

Department of Higher Education and Training (DHET)

*Building an Expanded, Effective
and Integrated Post School
Education and Training System*



The Purpose of the presentation:

**DHET response to the Human Resource
Development Council (HRDC) Skills
System Review Technical Task Team
(SSR- TTT) Report**



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International Thinking : Skills System

View of International Labour Organisation

- Skills Development System can be described as the organisational form, institutional arrangements, and check and balance instruments that support the process of skills development;
- Skills Development as the acquisition of knowledge and skills for the world of work : practical competencies, know-how and professional attitude that are needed to carry out an occupation;
- Skills Development does not refer to the source of education or training itself, but to the capacities that are acquired through these skills.

International Thinking : Skills System

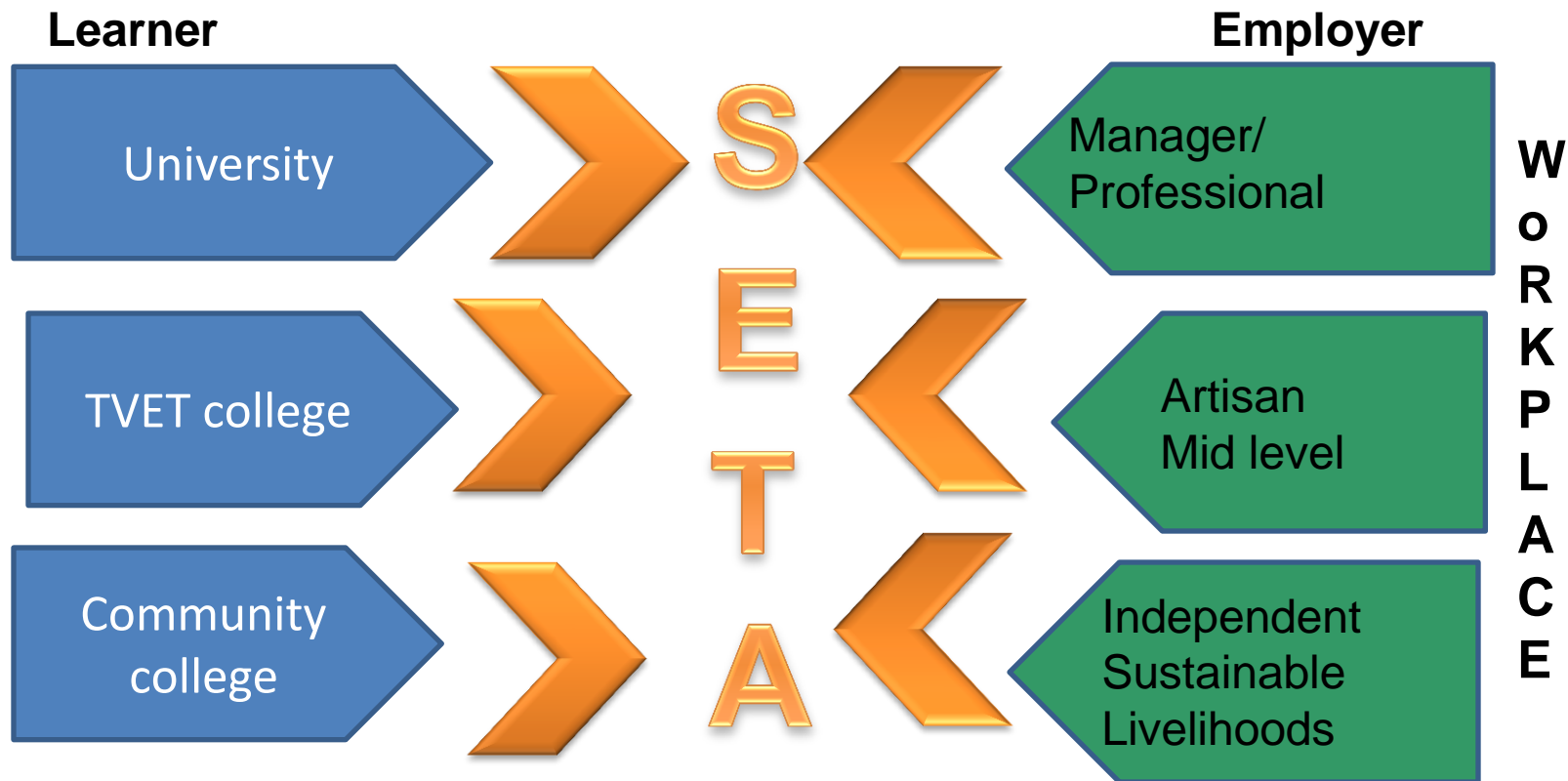
View of International Labour Organisation

- Skills Development Systems aim at :
 1. Creating opportunities for all individuals to develop and up-to-date skills in order to increase their employability through their working life;
 2. Providing the labour market with an adequate number of skilled and employable professionals;
 3. Contributing to inclusive socio-economic growth for the society as a whole.

