



# *Services SETA Presentation to*



THE SOUTH AFRICAN  
PAYROLL ASSOCIATION

## ***UPDATE ON SETA LANDSCAPE & NSDS III***

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# WHO....



## The Minister of DHET, Blade Nzimande

*“After an extensive process of review and consultation, my department has submitted to me a proposed new SETA landscape which I am now releasing for public comment and which will be gazetted.”*



*“In my budget speech last month, I noted that 19 of the 23 SETAs received a clean bill of health from the Auditor-General...*

# WHAT....

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- ✓ *Recertification of 15 SETAs*
- ✓ *Establishment of 2 new SETAs (Social Security & Development SETA & Manufacturing SETA)*
- ✓ *Amalgamation of 6 SETAs*
- ✓ *Reduction of the above 23 to 21(No FIETA, MAPPP)*





# WHEN....

- ✓ Draft landscape to be announced at HET summit, 9 Sept 2010.
- ✓ Final landscape at Skills Conference 20/21 October 2010
- ✓ SETA iii establishment period 1 April 2011 to 31 March 2016



# WHY...

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- ✓ *A new beginning...a new opportunity*
- ✓ *Contribute to socio-economic growth and development (Govt. 10 priorities)*
- ✓ *12 presidential outcomes*
- ✓ *HRD strategy & industrial policy*



# NSDS III

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- ✓ *The NSDS is the overarching strategic instrument for skills development and guides sector planning*
- ✓ *It is a significant component of the HRD strategy (2010 – 2030)*
- ✓ *Must give stretch targets for social development & economic growth*





# FOCAL POINTS NSDS III...



1. *Ethical Code*
2. *Equity*
3. *Learning programmes for Decent Work*
4. *Programme Delivery Partners*
5. *Levies & Grants*
6. *National Skills Fund*

# NATIONAL CONCERN:

## CODE OF DECENT CONDUCT

- × South Africa's inclusive growth plans are currently being endangered by a range of unethical practices such as poor quality workmanship and fraud, corruption and 'tenderpreneurship'.
- ×
- × If these are permitted to proliferate then the poor will remain excluded whilst a few enrich themselves.
- × Skills development is not only a site where such practices are evident, it is also a vehicle by means of which such practices can be challenged.
- × Professional bodies have traditionally bound their members to 'Codes of Ethical Practice' and have debarred those who breach these codes from practising.
- ×
- × Ways need to be found to encourage such 'peer policing' of ethical conduct – whilst, simultaneously avoiding tendencies for such practices from themselves becoming barriers for new entrants.
- × **Sectors, in partnership with others, need to find ways whereby 'codes of decent conduct' can be advanced across the board.**



# NATIONAL CONCERN: EQUITY IMPACT

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- + Class
- + Race
- + Gender
- + Age
- + Disability
- + HIV / AIDS

*To measure impact – a baseline must be set sectorally and nationally.*

# LEARNING PROG, FOR DECENT WORK

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1. Programmes to facilitate access, success and progression;
2. PIVOTAL occupational programmes and
3. Skills Programmes and other non-accredited short courses.
4. Programmes that build the academic profession and engender innovation

# (1) PROGRAMMES TO FACILITATE ACCESS, SUCCESS AND PROGRESSION

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## 1. *Information and career guidance*

*SETAs need to submit information in a standard format and need to help expose learners to the work before they make their final decisions*

## 2. *Recognition of Prior Learning*

*People who seek to enrol on learning programmes without the standard entry qualifications need to be afforded the opportunity to have their skills acquired through experience measured against that which they require to attain.*

## 3. *Raising the base*

- 1. Foundational learning programmes*
- 2. Adult education and training*



## (2) PIVOTAL OCCUPATIONAL PROGRAMMES

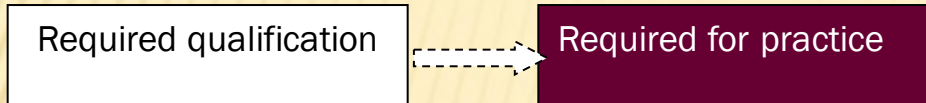
- ✘ Professional, vocational, technical and academic learning programmes:

