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“We have to improve access to SETA services through collaboration with FET colleges and Universities of Technology. Such an approach will ensure that the national skills development interventions and projects are not only accessible to those with a privilege to stay in urban and developed areas but also benefit those who are in the periphery of the economic system,” Minister of Higher Education and Training, Dr Blade Nzimande

From the Editor’s desk

Welcome to the Easter edition of the PSETA newsletter. In the next few days we will say goodbye to the current financial year. This is a busy time for us and all our stakeholders.

In this issue we focus on our progress and the impact the PSETA is making in assisting disadvantaged youth in rural areas.

To set the scene let me mention that the PSETA has four core business departments namely: Educa-

tion, Training and Quality Assurance, Learning Programmes, Skills Planning and Research and Projects departments.

These departments and support functions collectively drive the skills development agenda in our sectors.

On page 2, we report on the progress that we have made in implementing our flagship projects by providing some rolling data on enrolments and place-

ments of learners in the workplace.

On page 3, we reflect on the unprecedented increase in the number of assessors and moderators that have been registered and applications that have been processed by our entity.

Our sector skills plan has been updated based on the skills gaps that have been identified.

I trust that you will enjoy reading the newsletter, thank you.

From the CEO’s desk – Towards a skills development strategy



Ms Shamira Huluman

Since the establishment of the PSETA, there has always been a tacit understanding that government departments not aligned to line-function SETAs are, by default in the PSETA scope. All government departments were viewed as indirect key strategic partners of the PSETA, since the PSETA is responsible for facilitating skills development and training, quality assurance and promotion of transversal functions and qualifications across all government departments’

promote skills and competencies that will ensure that public servants are able to perform the business of government.

The PSETA has thus far made substantial progress in:

- identifying and developing qualifications required in our sectors;
- provider accreditation and programme approval;
- assessor and moderator registration.

However, our SSP research findings indicate that there are still serious gaps between skills demand and supply in the sector and that a substantial number of beneficiaries of our programmes do not complete their training leading to poor return on investment.

In order to address some of these challenges we have crafted the skills development strategy for the public service sector

which identifies the systematic and specific interventions required to improve the stock and flow of skills in the sector.

These are priority skills interventions that will systematically address the needs of the sectors rather than a shopping list of qualifications.

The priority interventions will be implemented through the strategic framework for skills development in the public service sector through:

- defining the impact of skills development;
- building the demand-side capacity to plan, implement and manage skills development better;
- building the supply-side capacity to deliver the demand-side needs better; and
- bridging the existing mismatch between supply and demand.

With these interventions we believe we are getting closer to our vision of ‘cutting edge skills for quality public services’.

The primary role of the PSETA is to develop and

PSETA flagship projects – an update

In 2011 the PSETA launched three skills development projects in four provinces namely; Limpopo, Northern Cape, North West and KwaZulu-Natal through funding from the National Skills Fund.

The projects are aimed at providing the unemployed, marginalised and disabled youth, as well as under-graduate learners, in the rural, peri-urban and urban communities with skills development opportunities.

Rural Youth Development Project

The project is aimed at providing young people in rural communities with skills to secure formal workplace employment and create a livelihood for themselves.

To date 41 learners enrolled in Public Finance Management and Administration in Limpopo and KwaZulu Natal respectively have completed the theory component of the courses and have started with work integrated learning (WIL) in host departments in the two provinces.

Twenty four (24) learners commenced with the Public Management Level 5 course in KwaZulu Natal province. Two interns were placed at Church of Scotland Hospital and three in Msinga Municipality completed their internship programme in January and March 2013 respectively.

North-West Youth Empowerment Project

The project is aimed at empowering economically marginalized groups. On this particular project, twenty five (25) interns were placed at the Department of Sports, Arts and Culture in various disciplines in the North West province.

Twenty one (21) interns were deployed at the Department of Economic Development and Tourism. A further one hundred and three (103) learners will do a Library Practice Learnership and will be placed at all libraries in the province. Full implementation of the learnership programme will be concluded during the 2013/14

financial year.

Co-operatives Project

The purpose of this project is to increase the capacity of the PSETA to partner with the public service sector in its drive to create a skills base essential for improved service delivery.

To date three phases of the project have been completed and the training provider responsible is currently rolling out phase four which focuses on capacity building on areas such as: general business and compliance with legislation, basic business management skills, marketing and selling skills, customer service and basic financial management skills.

*Projects Department
Contact Details:
Nthabiseng Khota
Tel. 012 423 5738
KhotaC@Pseta.gov.za*



Beneficiaries of the PSETA flagship projects in KwaZulu Natal

PSETA accreditation capacity building projects

The ETQA department is tasked with the monitoring and auditing of achievements in terms of national standards or qualifications. Its goals include facilitating workplace-based skills development for the public service sector by :

- ensuring increased access to quality Learning Programmes and improve access to experiential opportunities for new labour market entrants;
- developing a qualifications and standards matrix;
- facilitating and promoting the development of qualifications;
- raising the bar for the employed and unemployed;
- accrediting/ approving providers and centers; ensuring the quality of learning; and
- equipping and empowering FET colleges to increase their contri-

butions to skills development in the country.

