD, 2013

Green Economy Framework and Strategy

"South Africa aspires to be a sustainable, economically prosperous and self-reliant nation state that safeguards its democracy by meeting the fundamental human needs of its people, by managing its limited ecological resources responsibly for current and future generations, and by advancing efficient and effective integrated planning and governance through national, regional and global collaboration".

National Framework on Sustainable Development (NFSD), 2008

The **National Framework on Sustainable Development** was developed in 2008 by the then Department of Environment and Tourism to enunciate South Africa's national vision for sustainable development, and to indicate strategic interventions to re-orientate South Africa's development path in a more sustainable direction. It proposes a national vision, principles and areas for strategic intervention that will enable and guide the development of the national strategy and action plan.

In 2010, and in support of government's commitment to sustainable development and job creation, the **New Growth Path (NGP)** was approved as a framework through which the creation of decent work now sits at the centre of economic policies, and influences investment attraction and job creation initiatives in a drive to promote a more inclusive economy. Given that there has been an understandable emphasis on the scope for job creation in the green economy, the NGP Jobs Driver 3: Seizing the Potential of New Economies sees a potential employment target of 300,000 additional direct jobs being created through the green economy by 2020, of which 80,000 in manufacturing and the rest in construction, operations and maintenance, rising to well over 400,000 by 2030.

Also released in 2010 were the **Industrial Policy Action Plan (IPAP)** which identifies the green economy as one of three priority areas for scaling up, and the **Environmental Sector Skills Plan for South Africa (ESSA)** which describes the status quo with regard to demand and supply of environmental skills, and provides information on scarce and critical skills in the sector from a supply and demand perspective. It also identifies new trends influencing skills development needs in the sector. It further provides guidance on improving environmental sector skills development planning and implementation within the national education, training and skills development system, and sets strategic planning objectives, and provides guidelines, for Human Capital Development. (Introduction to ESSA: Item 3).

Pursuant to these plans, the South African government, together with organised labour, business and community constituencies, signed the **Green Economy Accord** in 2011 as an outcome of social dialogue on the New Growth Path. The Accord launches a green partnership intended to create large numbers of jobs, provide a spur for industrialisation and help to create a sustainable future for this and the next generations (Minister Ebrahim Patel). The Accord, of which the DHET is a signatory, is of particular significance in that, of the 12 commitments, Commitment 11: Economic Development in the Green Economy commits the partners to the accord to the "Promotion of Localisation, Youth Employment, Cooperatives and Skills Development". Also released in 2011 were: a) the **Integrated Resource Plan for Energy**, b) the **White Paper on National Climate Change Response**, and c) the **National Strategy for Sustainable Development and Action Plan**, all of which respond to the need to develop a green economy.

The **Government Infrastructure Plan** released in 2012 builds on the New Growth Path by addressing the structural challenges in the economy through 18 Strategic Integrated Projects (SIPs). Of these, SIP 8 is designed to "support sustainable green energy initiatives on a national scale through a diverse range of clean energy options as envisaged in the IPR2010 and to support biofuel production facilities. The IDC (Industrial Development Corporation) has been appointed as the SIP 8 project managers and will develop a National (Green) Skills Plan for all SIPs 8 projects.

The **National Development Plan**, also released in 2012 and described as "a plan for the country to eliminate poverty and reduce inequality by 2030 through uniting South Africans, unleashing the energies of its citizens, growing an inclusive economy, building capabilities, enhancing the capability of the state and leaders working together to solve complex problems" (NDP 2030), further recommends that 'the pace and process of moving to a low-carbon and climate-resilient economy must be designed in such a way that it also contributes to the objectives of overcoming poverty and inequality.'

Additionally, at a provincial and local government level, most provinces and municipalities have developed **Green Economy / Renewable Energy Strategies** in support of their **Growth and Development Strategies**.

Alongside these strategies and plans there have been various commitments to the funding of the programmes and projects including an R800 million **Green Fund for Youth Development** established by the DEA, in conjunction with the National Treasury and the Development Bank of Southern Africa (DBSA) and the Industrial Development Corporation's (IDC) commitment to providing R25-billion in funding to new investments in South Africa's green economy. The DEA's **Renewable Energy Programme for Independent Power Producers,** in partnership with Eskom, also aims to bring in R47-billion in investment in renewable power generation by promoting renewable energy and energy efficiency. Eskom programmes include purchase agreements with IPPs, household electrification using renewable products, local supplier development, and skills development

The amounts being invested into the green economy are massive and clearly underscore the opportunities for growth and development presented by a green economy. For example, in 2011 global investment in just the renewable energy sector was $257 billion (+- R2.39 trillion as at August 2013 exchange rates) – an opportunity that South Africa, through its 'green economy' plans, is gearing up to capitalise on to help achieve its vision of being "a sustainable, economically prosperous and self-reliant nation state".

Green Economy Roleplayers and Stakeholders

The Department of Environmental Affairs' Chief Directorate for Communications describes the implementation of South Africa's Green Economy Strategy as "significantly decentralised and ranging across all levels of government, with the role to oversee green economy growth being the co-responsibility of the Economic Development Department and Department of Trade and Industry".

