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Editor's note *Ms Lavhe Mainganye*

December holidays are upon us and it is time to reflect on the achievements to date as we prepare to conclude the financial year in the first three months of 2016.

This quarter has been riddled with exciting changes such as the minister's announcement that

SETAs re-licensing period has been extended to 31 March 2015, while the process of consultation for the new SETA landscape is underway. I invite you to read more about these changes on page three. These changes not only affect the SETAs but also the stakeholders, and it is imperative that PSETA valued stakeholders participate in this process. We have posted the gazette calling for public comments on the website www.pseta.org.za.

On page two the CEO shares her experience and lessons learned at the recently held 43rd World Skills International Congress on Vocational and Professional Education and Training, in Sao Paulo, Brazil.

On page four we featured the RPL Advisor Learning

Programme which was successfully rolled out this year in the Sector and will be conducted again targeting TVET college and higher learning institutions nationally. For more information on this programme you may Contact Hemmy Shikwambane.

Also featured on page four is the sector skills plan update for 2016/2017 which have changed and aligned to the Department of Higher Education and Training SSP Framework and guidelines.

Thank you to stakeholders who made the 2015 AGM & Gala a huge success. It was indeed heartwarming to see a room filled with stakeholders representing the Sector. We captured some of the moments in pictures for you.

Accounting Authority chairperson's holiday message to stakeholders



*Mrs Koko Mashigo—
Accounting Authority
Chairperson*

As 2015 draws to a close and we approach another Christmas season with all the joy, excitement and merriment that is part of the tradition, I am delighted to extend Season's Greetings to you.

I also take this moment to wish you the perfect and magnificent ending to your year. May this holiday season, be a time of reflection and of sharing the gift of love with those closest to you.

Let us welcome 2016 with great enthusiasm

and in good health. I take this opportunity to wish you all the very best for the Christmas holidays and, a peaceful, prosperous and productive 2016. Please buckle up and ensure safe use of our roads throughout the festive season. May you and your family experience God's loving embrace in everything you do.



CEO's desk - An international approach to vocational and professional education & training



During August 2015 PSETA CEO and representatives of the Accounting Authority attended the World-Skills Conference in Sao Paulo, Brazil together with representatives from other SETAs and the Department of Higher Education and Training.

World-Skills was founded in 1950 and is the global hub for skills excellence and development. Through international cooperation and development between industry, government, organisations, and institutions it promotes the benefit of and need for skilled professionals through grass-roots community projects, skills competitions and knowledge exchange. It is a global organisation that promotes vocational, technological

and service oriented education and training.

Lessons learned

Lessons that can be applied in South Africa were drawn from the theme: Skills for sustainable development and the role of Technical, Vocational, Education, and Training (TVET). Transforming the ever-changing TVET landscape is a global concern and the international development organisations (ILO, UNESCO, EU, IMF & World Bank) on their best practices sharing presentations, emphasised on three important analytic areas namely, security equity; sustainability and economic growth. What can be applied in South Africa is to ensure school-based technical and vocational training; well-designed vocational curricula; good quality qualification frameworks; good career guidance systems on TVET programmes that link to labour market demands; as

well as strong basic education system aiming to improve good numeracy and literacy skills.

The ILO further shared prospective methodologies for skills development with special focus on training students on vocational programmes as well as understanding of demand analysis methodologies. Germany applied these methodologies by prioritising the importance of research, updating of training regulations after every 10-15 years as well as adapting to technology and innovation.

PSETA learnt immensely by attending the conference. An important lesson for South Africa is the involvement of industry and employers leading skills development. PSETA further established networks with ENAP, the Brazilian School of Public Administration, which is a start of future collaborations to enhance skills within the Public Service.

The next world skills conference will be held in Abu Dhabi 2017. Steering committees were established in different countries building towards World Skills International 2017. I was appointed to serve in the World Skills South Africa (WSSA) steering Committee for the next two years leading up to World Skills Abu Dhabi 2017. WSSA will coordinate the World Skills Competition preparing competent and innovative learners for the next conference competition. I commit to contribute to the organising of national and regional competitions out of the experience gained in attending the Sao Paulo Competition. PSETA will also commit funds to the WSSA during the next two financial years.

www.worldskillssaopaulo2015.com

Proposed new seta landscape and the national skills development strategy beyond 2018