The PSETA ETQA has a challenge of a very limited number of PSETA accredited providers in the sector. In an attempt to address this challenge the PSETA implemented an accreditation capacity building project to build interest.

The project capacitated public FET colleges, accredited providers as well as non-accredited providers who wish to be accredited with the PSETA.

It was rolled out in all nine (9) provinces and beneficiaries were capacitated on the skills to:

- Conduct outcomes-based assessments.
- Conduct moderation of outcomes based assessments.
- Develop education, training & development (ETD) policies and procedures for an organisation.

By all accounts the project was a success and to-date the PSETA has recorded hundred and thirty (130) assessors, fifty nine (59) moderators and twenty four (24) accreditation applications.

The PSETA has developed a Qualifications and Standards Matrix which seeks to classify public service occupations. The matrix will enable the PSETA stakeholders to define their scope, help prioritise the development of new qualifications and the review of existing qualifications for occupations in the public service sector.

*ETQA Department
Contact Details:
Mapontsho Ntoule/Phanuel Nkabinde
Tel. 012 423 5739 /5724
NtouleM@Pseta.gov.za
PhanuelN@Pseta.gov.za*



Delegates at the accreditation capacity building workshop in the Free State province

Skills Planning and research in the public sector

“Government, by its nature, has certain functions, responsibilities and services that cannot be performed anywhere else. These functions, responsibilities and services are in the exclusive domain of government as they are performed uniquely and/or exclusively by government and require specific skills and competencies by employees in the public service.” PSETA Sector Skills Plan Update

The Skills Planning & Research department is mandated to develop a five-year Sector Skills Plan (SSP) based on research-identified skills gaps in the sector. The SSP is updated annually to capture the structural, economic and social changes in the public service sector.

To ensure that the process of the SSP update is done accurately a need arose to train Skills Development Facilitators (SDFs), Human Resources Development (HRD) managers and training committee members in the public service sector on labour market analysis. The aim of the training intervention was to develop the skills to interpret and understand the labour

market in which they operate and to develop an analytical ability to use labour market information to inform the development of Workplace Skills Plans.

The training interventions were held in Limpopo, KwaZulu Natal, Western Cape, Legislatures and National Departments.

In addition to these as part of providing further support to stakeholder and gearing towards the improvement of the quality and quantity Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs), PSETA developed the SDFs guide to assist employers to understand:

- the skills development process;
- the steps in developing a Workplace Skills Plan and ATR;
- how to prioritise and track planned training interventions;
- how to develop a training budget;
- how to evaluate the implemented training interventions (impact assessments) and the steps to report on skills development-related information.

The PSETA held a skills colloquium wherein key issues coming out of the SSP update and discussion papers

were discussed. Below are some of the resolutions taken by the colloquium:

- Building a professional public service.
- Creating space for learning within the public service.
- Allocating resources and time towards the professionalisation of the public service sector.
- Strengthening PSETA’s facilitation role in implementing skills development programmes.
- Capacitating FET/HEI/Sectoral and provincial academies to become leading training institutions.
- Building strong partnerships with stakeholders.
- Stakeholders to work towards coherent coordination of sector skills development initiatives.

The PSETA will continue to play a critical role in the development and promotion of skills and competencies that will ensure that a capable and professional Public Service Sector.

*Contact Details
Hulisani Thathaise
012 423 5709*

Career information dissemination programme

In response to the Minister of Higher Education and Training Outcome 5 Delivery Agreement to manage and coordinate career development activities in the country, the PSETA participated in a series of career development exhibitions and established effective partnerships with various stakeholders to ensure delivery of high quality and impartial career education, advice and guidance to young people and stakeholders.

The objective is to address the country’s acute and high rate of youth unemployment and to develop effective

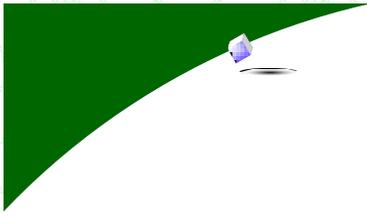
career decision makers leading to increased participation in education, training and employment:

- providing young people with opportunities and life experiences to develop the essential employability and life skills in order to become effective citizens and employees;
- setting in place a framework to ensure people of all ages have access to good quality public service sector labour market information so that they are able to make informed choices and achieve their potential.
- Enabling young people to develop

the skills to be able to make informed decisions about their education, training and employment options.

The target audience for the career guidance include: Learners, from Grades 9 to 12; Students at tertiary institutions; Employees in both public and private sectors; Career guidance counselors and educators ;the unemployed; and various youth development agencies.

Going forward the PSETA is planning to conduct its career exhibition in collaboration with FET colleges and will be held in deep rural areas.



420 Festival Street
Hatfield,
Pretoria

Editor in Chief : Shamira Huluman
Shamira.Huluman@Pseta.gov.za

Editor : Jabulane Jiyane
Jabulanej@Pseta.gov.za

Compiler : Lavhelesani Mainganye
Lavhelesanim@Pseta.gov.za

Telephone: 012 423 5700
Fax: 012 423 5755

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