The DEA further describes other sector departments involved in the green economy as the Departments of Environmental Affairs, Science and Technology, Rural Development, Agriculture, Forestry and Fisheries, National Treasury, Energy, Public Works, and Labour, with key sectors expected to drive the green economy including:

- Agriculture
- Consultancy, Policy, Research and Governance
- Energy Supply (Grid-Connected Solar, Thermal, and Large Wind Power Projects, Energy Efficiency including Demand-Side Management)
- Fisheries
- Forests
- Green Buildings
- Green Cities
- Greener Transport (Electric Vehicles and Bus Rapid Transit)
- Industry and Manufacturing
- Natural Resources
- Retail
- Tourism
- Waste Management
- Water

Green Economy Jobs and Employment Opportunities

The DEA's CD: Communications also provides a description of green jobs as being:

- Jobs found in agricultural, manufacturing, research and development, administrative, and service activities that contribute substantially to preserving or restoring environmental quality. Specifically, but not exclusively, this includes jobs that help to protect ecosystems and biodiversity; reduce energy, materials, and water consumption through high efficiency strategies; decarbonise the economy; and minimise or altogether avoid generation of all forms of waste and pollution.
- Jobs that contribute to greater efficiency in the use of energy, water and materials, i.e. achieving the same economic output (and level of well-being) with far less material input.
- Jobs spanning a wide array of skills, educational backgrounds, and occupational profiles. They occur in: research and development; professional fields such as engineering and architecture; project planning and management; auditing; administration, marketing, retail, and customer services; many traditional blue-collar areas such as plumbing or electrical wiring; science and academia, professional associations, and civil society organizations (advocacy and community organisations, etc.)
- Jobs existing not just in private business, but also in government offices (standard setting, policymaking, permitting, monitoring and enforcement, support programmes, etc.)
- Not all being identified as such. Some green jobs are easily identifiable – such as people employed in installing a solar panel or operating a wind turbine. Others, particularly in supplier industries, may be far less so. For instance, a particular piece of specialty steel may be used to manufacture a wind turbine tower without the steel company employees even being aware of that fact. Thus, some jobs come with a clear 'green badge,' whereas others—in traditional sectors of the economy—may not have an obvious green look and feel.
- Jobs needing to be 'decent work' i.e. good jobs which offer adequate wages, safe working conditions, job security, reasonable career prospects, and worker rights. People's livelihoods and sense of dignity are bound up tightly with their jobs.

The Australian government's Green Skills Agreement describes green skills as: "Skills for sustainability (also known as green skills), are the technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community. Skills for sustainability will be important to all industries and sectors, not just to the trades. For example:

    1.1. lawyers, accountants and economists will need to respond to the demand for environmental reporting and accounting practices

    1.2. planners, architects and engineers will need to respond to demand for sustainable design and new green materials

    1.3. business owners and operators will need to respond to rapidly escalating energy, water and waste costs

    1.4. retailers, service providers and procurement managers will need to respond to increasing consumer and client demand for green products and services

    1.5. primary producers will need to respond to rising input costs and land degradation".

This description of green jobs is further analysed in the Green Economy Policy Framework and Employment Opportunity[15]: Case Study 2012 which describes the employment opportunities presented by South Africa's green economy thus:

The growth of a green economy presents an opportunity for the creation of new employment, without sacrificing the quality of employment overall. Multiple studies support the NGP expectation of 300 000 – 400 000 new jobs to be created in green industries, while the only area where some decline in employment is expected is coal mining, driven by a decrease in demand for coal exports rather than changes in domestic demand. Coal miners should therefore be targeted and empowered specifically for transitioning into greener jobs. Also, securing long-term employment in specific sectors like platinum relies heavily on the ability of South Africa to keep up with, and lead, global development of technology.

It is possible, but not a given, that employment quality would improve with the development of a greener economy. Employment conditions in the construction and manufacturing sectors are not likely to either improve or deteriorate markedly as a result of a shift to greener industries. Moreover, while some services jobs, like those in waste collection or ecosystem restoration may not represent formal and/or full-time jobs, these are likely to provide lifeline incomes to those currently unemployed, rather than displacing existing 'decent' jobs. Employment quality would essentially depend on improved enforcement of existing and future regulations.

Within the formal sector, there is likely to be a net movement from primary to secondary and tertiary sectors, with the creation of almost 400 000 jobs in O&M. However, only about 160 000 of those are likely to match general conditions of employment, as the large number of jobs from ecosystem services (roughly 240 000) may very well be primarily temporary and informal (Maia, et al., 2011). Besides, the potential human cost which could result from the implementation of green policies cannot be ignored. The shift to a green economy should be complemented with mechanisms to protect workers and their families, as well as the whole value chain, from the loss of income and/or employment. (Re)training, associated with the creation of alternative employment opportunities (through local economic development), is key to ensure a

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[15] The Green Economy Policy Framework and Employment Opportunity: A South African Case Study – August 2012 (Working Paper Series 2012-02). Author: Gaylor Montmasson-Clair. Corresponding Author: Trade and Industrial Policy Strategies (TIPS)

sustainable transition. The impact of new policies on safety, decent working conditions and sustainability of communities should also be considered (ILO, 2011).

Main Green Economy Sub-Sectors – Current and Potential Employment Summary (August 2012)

Sectors	Current employment	Potential additional employment (by 2025)
Waste management (including recycling)	36 960-131 130 jobs (90% unskilled), including 40 000 in plastic recycling, 10 000 in scrap metal, 35 000 in metal beverage cans (the dti, 2009)	165 134-351 314 jobs (90% unskilled labour) (the dti, 2009) but only around 16 000 direct jobs (Maia, et al., 2011)
Biodiversity and natural resource management	73 392 biodiversity-specific personnel but 1 158 264 jobs in biodiversity-related sectors (Vass, et al., 2009; SANBI and the Lewis Foundation, 2010) 23 000 full-time equivalent/person-years employment to low-skilled workers in ecosystems restoration with the 'Working for Water[16]' programme (Peter, et al., 2010)	110 000 additional full-time equivalent per person-years employment with the 'Working for Water' programme (Maia, et al., 2011) As much as 350 000 person-year in soil and land management through payment for ecosystem services (Blignaut, et al., 2008)
Sustainable/public Transport	Unknown	41 642 jobs in bus rapid transit in the long term (mostly in O&M after the decline of construction work) (Maia, et al., 2011) and 148 000 with the Gauteng mass rapid transit railway and bus system (Gautrain) (Naidoo, 2009)
Wind energy	Negligible	5 000 jobs in the long term (Maia, et al., 2011)
Solar energy	Very low	Minimum of 16 500 direct jobs (13 500 in photovoltaic and 3 000 in concentrated solar power) including 9 000 in manufacturing (Maia, et al., 2011)
Waste-to-energy	Unknown	37 000 direct jobs in the biomass industry, 10 000 in cogeneration and 7 000 in landfill gas, anaerobic digestion and pyrolysis/gasification (all essentially in O&M) (Maia, et al., 2011)
Biofuels (bioethanol and biodiesel)	Unknown	More than 50 000 direct jobs, mostly from the growing of crops for raw material supply (Maia, et al., 2011)
Building and housing energy efficiency	Limited	6 500 direct jobs in building, construction and installation (Maia, et al., 2011)
Solar water heating	Approximately 700 people (including 200 in manufacturing and 400 in installation) (Maia, et al., 2011)	17 620 new direct jobs, 16 278 of which in installation and 1 225 in manufacturing (Maia, et al., 2011)
Electric vehicles and lithium-ion batteries	Fewer than 100 people	10 000 in manufacturing (production of electric cars and buses, and of lithium- ion batteries) conditional on government support (Maia, et al., 2011)