Background

- Response is made within the context of the White Paper for Post School Education and Training that was launched in January 2014;
- The response was aligned to the policy framework of the WP;
- White Paper, sub-titled 'building an expanded, effective and integrated post-school system' – proposes a system that threads the different parts of the post-school system together;
- WP mandate of the SETAs is to be able to play **their key role of linking education and work**;
- Skills Development Act provisions would have to be reviewed were the Skills System Review recommendations accepted.

SETAs: link education and training to work



SETAs ... with **contacts and resources** will incentivise employers to take on students for workplace learning opportunities (cf. p. 16)

SETAs ... will **establish workplace needs**, and **ensure that providers have the capacity to deliver against these** (cf p. xvi)

Response to Recommendation ONE

Support the development of a new skills system in line with the vision, mission and key fundamentals set out in the report

RESPONSE OF DHET :

Broadly the Vision, Mission and Key Fundamentals are accepted but may need adjustment on the basis of experience as the implementation plan for White Paper is rolled out.

Response to Recommendation TWO

Establishment of a single national skills council

RESPONSE OF DHET :

Provisionally agree to the establishment of a single national skills council with a primary focus on standardising a framework for partnerships between providers and employers however its functions need to be clearly distinguished from those of other structures, and its relation to them clarified. White Paper Implementation is key to this..

Functions of proposed council to be distinguished from those of other structures:

- ☐ Department of Higher Education and Training – policy and implementation
- ☐ Skills Planning Unit (WP p. 59) – cf. sector / national planning
- ☐ South African Institute for Vocational Continuing Education and Training (SAIVCET) (WP p. 26) – cf. promoting ‘dialogue, coordination and linkages ... ‘
- ☐ National Skills Authority (NSA) (WP p. 68) – cf monitoring and evaluation of SETAs
- ☐ Quality Council for Trades and Occupations (QCTO) (WP p. 72) – cf quality assurance
- ☐ National Skills Fund (NSF) (WP p. 62/3) – cf. funding capacity

Response to Recommendation TWO (continued)

Establishment of a single national skills council

RESPONSE OF DHET :

Hybrid model of implementation accepted, although details of its architecture still to be detailed and elaborated.

- ☐ **Economic:** Sectoral structures retained with reduced functional focus (purpose and advantages/disadvantages of clustering to be explored)
- ☐ **Occupational:** Accelerate Occupational Teams System
- ☐ **Provincial /Local:** Consolidate Provincial, District and Local Forums (as part of overall PSET system – not skills sub-system only).

Response to Recommendation THREE

Support the development of a business case for the new skills system, noting that there are a number of important issues that need to be resolved in consultation with stakeholders

RESPONSE OF DHET :

Key policy questions to be resolved before a business case can be drawn up

Response to Recommendation FOUR

Agree that the work of the SSR TTT is complete and that the Department of Higher Education and Training should take forward the development of the business case and its implementation

RESPONSE OF DHET :

Work is already undertaken in DHET Task Team on :

- Implementation of the White Paper;
- SETA landscape;
- National Skills Development Strategy Review in alignment with the National Development Plan, HRD Plan, Outcome 5, MTEF and DHET Strategy and APP;
- Work is in collaboration with all social partners as represented in the National Skills Authority.

Implementation Timelines

Skills System Review process should take into consideration the timelines attached to other crucial processes with implications and these are:

- Expiry of current Seta Landscape License period in March 2016
- National Skills Development Strategy (NSDS III) review by March 2016
- South African Institute for Vocational and Continuing Education and Training (SAIVCET) process
- White Paper for Post-School Education and Training (WP-PSET) implementation plan

Once the WP-PSET Implementation plan is approved, appropriate timelines will be set for the Skills System Review process

Summary and Conclusion

- The response on the three questions of the TWG took into consideration the policy framework as set out by the White Paper for Post School Education and Training which was promulgated after the release of the HRDC SSRTT Report as well as the feasibility of implementing some of the recommendations under the current legislative framework governing the post school landscape.
- It is against this background that the recommendations were made with the full understanding that to ensure a significant shift with minimum disruption and continuity, implementation will assume a medium to long term approach.
- To give effect to the recommendations in the spirit of the WP PSET, some of the areas will be regulated in the short to medium term whilst new post school legislation is developed to optimally cater for the new mandate starting with the priorities of the National Development Plan 2030.

Summary and Conclusion

- Finally, any review and development process of the post school skills system to be undertaken should be guided by the legislative and policy mandate as well as by the contextual realities of our evolving democratic revolution.
- As much as we may want to learn good skills development practices from other countries, we must not forget that every system takes time to evolve and mature; thus, ours is still new and influenced by a variety of factors as well as the high expectation of the youth and the previously disadvantaged African people in the main.
- I have annexed a more detailed response to the three questions posed by the TWG on this matter. However, over and above this response, I have also instructed the DG to convene a workshop on the Skills System Review with all relevant role players.
- The outcomes of that workshop may enlighten or even shift our view on the report.



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Thank You