

MANUFACTURING, ENGINEERING AND RELATED SERVICES SETA (merSETA)



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MANUFACTURING, ENGINEERING
AND RELATED SERVICES SETA

LMIP POLICY ROUNDTABLE

SESSION 3

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MAIN CHALLENGES FACING THE POST-SCHOOL SYSTEM

- Growth in provision still not enough to meet demand:
 - Shortage of skills in the economy
 - Youth without education, training or employment opportunities when they leave school. (3.2 million NEETS)
- The existing system is not sufficiently diverse or sufficiently transformed in its demography, curricula and culture
- Quality is still weak in many parts of the system
- Weak linkages between educational institutions and the workplace
- Weak data collection and analysis, especially in the college system

Challenges are intensified by unemployment, poverty and inequality



SETAs AND THEIR ROLE IN THE POST-SCHOOL SYSTEM

SETAs should have two major functions:

1. A focus on gathering accurate quantitative and qualitative data on sector skills needs which will be fed into a national central skills planning unit. SETAs should also engage with key stakeholders to test emerging scenarios from the central skills planning process.

Such data will complement that gathered by the LMIP, Stats SA and other government departments.

2. A focus on developing the skills of those in existing enterprises and the development of a skills pipeline to such workplaces.

WHAT DOES THIS MEAN FOR SETAs?



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- They should have a very thorough knowledge of their sector and its current and future skills needs. This is essential for the provision of accurate data for national skills planning.
- This will require some research capacity – or at least the capacity to contract out research and analyse it.
- Central to SETA's work is brokering partnerships between educational institutions and employers to facilitate training that is in demand, including short occupational programmes
- They should be advocates of workplace learning – “Every workplace and training space!”

OVERVIEW

- The DHET's vision is of a transformed post-school system based on the principles of social justice & equality
- The post-school system envisaged is one that is expanded in terms of quantity, quality & diversity
- TVET colleges will cater for the bulk of the post-school youth, as well as for the lower levels of the higher education band (NQF level 5). SAIVCET to be established to provide support
- Community colleges will be introduced
- Better & easier articulation throughout the post-school system
- A key role for employers in workplace-based learning & WIL
- There will be a strategic shift in the role of the SETAs in skills planning and in supporting provision of E&T
- Planned expansion of the system & improvements in quality must be supported by a reinforcement & development of the capacity of DHET

ROLE OF SETAs IN THE SURVEY



- The survey requires collaboration among all the relevant role players such as the DHET, SETAs, and levy-paying firms that are engaged with the SETAs.
- The SETA responsible for the labour market sector plays a vital role in this process. In this pilot, merSETA undertook the critical role in informing companies and industry associations of the survey and encouraging their support and participation.

ROLE OF SETAs IN THE SURVEY



- The key roles of the SETA include:
- Identifying companies within the sector and organising them by subsector and firm size so that it possible to draw a sample from this population of companies
- Providing up-to-date contact details for the firms' CEOs and/or HR managers
- Informing companies within the sector that this survey is being done by an independent research organisation attached to a university, that the data will be confidential, what the purpose of the survey is (including its relationship to the WSP/ATR), and how the data is to be used and
- Ensuring that the findings of the survey are effectively utilised within the sector, where relevant, more widely.

CRITICAL QUESTIONS FOR REFLECTION AND DISCUSSION



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- The policy roundtable will present the results and key trends of the pilot survey and situate it within the DHET's policy framework as detailed in the White Paper on Post-school Education and Training.

CRITICAL QUESTIONS FOR REFLECTION AND DISCUSSION



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- The following questions will frame and stimulate stakeholder input and discussion:
- Does the survey fulfill its purpose? How does the survey contribute to information and data needs for skills planning?
- Is the survey a useful instrument for the operational and reporting needs of the SETAs?
- What are the main weaknesses and challenges of the survey as a tool for skills planning?
- Can the DHET implement this firm-level survey across all SETAs?
- What systems capacity is required (from the DHET, SETAs and firms) to be able to manage and facilitate the survey process?
- Will firms find the survey data useful?

Globale Trends Related to Skills



- Wage differentials are rising between unskilled workers in many regions
- Skilled jobs are growing faster than unemployment
- Knowledge-based industries are expanding rapidly and with them the demand for “new skills”.
- Unskilled workers are increasingly more vulnerable to job loss, extended unemployment, and declining real wages.