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[16] 'Working for Water' is a South African government programme that was founded in 1995 to clear alien invasive plants while providing social services and rural employment. Since its inception, the programme has cleared more than one million hectares of invasive alien plants providing annually jobs and training to approximately 20 000 people from among the most marginalised sectors of society.

Green Skills Shortages

The common thread running through all the green strategies and plans is the need for a skilled and capable green workforce. However, this common thread is also the biggest challenge to successfully achieving the sustainable, economically prosperous and self-reliant nation envisaged in the vision statement of the National Framework on Sustainable Development.

The Green Economy Policy Framework and Employment Opportunity: Case Study states that skills shortages and the lack of coordination in training and development, as well as the absence of 'green skills' programmes have been identified as a critical issue in green industries that needs to be addressed urgently (ILO, 2010b). Almost all sectors are affected, with hydropower, biogas, biomass and wind industries experiencing particularly acute shortages. Within the value chain, manufacturing and development are the most impacted activities due to the demand for engineers and highly qualified staff (ILO, 2011). The significant shortfall in professional, managerial and technical skills has the potential of acting as a "bottle-neck" for the growth of green industries (Vass, et al., 2009, and SANBI and The Lewis Foundation, 2010 and HSRC, et al., 2008) and should be the foundation of all green economy policies in South Africa and the rest of the world".

This analysis is further supported by the parties to The National Environmental Skills Summit: Strengthening the Skills Pipeline for the Environmental Sector held in October 2012 who noted that "environmental education, training and skills development have not received adequate attention from the state, industry or the scientific establishment, despite reports that a green, low-carbon growth path can sustain our economy and create significant employment in the short, medium and longer term".

Whilst these comments are noted, there has been steady work towards the development of green skills as reported under Green Skills for a Green Economy – Progress.

Darling Wind Farm (source: darlingwindfarm.com)

Green Skills for a Green Economy – Progress

Whilst the NSDS III does not explicitly factor the need to develop green skills into its goals, the NSDS does state that "Priorities that will take precedence in the National Skills Fund (NSF) (includes) projects that are in alignment with the National Skills Development Strategy and support … skills to support the green economy …" (5.2.1 National priorities under the NSF). This statement is further reiterated in the Green Paper for Post-School Education and Training.

In the absence of explicit guidance, the work towards the development of green skills has, in most cases, been driven by sector-specific projects that require and can provide a platform for green skills development, rather than a planned approach based on skills need forecasts aligned to the National Growth Plan and other national strategies.

There have, however, been some key developments towards a more focused, national approach to the development of green skills, namely:

- The development by the DHET of the Green Organising Framework for Occupations (OFO) (2013)
- The allocation of R105,578,322.00 from the National Skills Fund for the establishment of a renewable energy training centre
- The NSA green skills advocacy work with the provincial skills development forums ("The NSA sees the provinces playing a crucial role in the realization of the skills for the green economy, promotion of rural development for economic growth, and improved service delivery" Eddie Majadibodu, NSA Chairperson)
- The research commissioned by SAQA through a research partnership with Rhodes University including:
  o Phase 1: Research into workplace learning for sustainable development (completed and fed into NSDS III)
  o Phase 2: Research into learning pathways for green skills (due for completion during 2013/14).
- The holding of the National Environmental Skills Summit 2012: Strengthening the Skills Pipeline for the Environmental Sector (October 2012)

There have also been initiatives at a sector and provincial level including:

- the development of provincial green skills development plans
- the establishment of the Eastern Cape Green Skills Forum
- the factoring of green skills development into University education plans
- the establishment of university / provincial government green economy / green skills partnerships
- the establishment of SETA / employer green skills development partnerships
- the development of SETA / FET college green skills partnerships

Progress under selected developments and initiatives is reported from a case study / key summary perspective as follows:

The Green OFO

The Organising Framework for Occupations (OFO)

A key development in the green skills space is the classification of green occupations on the Organising Framework for Occupations (OFO). The OFO is, in essence, a coded occupational classification system, and is the key tool used by the Department of Higher Education and Training to identify, monitor and report skills demand and supply in the South African labour market.

The OFO adds value to skills development planning and implementation purposes by:
- providing a common language when talking about occupations;
- capturing jobs in the form of occupations; and
- grouping occupations into successively broader categories and hierarchical levels based on similarity of tasks, skills and knowledge.

The structure of the OFO is based on the ISCO – 08 (International Standard Classification of Occupations), released in 2010 and as developed by the ILO (International Labour Organisation). To classify information on the OFO, the following definitions are used:

Class	Definition
Occupation	**An occupation is a set of jobs** whose main tasks and duties are characterised by a high degree of similarity (**skill** specialisation). **Note**: Occupations represent a category that encompasses a number of jobs. For example, the occupation "General Accountant" also covers the specialisation / job "Debtor's Manager".
Job	**A job is a set of tasks and duties** carried out or meant to be carried out, by one person for a particular employer, including self-employment (official ISCO definition)
Skill	**A skill is defined as the ability to carry out the tasks and duties of a given job**. Two dimensions of skill are used to arrange occupations into groups. These are skill level and skill specialisation.