“Every citizen has the right to choose their trade, occupation or profession freely.” Constitution of the Republic of South Africa, 1996, Section 22

Sector Education and Training Authorities operate on a five year license cycle as by the Minister of Department of Higher Education & Training (DHET) Dr Blade Nzimande, with the current license period coming to an end on 31 March 2016. The minister extended all SETA licenses to 31 March 2018 pending the approval and implementation of the new SETA landscape

Significant shifts are anticipated and the entire SETA landscape may change. The Minister of Higher Education and Training Dr Blade Nzimande gazetted the new NSDS and SETA landscape paper for public comments. Stakeholders are invited to participate in this process. Submissions and inputs should be submitted by 29 February 2016 to the Department of Higher Education & Training.

To ensure an easy integration of SETAs to the post-school education and training system, it is proposed that they be located as specialized service delivery units within the Department of Higher Education and Training, and renamed

Sector Education and Training Advisory Boards (SETABs). To improve their stability and ensure a long-term perspective, SETABs will no longer be semi-autonomous entities, they will be delivery units of the broader DHET Post School Education & Training system and also permanent structures of DHET. However, in terms of the scope it is proposed that SETABs scope reflect that of the current SETAs and that twenty one SETAs remain, although special circumstances may require individual mergers.

Funding & composition of SETABs

In order to ensure better national coordination of the skills fund to support the trajectory of the National Development Plan, it is proposed that 80% of the current SETA Discretionary Grant be located in the National Skills Fund. SETABs will automatically receive funding for their administrative costs. The composition of SETAB boards will be largely unchanged although the role of government departments will be strengthened to enhance the integration of sectoral strategies into sector plans, so that governments can prepare training plans in line with the methodologies and templates determined centrally. While the National Skills Authority (NSA) perform both an evaluation and monitoring role over

SETAs .

National Skills Development Strategy

The changes on the landscape will see the NSDS shift in terms of the targets, focusing on different major occupational bands of the organizing framework for occupations (OFO); providing detailed occupational priorities under each major category as derived from sectoral plans and research; taking measures that the education and training institutions need to undertake to deliver the needs as required; and elaborating these for each priority occupation, derived from Occupational Team reports. However, it will still be reviewed every five years.

The basic role of SETABs in the NSDS IV will be to determine the skills needs of employers by occupation using the OFO for the sector; to secure workplace-based learning opportunities for learners; to support institutional and workplace based learning of the current workforce; to support education and training institutions to meet skills needs; and to perform system support functions and manage the budget linked to their mandate.

This is a major shift for the skills development fraternity and all stakeholders are invited to take part in this process by submitting their inputs. A detailed proposal is gazetted and may be accessed on www.pseta.org.za

A skilled and capable workforce for an efficient, effective and development-oriented public service

The NDP calls for building a ‘capable state’ – underpinned by “effectively coordinated state institutions with skilled public servants who are committed to and capable of delivering consistently high-quality services, while prioritizing the nation’s developmental objectives” (NDP, 2012).

Professionalising the public service sector and opening its doors as learning and trainings spaces in order for it to be regarded as an employer of choice and to attract young new entrants into the sector, is at the core of PSETA focus. Through PSETA’s research critical issues affecting long-term development have been identified and a framework for guiding skills development in

the Public Service attained. The framework focuses on the key transformative challenges in building a skilled and capable workforce for a more efficient and developmental state.

The following strategies have been identified with the aim to bridge the gap between the demand side and the supply side by:

- ◆ working with the skills pipeline, to ensure they produce candidates who are more “fit for purpose” for employment in the public service
- ◆ improve the bridging the bridging into work through internships
- ◆ focus on upskilling or reskilling of existing employees.

Currently there is a great deal of money being spent on skills development in the public service, but it is reaching less than 10% of the people who need skills development. Interventions must reach larger numbers, more economically, efficiently and effectively. It is therefore crucial to ensure that current employees are trained in a more cheaper, better and faster way.

