



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# **National Skills Development Strategy (2011-2016)**

## **NSDS III**

# Vision and Mission

## ❖ VISION

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

## ❖ MISSION

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

# Alignment

- ❖ NSDS III is informed and guided by overarching government programmes
  - Human Resources Development Strategy for South Africa,
  - New Growth Path
  - Industrial Policy Action Plan,
  - Rural development strategy
  - Environment strategy
  - Reducing poverty and inequalities through targeted interventions
  - Creating synergies with our formal education system.

## PURPOSE OF NSDS III

- ❖ To improve the effectiveness and efficiency of the skills development system
- ❖ Explicit commitment to encourage the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression
- ❖ To promote a skills development system and architecture that effectively responds to the needs of the labour market and social equity
- ❖ To establish and promote closer links between employers and training institutions and between both of these and the SETAs
- ❖ To enable trainees to enter the formal workforce or create a livelihood for themselves
- ❖ To assist those with no relevant technical skills or adequate reading, writing and numeracy skills to enable them to access employment

# Pressing challenges

- ❖ Inadequate skills levels and poor work readiness of young people leaving formal secondary and tertiary education and entering the labour market
- ❖ Unemployed who lack basic numeracy and literacy, and without entry-level skills, work experience in need of work-based training for employability
- ❖ Continuing skills shortages in the artisanal, technical and professional fields that are fundamental to the development and growth of our economy
- ❖ Over-emphasis on NQF level 1-3 learnerships, with insufficient progression towards skills required for growth sectors in a knowledge economy
- ❖ Failure of businesses in many sectors of the economy to equip their workforce to adapt to change as the economy becomes more knowledge-based
- ❖ Systemic blockages such as: a lack of synergy between the various post-school sub-systems
- ❖ Absence of coherent strategies within economic and industrial sectors, lack of systematic skills development to support and sustain growth and development
- ❖ Urban bias of our economic development and therefore the urban bias in our skills development initiatives, resulting in skills for rural development being neglected

## 7 Key developmental and transformation imperatives

- ❖ **Race** - focus on giving more opportunities to previously (and currently) disadvantaged South Africans
- ❖ **Class** - provision of skills in a manner that significantly reduces social inequalities in our economy and society
- ❖ **Gender** - specific programmes and strategies to promote gender equality in skills development, in employment and career development and in our economy as a whole
- ❖ **Geography** - increase its focus and attention on the production of skills for rural development
- ❖ **Age** - must pay particular attention to the training of our youth for employment
- ❖ **Disability** - open up opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability
- ❖ **The HIV and AIDS pandemic** - incorporate the fight against this pandemic and management of HIV and AIDS in the workplace

# Alignment to HRDS SA

- ❖ **NSDS III** – is an overarching strategic guide for skills development and provides direction to sector skills planning and implementation in the SETAs
- ❖ It provides a framework for the skills development levy resource utilisation of these institutions as well the NSF, and sets out the linkages with, and responsibilities of, other education and training stakeholders
- ❖ **HRDS-SA** - Is a coordination framework intended to combine the key levers of the constituent parts of the HRD system into a coherent strategy.
  - All HRD subsystems (**NSDS, HRD Strategy for the Public Sector, Technology and Innovation System**, etc.) have detailed strategic priorities, inputs, outputs and performance indicators elaborated within their respective strategic plans
- ❖ Commitments of the HRDSA apply to NSDS III

# 8 Goals for NSDS

## 4.1 Establish a credible institutional mechanism for skills planning

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

## 4.2 Increase access to occupationally-directed programmes

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



# Goals of NSDS

- ❖ *Outcome 4.2.2: 10,000 artisans per year qualify with relevant skills and find employment*
- ❖ *Outcome 4.2.3: High level national scarce skills needs are being addressed by work ready graduates from higher education institutions*
- ❖ *Outcome 4.2.4: Relevant research and development and innovation capacity is developed and innovative research projects established*

# Goals of NSDS

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

- ❖ *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*

# Goals of NSDS

- ❖ *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*
- ❖ *Outcome 4.3.3: The academic staff at colleges are able to offer relevant education and training of the required quality*

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

- ❖ *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*

# Goals of NSDS

## **4.5 Encouraging better use of workplace-based skills development**

- ❖ *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*

## **4.6 Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives**

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

# Goals of the NSDS

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

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

- ❖ 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*

# Goals of NSDS III

## ***4.8 Building career and vocational guidance***

- ❖ *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*

# Skills-levy Institutions

- ❖ Cooperation and coordination from key stakeholders such as government, the SETAs, employers is crucial for the realisation of the NSDS III goals
- ❖ DHET, The SETAs and the NSF are the key drivers of the NSDS III
- ❖ **SETAs** - The core responsibility of SETAs is to develop sector skills plans (SSPs)
- ❖ SETAs must be able to coordinate the skills needs of the employers - levy-paying and non-levy paying
- ❖ The SSPs are also a critical instrument for building a connected labour market information system across all the sectors

# Skills levy - institutions

- ❖ ***The National Skills Fund*** - is a '*catalytic*' fund – enabling the state to drive key skills strategies as well as to meet the training needs of the unemployed, non levy-paying cooperatives, NGOs and community structures and vulnerable groups
- ❖ It will promote strategic partnerships and innovation in project delivery
- ❖ It will drive change towards partnership-based programmes and contribute significantly to raising the low base of education and training in our country, guided by our government policies of redress and promoting equity
- ❖ It will be used to target gaps and complement resource shortages for national priorities. Its objectives will be achieved within the overall framework of the HRDSSA II and the NSDS III



# Priorities of the National Skills Fund

- ❖ Identified priorities that advance the HRDS, decided upon in consultation with the HRDC
- ❖ Priorities identified by the Minister after consultation with the NSA, and that support the NSA in its advisory work and building the capacity of the social partners (constituencies) to strengthen their role in and delivery of our NSDS
- ❖ Projects that are in alignment with the NSDS and support the new economic growth path, the IPAP, rural development, skills to support the green economy, and
- ❖ SD in education and health, and that contribute towards capacity building and SD for institutions dedicated to the fight against crime and corruption, as key priorities of government

# Building Partnerships

- ❖ Partnership and collective responsibility between government, public bodies, employers, business organisations, trade unions, SETAs, trade and professional bodies, public and private training providers, CBOs, co-operatives and NGOs is critical to achieving goals
- ❖ To improve the linkages between universities, colleges, SETAs and employers, particularly at a local level
- ❖ To promote training to meet the needs of both public and private sector employers and increased university research collaboration with industry.
- ❖ To building international links as well as supporting the role of community partnerships in planning and delivering local employment and skills support services.

# Implementation, Monitoring and Evaluation

- ❖ Implementing the NSDS III is a collective responsibility
- ❖ DHET will play a leading role in ensuring that the goals and objectives of the NSDS III are realised
- ❖ DHET will build the necessary capacity for effective monitoring, evaluation and support to the entire skills development system and its institutions
- ❖ A clear framework and institutional measures will be developed to undertake effective M&E and support
- ❖ DHET will enter into tight SLAs with the SETA (outlining indicators and targets)
- ❖ Each SETA will have targets applicable to its skills set and cross-SETA collaboration will be included in the SLAs

# Conclusion

- ❖ 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 that our extensive structures and resources are having
- ❖ **Out of this strategy, the DHET will develop annual implementation plans, including specific targets where appropriate. Such implementation plans and targets will be announced by the Minister on an annual basis.**

**THANK YOU & ENJOY THE RIDE**