Source: OFO, 2013, p. 5

Green Occupations (OFO identifying symbol: ⍰)

There are currently 96 occupations on the OFO that have been identified as green occupations, 17 of which were not listed on the OFO prior to 2012. The following definition was used to identify 'green' occupations:

Green occupations have as their direct purpose the nationally identified priorities and initiatives of reducing negative environmental impact. They contribute to the sustainability of environmental, economic and socially sensitive enterprises and economies, and include those occupations with descriptors that directly reflect and contribute to the maintenance of processes related to national initiatives to:
- *Develop and adopt renewable sources of energy*
- *Reduce consumption of energy, fossil fuels and raw materials*
- *Enhance energy and resource efficiency*
- *Reduce greenhouse gas emissions*
- *Decrease waste and pollution*
- *Recycle materials*
- *Prevent the loss of biodiversity and restore ecosystems*

Green Skills (OFO identifying symbol: ⬜)

There are currently 68 occupations or specialisations on the OFO that have been identified as requiring 'critical green skills'. To identify these occupations, the following definition was applied:

Green skills can be defined as skill sets required in occupations to maintain their relevance in a green economy. In terms of the South African skills planning system these are considered "critical green skills".

Occupations requiring additional "critical green skills" are those that require a shift in its focus to contribute to processes, systems and activities related to:
- *Development and adoption of renewable sources of energy*
- *Reduction of consumption of energy, fossil fuels and raw materials*
- *Enhancing energy and resource efficiency*
- *Reducing greenhouse gas emissions*
- *Decreasing of waste and pollution*
- *Recycling of materials*
- *Preventing the loss of biodiversity and restore ecosystems*

It must be highlighted that to enhance a green economy, people in most occupations would require a certain amount of "green mindedness". This however does not necessarily effect the attributes or construction of the occupation itself and therefore does not require a specific skill set. A focus on a green economy might also result in a demand for occupations not classified as being "green" or requiring "green skills", yet are part of the green economy. For example, more Train Drivers might be required because of the upgrading of the railway system to save overall fuel consumption, but the Train Driver occupation is neither a "green occupation" nor requires a shift in its purpose. On the other hand, the Motor Mechanic occupation is not a "green occupation", but because of the requirements of a green economy there are more cars partly or fully powered by batteries and this would require additional skill sets to service these cars. Motor Mechanic is therefore an occupation requiring additional "Critical Green Skills"

The Agriculture Research Council's Beekeeping for Poverty Relief Programme states: 'Beekeeping is probably the only form of agriculture with an overwhelmingly positive impact on the natural environment allowing people to derive economic benefit from floral resources in a non-destructive way, ensuring local participation in conservation effort' (source: www.africanhoneybee.co.za)

National Skills Fund: Green Economy Skills Needs – NSF contribution as at May 2013

The DHET has allocated R105,578,322.00 from the National Skills Fund for the establishment of a renewable energy training centre and has entered into a contractual agreement with the Cape Peninsula University of Technology (CPUT) to establish the South African Renewable Energy Training Centre (SARETC) on the Bellville premises of CPUT. Contract period – January 2013 to December 2016.

The objective of the project is to ensure that the appropriate state of the art infrastructure and equipment is available for training the renewable energy industry and it includes operational funding for three years, whereafter it is envisaged that the project will become self-sustainable in serving the needs of the renewable energy industry and also as a tangible contact point to access research capacity.

Specific deliverables for the project include the training of learners and the development of qualifications for Wind Turbine Technicians, Solar PV Technicians, and Solar Thermal Technicians and at the higher level, CPUT intends offering an Advanced Diploma in Renewable Energy. Technical courses in Micro-Hydro, Bio-Gas and Ocean Energy will also be offered as part of other higher level and research programmes. The project has already started, currently an existing building is being used, the new site has been identified, architectural concepts have developed, some lecturers received training in Germany and in August 2013, 15 South Africans comprising FETC and University of Technology lecturers will be attending a Train the Trainer course in Germany for two weeks to ensure that South Africa's skills development in the sector conforms to the stringent European Union requirements as stipulated by investors.

As a result of this commitment shown by the SA Government, Nordex, a Wind Turbine Manufacturing company in Hamburg has donated a fully functional 1.5 Kilowatt Wind Turbine to the project that will be utilised for training purposes.

Compiled by: National Skills Fund – May 2013

DHET / FET Colleges Greening

The current national focus on FET colleges as a means to achieve a post-school qualification has seen enrolment increase from 300,000 learners in 2011 to 350,000 learners in 2012, 550,000 learners in 2013, with the target for next year set at 1,000,000 learners.

In support of this increase in learners and a need for green skills, the DHET is focused on the capacitation of the FET colleges to ensure that industry can utilise the skills product being produced:

- To ensure the latter, the DHET is facilitating industry participation in the development of curriculum for green skills, and is working with Eskom to define the green energy skills needs for SIP 8 (Strategic Integrated Projects: Green energy in support of the South African economy).
- To support the former, the DHET has partnered with the GIZ to develop lecturers in 14 FET colleges, and intends collaborating with the 5 new campuses in the Eastern Cape to evaluate their potential to be positioned to service the needs of the green sector, and intends evaluating the potential for 'greening' the existing FET colleges.