Priority skills to ensure that the NDP call is addressed have been identified in the sector skills plan. the skills required for many priority state capabilities are being identified on an ongoing basis, and it would limit PSETAs responsiveness to these needs if PSETA were to restrict itself to the list as identified in the SSP

Recognition of prior learning advisor learning programme

Recognition of Prior Learning (RPL) is a process through which formal, non-formal and informal learning are measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system or workplace. The aim is to make it possible to obtain for-

mal recognition for knowledge gained throughout life, such as in workplaces and own reading or experiences. The RPL process also entails providing support to a candidate to ensure that knowledge is discovered and displayed in terms of a relevant qualification registered on the National Qualifications Framework (NQF). Strides have been made to ensure implementation of RPL in the public service sector through the

roll-out of the RPL Advisor learning programme. To date three hundred and fifteen public service sector employees were trained on this programme. This training will also be rolled out targeting the TVET colleges and other institutions of higher learning nationally. This project is aimed at building capacity on the supply side to enable institutions to implement RPL practices.

Sector skills plan has a new structure for 2016/2017

“Skills development in isolation will not yield a more capable state, skills development must be integrated with wider organisational development initiatives if it is to be effective” (DPSA, 2013b).

Section 10 (a) & (b) of SDA mandates SETAs to develop the Sector Skills Plan (SSP) as well as ensuring that it is updated thereof. The annual SSP update is stakeholder-led, research and evidence based. The 2016/2017 financial year the SSP has been updated in line with the new SSP Framework and Guidelines by the Department of Higher Education and Training (DHET). The framework call for a new structure of the SSP which entail six chapters, with the following focus; i) Chapter One: outline PSETA's scope of coverage, a description of key role players as well as an overview of the public service labour market profile. ii) Chapter Two: explored the major 'change drivers' impacting on skills demand and supply in the public service sector and detailed the national strategies with relevance for skills planning in the public service. iii) Chapter Three: provided a detailed analysis of skills demand and supply. iv) Chapter Four: outlined PSETA's partnerships in support of skills devel-

opment. v) Chapter Five: summarises the findings from the previous chapters, outlined PSETA's priority skills and the plans for supporting the priority skills.

PSETA Priorities in the SSP

Although interventions to support any of the priorities identified in the NDP will also be considered, PSETA will prioritise development of the following state capabilities:

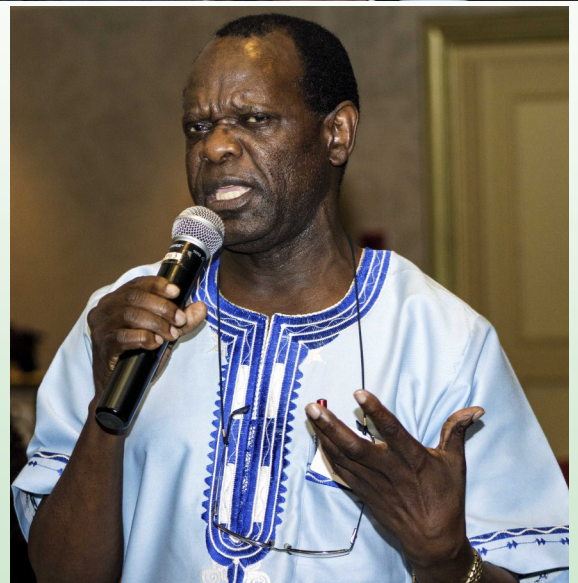
- ◆ Professional and technical competencies, through a focus on support for the Strategic Infrastructure Projects;
- ◆ Development of more operationally inclined and skilled management;
- ◆ Improve technical competencies in Supply Chain Management (SCM), including contract management;
- ◆ Improve competencies in Human Resource Development (HRD) and Management (HRM). With regards to HRD in particular, this will include a focus on improving departments' competencies to provide training through e-learning and improving their competencies to support work integrated learning and bridging into work.

Mechanisms to support priorities

- ◆ Work with relevant central government 'champions' of the competencies (the Chief Procurement Officer in the case of procurement, the Department of Public Service and Administration in the case of HRD etc.) to ensure alignment of training across the public service and to more precisely identify the mechanisms through which improved competencies can best be supported;
- ◆ Support training providers (especially public providers) to develop more relevant and improved quality curriculum to address 'demand-supply' mismatches;
- ◆ Use the discretionary grants as a mechanism to encourage departments to pool resources, align their training approaches and support the development of the priority skills outlined above;
- ◆ Facilitate knowledge sharing between departments, state academies and other stakeholders;
- ◆ Market the public service as a career of choice to support the recruitment of *top graduates and artisans into the public service* (Source PSETA SSP 2016/17.)

Stakeholders are invited to partner with PSETA in implementing the identified priorities.

PSETA Annual General Meeting held 18 November 2015





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