*These are programmes that generally combine course work at universities, universities of technology and colleges with structured learning at work leading to a full occupation e.g. artisan, technician or engineer.*

*Workplace learning is achieved by means of quality overseen placements, work-integrated learning, apprenticeships, learnerships, internships and the like.*

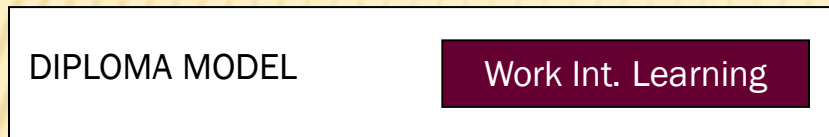
# TYPICAL 'PIVOTAL' LINKAGES

## PROFESSIONAL BODY



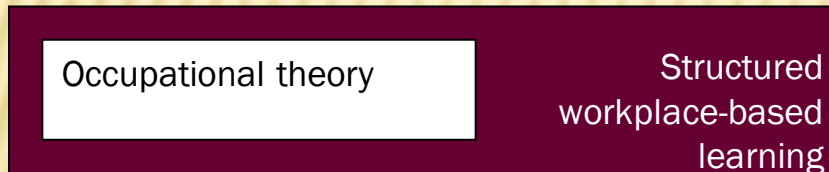
Professional

## CO-OPERATIVE LEARNING



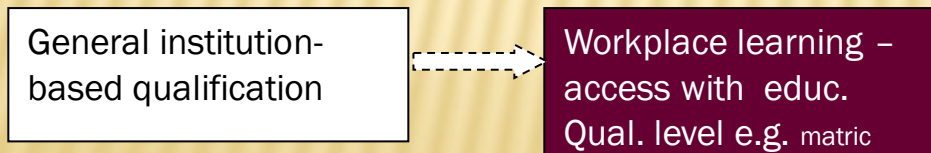
Para-professional

## APPRENTICESHIP



Trade / trade equiv.

## INTERNSHIP



General to occupation

### **(3) SKILLS PROGRAMMES AND OTHER NON-ACCREDITED SHORT COURSES**

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- ✓ *They will tend to be programmes for a specific application or specialisation.*
- ✓ *Skills programmes and other short courses for the employed;*
- ✓ *Skills programmes and other short courses for the unemployed.*



## **(4) PROGRAMMES THAT BUILD THE ACADEMIC PROFESSION AND ENGENDER INNOVATION**

- ✓ *Too often the academic profession – the researchers and innovators that pioneer new frontiers of knowledge and develop its useful applications – are seen as inhabiting another world to that occupied by the skills development community.*
- ✓ *This is far from true. Without this profession, industry would stagnate, competitiveness wither, social understanding would stagnate and pressing health, social and economic problems would remain unresolved.*
- ✓ *Success Indicator: This imperative can be pursued in a number of ways and the indicators of its success can both be measured in terms of an increase in the number of people filling these ranks (broken down by equity profile) as well as by the knowledge products or socially useful innovations that are found. SETAs and the NSF are invited to explore both of these dimensions as they consider their contribution to the achievement of this goal.*

# PROGRAMME DELIVERY PARTNERS

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- ✓ Support provider capacity including:
  - ✓ *Infrastructure of facilities;*
  - ✓ *Curriculum and qualification design;*
  - ✓ *Lecturer, teacher or trainer development;*
  - ✓ *Learning material;*
  - ✓ *Student information and support;*
  - ✓ *Facilitation of partnerships between public and private providers;*  
*and*
  - ✓ *Even subvention of the wages of key staff members or the creation of dedicated 'chairs' for required programmes.*

# SKILLS DEVELOPMENT LEVIES

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## ✓ SETA Grants

- ✓ *WSP and PIVOTAL Grants*
- ✓ *Discretionary Grants*

## ✓ NSF 'grants'

- ✓ *Catalytic 'Grants'*
- ✓ *Other 'grants'*



# NSF GRANTS

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- × *Catalytic Grants*
  - \* *Triggered by government from strategies from which funding criteria derived;*
  - \* *Applications from SETAs for achievement of SSPs where available funds do not suffice*
  - \* *Applications from national, provincial and local government for strategic skill purposes*

THANK YOU