The DHET is also managing the concurrent processes of research (scarce skills and information mechanisms), planning (curriculum development is not a quick process), and placement (creating industry workplace training spaces for graduate placement and work experience)

National Environmental Skills Summit 2012: Strengthening the Skills Pipeline for the Environmental Sector (October 2012)

Spurred by the vision for a greener growth path for South Africa and its potential for job creation, 200 key players convened at the National Environmental Skills Summit to outline a roadmap and prioritise skills development initiatives that will support a robust green economy for South Africa. Various partnerships and priority initiatives were conceptualised over the two days of dialogue and planning, some of which include:

- Sector support for the South African National Biodiversity Initiative (SANBI)-led Jobs Fund initiative which will support approximately eight hundred (800) unemployed youth through a two and a half year skills incubator that will include training, mentoring and experiential learning across thirty (30) environmental organisations and institutions, with the objective of permanent job creation
- Initiatives for developing leadership for environmental sustainability including:
  o the launch of the GreenMatter Fellowship by the Hans HoHeisen Charitable Trust (HHCT), the Lewis Foundation and SANBI,
  o the commencement of the One Planet Leaders programme by WWF-SA, and
  o engagement with business schools to shape management programmes, focusing on developing leadership competencies towards sustainable business practices
- Greening the FETCs: Working with higher education authorities mainstreaming green skills in the FET college system to ensure that FETC graduates emerge with relevant skills. This is being led by the Department of Environmental Affairs with support from SANBI
- A 9 member skills research partnership, led by the CATHS SETA and Rhodes University, which will work towards the alignment of environmental skills intelligence, learning pathways and occupations
- A national mentoring initiative led by WWF-SA, supported by GreenMatter, EWT, the NCC-Group, SANBI, the City of Cape Town, and the Wildlands Conservation Trust amongst others, which will set-up provincial hubs to enhance mentoring capacity and talent retention for scarce skills in the sector
- The CATHS SETA has entered into partnerships with both the Lewis Foundation and SANBI to ensure improved skills planning, and to support NSDS aligned education and training as required.

The emergence of an environmental skills nexus for South Africa, committed to by public and private organisations will prove to be invaluable in the long-term. With the global environment remaining intensely competitive, South Africa's window of opportunity to benefit from a greener growth path and contribute towards employment creation is limited. It is no longer about the cost of resources, but the potential to invest towards national value creation in the long term.

NESS Executive Summary Report

## The Eastern Cape Green Skills Forum (ECGSF)

"The Eastern Cape provides the most enabling provincial environment for sustainable energy investment and implementation in the country." (Aim of the Eastern Cape Provincial Sustainable Energy Strategy 2012)

In recognition of the need for a skilled and capable green workforce to support the implementation of the Eastern Cape Sustainable Energy Strategy, the Eastern Cape is the first of the provinces to establish a Green Skills Forum (ECGSF).

The concept of a green skills forum arose from the need to anticipate the skills needed to benefit from expected investment of R18,102 billion in the sustainable energy sector. To assist in the formulation of such a concept, a delegation from the Eastern Cape Provincial Skills Development Forum visited Germany in 2011 as the guests of the German Development Agency, GIZ. The key recommendations from the study tour were:

▪ The economic sector needs to lead the skills sector on projected activities and areas of potential employment to ensure that appropriate and relevant training programmes are developed.
▪ The provincial skills landscape as outlined in the Provincial Skills Development Strategy should be expanded to include a forum where business and the skills sector can meet and plan activities suitable for the province.

The idea of 'meshing' the skills sector and the renewable energy sector through a suitable forum was subsequently adopted by both the Provincial Skills Development Forum (PSDF) chaired by the Office of the Premier (OTP), and the Provincial Sustainable Energy Forum (PSEF) chaired by the Department of Economic Development, Environmental Affairs and Tourism (DEDEAT), resulting in the establishment of the Eastern Cape Green Skills Forum (ECGSF):
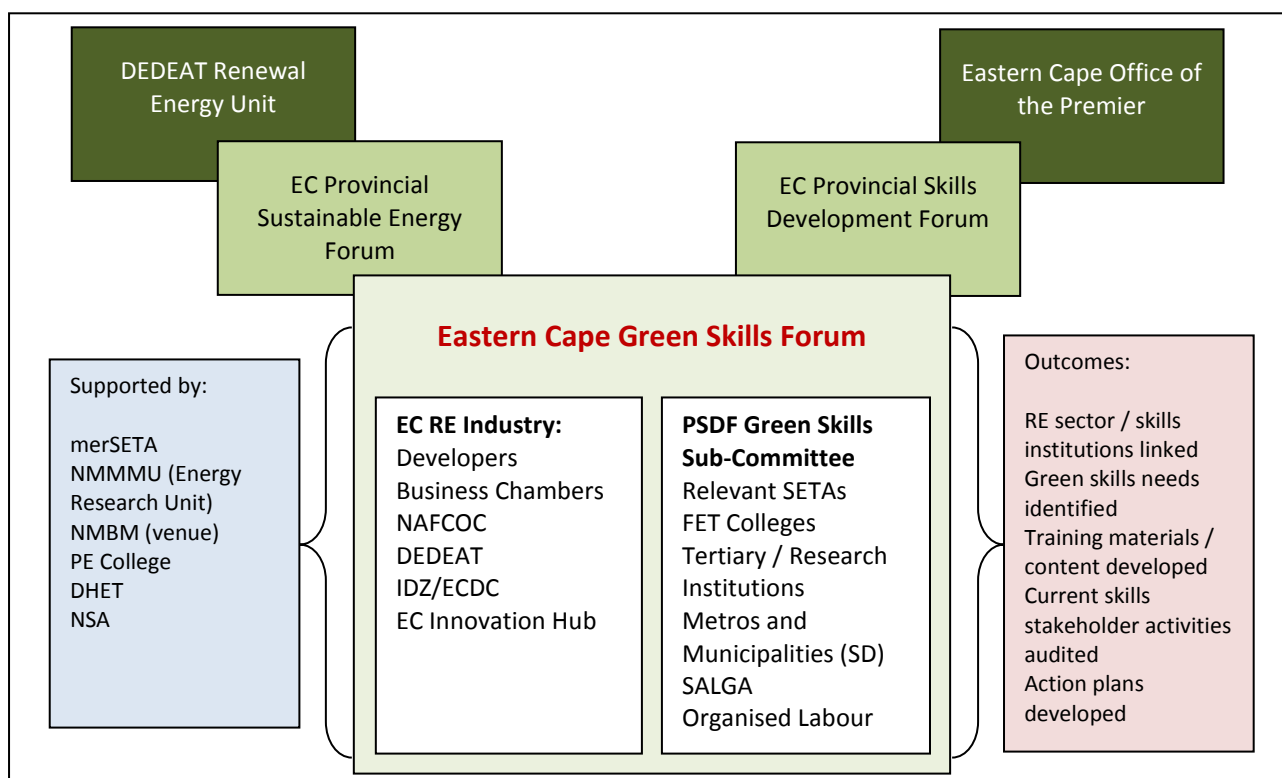
Established under 'Strategic Objective 7: Skills Development' of the EC Sustainable Energy Strategy, the ECGSF reports to both parent Forums and is mandated to "deal with issues identified in the strategy and any issues identified in a future skills strategy". Essentially, the ECGSF provides a link between the forums to ensure that the EC Green Economy Capacity Building Programme is informed by industry (under the provincial arrangements for the programme, the PSEF drives the implementation of the provincial sustainable energy strategy and links with the Department of Energy, the PSDF drives the implementation of the provincial skills development strategy and links with DHET, and an Inter-Departmental team coordinates the DEDEAT, Local Government and Traditional Affairs, and OTP arrangements).

The mandate for the ECGSF was further expanded by the resolutions of the EC IGR Engagement in October 2012, and the EC/ EU Renewable Energy Conference held in November 2012 that the Eastern Cape Province should:

- Invest in clean energy and support Independent Power Producers (IPPs) and other initiatives.
- Focus on education and skills development in renewable energy.
- Engage and empower communities and local government through renewable energy.
- Improve the legislative and regulatory environment.
- Use green energy to empower rural communities and drive development.

Accordingly, the ECGSF has committed, through the creation of linkages between the emerging renewable energy industry sector and the training sector to achieving the following objectives for 2013:

- Develop a provincial training strategy through determining and understanding industry needs.
- Analyse employment potential linked to the different components of the provincial renewable energy strategy.
- Support capacity needs at local level to maximise benefits from national investment
- Support the provincial Local Government Capacity Building programme and awareness campaigns.
- Position institutions to prepare youth to participate in the new economic sphere through curriculum and institutional development.

To achieve these objectives, the ECGSFs programme of work for 2013 has three sub-programmes designed to develop the green skills development quality, build awareness of the green strategy and programmes, and build capacity at local government and community level:

The **Green Skills Development Quality** programme consists of:

- A contextual analysis and strategy formulation.
- The mainstreaming of green skills in all training curricula.
- Pilot training programmes (implemented at ELIDZ Renewable Energy Training Centre).
- FETC Lecturer Development (all 8 FET colleges have sent managers and lecturers to Germany as part of GIZ support to the province).
- Support for curriculum development processes (with DHET, merSETA, EWSETA and LG Seta).
- Placement of graduates as interns at wind farms.

The **Green Strategy and Programmes Awareness Campaign: District Roadshows** programme consists of:

- The development of a concept document (currently being discussed with Districts).
- A one-day mini trade fair event targeting youth, with parallel dialogue sessions for different interest groups e.g. Councillors, Finance Managers and other officials.
- Three one-day mini trade fairs to be held in the second half of 2013 for the OR Tambo, Chris Hani, Cacadu Districts.
- A collaborative effort by all stakeholders to disseminate information and showcase options.

The **Local Government and Community Green Capacity Building Programme** consists of:

- Overview workshops in targeted municipalities.
- Training courses for technical decision makers and officials.
- The integration of new projects into LED strategies of local municipalities.
- Funded placement of graduates in key support areas.
- Local supplier development programmes.
- Community engagement.

The GIZ has played a critical role in the development of the Green Skills Forum through study tours to Germany, lecturer training programmes in Germany, and secondment of technical support to DEDEAT and FET colleges.

Green Skills Forum Inaugural Meeting

The inaugural meeting of the ECGSF focused on a rapidly developing component of the sector, namely the establishment of wind farms, as a starting point towards determining the first programme for the forum and with the understanding that future meetings will focus on other components of the sector. The specific objectives of the meeting were:

- To officially launch the Green Skills Forum as mandated by the Provincial Sustainable Energy Strategy; and, the Provincial Skills Development Strategy.
- To assess progress in the expansion of the renewable energy sector, with a particular focus of understanding the skills needed to support further growth.
- To establish partnerships between industry and training role-players in support of project implementation; to facilitate effective training programmes and the employment of trained youth.
- To establish information and communication systems to support all stakeholders in implementing their programmes.

The meeting provided an opportunity for the ECGSF and its partners to present the renewal energy strategy and related national programmes, the work of the green skills forum, the support provided to the forum, and the work towards the provision of a skilled and capable green workforce capable of supporting the implementation of the Eastern Cape Sustainable Energy Strategy.

A summary of the main points of the presentations includes:

Green Energy: National Picture

The Government Infrastructure Plan with 18 Strategic Integrated Projects (SIPs) has been developed and adopted by Cabinet and the Presidential Infrastructure Coordinating Committee (PICC). Of these, SIP 8 focuses on green energy with the IDC appointed by the PICC as project managers to develop a National Skills Plan for all SIP 8 projects. The SIP 8 Project Office relies on the province to identify provincial employment and training information.

Eskom are currently working in partnership with the Department of Energy to promote renewable energy and energy efficiency. Eskom programmes include purchase agreements with IPPs, household electrification using renewable products, local supplier development, and skills development.

Renewable Energy: Investment and Industry Development in the Eastern Cape

The Eastern Cape has some of the best climatic conditions to suit the generation of power from wind and solar facilities. The province has been identified as an Energy Hub by the Department of Energy (DoE) and significant contracts have been awarded for facilities in the Eastern Cape by the DoE through the first two rounds of the REIPPP process, i.e.:

	Wind	Solar
Total investment in EC	15,889 billion	2,213 billion
Local Content Portion	4,622 billion	822 million

The Department of Energy has attached strict conditions to contracts with Independent Power Producers (IPPs) to ensure local economic development, including conditions for local procurement, employment of local people and the creation of beneficiary community trusts.

The commitment and investment by government to large scale renewable energy projects has provided opportunities for associated and component industries such as wind tower production, and turbine design and manufacturing. The NMMU and the University of Fort Hare are both currently working on prototype research and design.

Renewable Energy: Employment Potential for the Province

The benefit to the province from the significant investment being made in renewable energy lies in the ability to support local youth to access employment and business opportunities, and the extent to which local companies position themselves to provide the goods and services needed by the wind and solar farms. The Van Stadens Wind Farm is an excellent case study in the various activities involved in the establishment of a wind farm from pre-feasibility through to operations with links to the skills needed at the different stages. 46 companies have already been contracted for different aspects of the construction phase.

Information on the value chains and skills requirements of the different sectors provides a useful start towards a detailed study to map all opportunities for employment opportunities in the Renewable Energy sector. A comprehensive analysis of the value chain and the integration of opportunities into local economic development strategies of municipalities is a priority. The analysis must also guide the training sector towards developing responsive training programmes.

All sectors of the economy have an important role in making sure the projects work, with one of the most challenging aspects being the logistics of transporting towers and blades through the mountainous, winding roads of the province. All sectors are encouraged to develop specific responses to the challenges and opportunities, and efforts should be made to place graduates for work experience in all parts of the value chain.

Rural Development

The remote location of most of the wind farms in the Eastern Cape presents an opportunity for rural development. Accordingly, the institutional framework for local training needs to be established in locations benefitting from the first two rounds including, for example, the areas of Burgersdorp, Cookhouse, Adelaide, Tsitsikamma and Jeffrey's Bay.

Skills Development and Planning

For the past two years, the Eastern Province training sector has been developing a green skills strategy to ensure that the province has the skills needed for the green economy. The key elements of the strategy include:
- intensive training and support to local suppliers of goods and services
- the piloting of specialised qualifications at FETC level
- lecturer development
- work placements for students and graduates at facilities
- a broad based training programme for municipal officials and leaders
- an awareness campaign

Significant work is being done around curriculum development, and SETAs have started redirecting funds and resources to respond to the requirements of the renewable energy sector, i.e.:
- The merSeta has established a Green Platform to determine the specialised skills needed and, in partnership with the ELIDZ, is piloting an accredited training programme for Solarteurs that could potentially be expanded to FET colleges.
- The EWSETA is supporting FET colleges in the Eastern Cape to equip workshops and to implement programmes.

The DHET is also working with Eskom and other industry players to define the skills needs of SIP 8, and GIZ has supported training programmes for lecturers and management from all 8 FET colleges and is supporting the greening of FET colleges' initiative.

Additionally, the training sector, coordinated through the Eastern Cape PSDF, is committed to assisting the business sector to source appropriate skills. FET colleges and Universities have placement officers who are

able to submit graduate information for a recruitment pool, and there are also a number of existing databases that have captured unemployed youth details that can be used. The Department of Labour is willing to assist with aptitude and competency tests for prospective candidates. The partnership between the energy facilities and training institutions could be expanded to include work placements for students, donation of old equipment for workshops, collaboration on programme development.

Programme of Action for the Green Skills Forum

Based on the discussions and feedback from the inaugural meeting, and the planned ECGSF programme of work, it has been agreed that the Green Skills Forum will implement the following plan of action:

Industry Needs
- Map all initiatives and linkages and quantify the employment opportunities in all sectors (urgent). CIPSET could coordinate the research and analysis needed by the Forum
- Support the development of the provincial skills plan in defining what industry needs and how each sub-sector will supply what is needed (SIP 8). The work done at provincial level to identify skills needs around renewable energy and develop a provincial response to the training gaps, will feed into the work of SIP8 being coordinated by the IDC. Close links have been established between the provincial structures and the SIP 8 Project Office.
- Identify trained people to be considered for employment opportunities

Partnerships
- Identify support systems available per project e.g. Department of Labour offer to screen all potential candidates to be considered for employment opportunities for wind farms
- Donations from industry of demonstration equipment at training institutions
- Facilitate partnerships between private and public FET training institutions and SETAs, particularly around local supplier development programmes
- Facilitate work placements for learners

Local Supplier Development Strategy
- Adopt a coordinated approach to local supplier development. Progress towards an integrated approach between developers, local and provincial government, training providers and community already exists. The next Green Skills Forum meeting will focus on a provincial strategy and programme of action to implement a coordinated local supplier development programme

Curriculum
- Support the curriculum development programmes of the DHET, SETAs and Universities and participation in curriculum development structures
- Support pilot programmes being implemented and the GIZ activities of lecturer development and greening of FET colleges

Funding Mechanisms
- Interact with IPPs to advise on skills development programmes as specified within contracts and facilitate linkages
- Coordinate the utilisation of SETA funds to develop scarce and critical skills in the renewable energy industry

District Roadshows

- All Green Skills Forum members will be asked to participate in the District Road shows and details will be circulated shortly but the planned dates are the first week of August, September and October.

It has also been agreed that:

- DEDEAT is the central coordinating point for all enquiries and communications. Queries, challenges, requests/ offers for support from industry should be channelled to Alistair McMaster at DEDEAT who will then refer them to the relevant stakeholder.
- The SIP 8 plans will be a standing item on the Green Skills Forum. A formal communication channel exists between the SIP 8 Project Office and DEDEAT
- Effort will be made to ensure that all relevant stakeholders are represented in the Forum.
- The next Green Skills Forum should focus on SED and Enterprise Development Component

Tsitsikamma Community Wind Farm (source: www.sabc.co.za)

Green Skills for a Green Economy – Recommendations

Given the various strategies and plans that have a 'green economy / green skills' component or complete focus, and the various initiatives under way, it is recommended that:

9. A national green skills development policy is developed with due consideration given to the Green Economy Policy Framework and Employment Opportunity: A South African Case Study.
10. A national green skills framework is developed that brings together the aforementioned strategies, programmes and roleplayers, and builds on the work initiated by the NESS.
11. The Green OFO is properly communicated and fully utilised in green skills planning
12. The development of green occupational qualifications and learning pathways is prioritised
13. In support of the NSF instruction to fund green skills programmes, the SETAs should develop green skills development strategies and, where possible, prioritise the funding thereof.
14. National standards for green skills instruction should be developed and occupational trainers upskilled.
15. Strategies should be developed to re-skill vulnerable workers in the transition to a green economy
16. The Eastern Cape Green Skills Forum case study be evaluated and like-minded models developed for the other provinces, i.e.:
    i. Relevant national, provincial, sector and local industry strategies and plans were analysed and skills needs identified
    j. Relevant roleplayers were identified and engaged, and structures and roles defined and communicated
    k. Strategic partners were identified and engaged, and relevant technical expertise and funding obtained
    l. Provincial green skills development strategies and programmes were developed
    m. Employers were engaged, and skills needs and workplace learning opportunities identified and agreements reached
    n. Existing qualifications and curricula were analysed, and refined and/or occupational qualifications developed
    o. Programmes and agreements were established between providers, learners and employers
    p. Monitoring, evaluation and reporting processes and systems were established and implemented

Acid mine drainage (source: fortheloveofwater.co.za)

It is also highly recommended that the development of 'water management skills' is prioritised on the green skills development agenda. Of the twin crises facing South Africa, namely energy and water, renewable energy has received the main focus under the green skills development strategies. However, the recent inaugural South African Water and Energy Forum spoke of the water crisis facing South Africa and that "the country could experience critical shortages as early as 2020. Specific metropolitan municipalities that will be the first to be hit by shortages include eThekwini, Nelson Mandela Bay, and the City of Johannesburg as a result of water demand outstripping supply, and to a lesser extent, by poor water quality as municipal infrastructure deteriorates. Other contributing factors include leaking pipes and the theft of water for agricultural purposes. Good water management is very important for growth and development". (Mike Muller – Visiting Professor: Wits University Graduate School of Public and Development Management)

A summary of the challenges facing water management in South Africa (source: www.62.co.za) includes:
1. South Africa's growth in population and increased economic activity leading to:
    a. more land being populated and industrialised
    b. increased demand for water
    c. a degradation of water resources through pollution
    d. a decrease of natural environments such as wetlands
2. South Africa has already built more dams than the river systems can accommodate with the current dam systems suffering from poor management and siltation
3. Poor functioning municipal water services largely due to a shortage in skilled staff
4. Deteriorating water infrastructure with a corresponding decline in the quality of municipal water
5. Increasing difficulty, complexity and expense to purify drinking water
6. The lack of reliable resources to test the quality of our water supplies

The biggest challenge, however, is that our need for energy has, until the advent of renewable energy strategies, been inextricably tied into our water. 'Non-green' energy generators, whether hydropower, nuclear or coal-fired power stations, are all heavily reliant on the use of water in their operations, and all, one way or another have a serious impact on the water environment, either through over use or pollution. And the most recent 'non-green' energy source – fracking – has a potentially devastating impact on our scarce water resources – both through operational use and the potential poisoning of the water table.

Thus all energy generation decisions that are non-green must be weighed against the need for water – an irreplaceable asset. It is a simple fact that a human being can survive a lifetime without energy, albeit in a fundamentally different form, but without water, a human being will survive for approximately 3 days.

Black River Cape Town (library.thinkquest.org) and Vaal River water catchment (vaalenvironmentalnews.blogspot.com). The City of Cape Town embarked on an ongoing general clean-up of the Black River in February 2012 in partnership with the Natural Resource Management Programme (Working for Water) as part of an overall improvement project, namely the Kader Asmal integrated catchment management programme resulting in a great improvement in the health of the river.

The Minister of Water and Environmental Affairs, Edna Molewa, has prioritised water as a critical resource, calculating that in the coming 10 years over R570-billion will be needed for investment across South Africa's water value chain, including water resources infrastructure and asset management, water services, water conservation and demand management. Across national government, municipalities and the country's existing 12 water boards:

- R162-billion is needed for water resources infrastructure,
- R394-billion is needed for water services, and a further
- R16-billion is needed for conservation demand management.

Accordingly, the development of water management skills along the entire value chain, i.e. from water harvesting to water delivery including scientists, planners, engineers, and artisans should become the next priority in terms of skills development. And, underpinning these skills, the skills required for managing water policy and regulations, issuing water licences, cost management and cost recovery (municipal debt to the 12 water boards was R2.1-billion as of December 2012) must also be developed as a matter of urgency.

Water management already offers enormous opportunities for job creation and skills development, from the most basic entry level skills and jobs to the most advanced. An example of how water management can reach even the most marginalised sections of our society is evidenced in the Working for Water (WfW) programme which was launched in 1995 and is administered through the Department of Water Affairs and Forestry. Since its inception in 1995, the programme has cleared more than one million hectares of invasive alien plants, providing jobs and training to approximately 20 000 people from among the most marginalised sectors of society per annum. Of these, 52% are women.

WfW currently runs over 300 projects across all nine of South Africa's provinces. The programme is globally recognised as one of the most outstanding environmental conservation initiatives on the continent. (Source: www.dwaf.gov.za)