THE LONG WALK FROM POLICY TO DELIVERY

THE DEPARTMENT OF LABOUR AND DEPARTMENT OF EDUCATION APPROACH, TO IMPLEMENT THE NEW, COORDINATED AND INTEGRATED EDUCATION & TRAINING SYSTEM FOR SKILLS DEVELOPMENT IN THE PROFESSIONAL AND VOCATIONAL EDUCATION & TRAINING SECTORS IN SOUTH AFRICA

INTERPRETED BY THE PROVINCIAL DEPARTMENT OF EDUCATION
MPUMALANGA
AS THE TRAINING PROVIDER OF FURTHER EDUCATION AND TRAINING (FORMER TECHNICAL COLLEGES)

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National Department of Labour (DOL)

Purpose of SD act:
- To improve the skills of the people of SA
- To develop the skills for the workplace
- Introduces a new institutional framework to determine and implement national, sector, and workplace skill development strategies
- To provide workers with qualifications recognised in the National Qualifications Framework (NQF)
- To devise for leadership
to establish a levy grant system and the National Skills Fund
- To provide employment services

National Department of Education (DOE)

Purpose of SAQA act:
- To create the South African Qualifications Authority (SAQA)
- To establish the National Qualifications Framework (NQF)
- To generate unit standards with relevant stakeholders
- To register qualifications
- To promote quality in education and training

Purpose of the FET act:
- To establish a national Coordinated FET system
- To transform public and private education and training institutions
- To introduce 12 FET learning fields
- To introduce new governance and funding structures
- To establish Quality Assurance and FETMIS
- To monitor/evaluate & register private FET providers
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Accredited Skills Programmes mainly funded by National Skills Fund NSF
Comparison of the core structures of the Systems for VET / FET

National Department of Labour (DOL)

National Skills Authority (NSA)
Role: During its first two years the Authority has advised the Minister on the preparation of the National Skills Development Strategy; reviewed applications for recognition of Sector Education and Training Authorities; been actively involved in the drafting of Regulations and has to advise on the preparation and analysis of Sector Skills Plans.

National Department of Education (DOE)

National Board for Further Education & Training (NBFET)
Role:
To advise the Minister on:
- Policy, goals and priorities of the system
- the norms and standards, including the funding policy
- the performance of the system
Comparison of the core structures of the Systems for VET / FET

National Department of Labour (DOL)

Sector Education And Training Authorities (SETAs):
25 SETAs were established on 20 March 2000.

Functions of SETAs:
- Prepare a sector skills plan and implement through learning and skills programmes;
- Encourage employers to develop workplace skills plans;
- Pay grants to employers to encourage training;
- Approve and promote learnerships;
- Quality assure training;
- Administer the levy system by paying grants to employers;
- Inform the National Skills Authority about their progress;
- They must also provide information on job opportunities to both employment services of the department of Labour and Education and Training Providers.

National Department of Education (DOE)

General & Further Education Training Assurance Council (GENFETQAC):

One national agency for quality assurance, which monitors the development of new norms, standards and procedures for FET delivery in NQF level 2-4.

It monitors and evaluates Education & Training Assurance Authorities (ETQAs) which are established on the basis of social and economic sectors, education & training sub-systems in its FET Band.

Curricula for FET in 12 learning fields will be newly developed.

It ensures quality in the provision of education and training by institution.

Hence it endorses accreditation of providers and recognition of learner achievements.
WHAT does the Skills Development Levy Act deliver?

The Skills Development Levy Act is the backbone of skills development funding in SA:

Every employer must pay a skills development levy of 1% of the leviable amount, calculated on the total amount of remuneration that the employer pays employees in each month.

80% goes to the appropriate SETA (Sector Skills Fund)

20% into the National Skills Fund (NSF)
The Skills Development Levy Act establishes the National Skills Fund (NSF):

The National Skills Fund receives 20% of the skills development levies, plus interest and penalties collected from employers. The fund can also receive donations from donors, money voted by Parliament, and from any other source.

NSF will fund skills development training for the unemployed, the underemployed, emerging SMME's, learnership pilots, and special skills development projects.
WHAT IMPLIES THE SECTOR SKILLS FUND (SSF)?

The SSF is the HRD fund for each economical sector (SETA), conducting accredited learnership or skills programmes.

It is collected by the receiver of revenue and managed by the SETA.

The fund (the 90% of the levy) is divided by a funding formula:
- 10% SETA administration
- 15% Workplace skills plans
- 50% Implementation
- 5% cash grants
A SETA or Sector Education and Training Authority represents the economic sectors of trade & industry, civil society and government, which are clustered in 25 SETAS:

Mining; Services; Tourism & Hospitality; Education; Training & Development; Banking; Insurance; Chemical; Media, Advertising and Printing; Food & Beverage; Wholesale & Retail; Transport; Metals Engineering; Police Security & Legal; Primary Agriculture; Secondary Agriculture; Public Service; Information Systems; Health & Welfare; Energy; Clothing, Textiles, Footwear & Leather; Financial & Accounting; Construction; Diplomacy & Defense; Forestry; Local Government; Water & related services
WHAT ARE THE CHALLENGES of the SDA?

- Addresses the masses not only employees in trade & industry
- Is intended to address low skills and employment levels
- Must develop a viable and effective SMME sector
- Ensure equality of opportunity
- Reduce poverty and enhance socio-economic development
ROLE OF EDUCATION DEPARTMENTS / INSTITUTIONS

Demand for responsive, constantly updated FET Programmes strongly guided by the economic (market trends, investor demand), social (labour market, unemployment rate, ...) and political environment (poverty alleviation, RDP, SABCD, ...).

National DOE:
Chief Directorate

*Provides Frameworks:*
- FET Strategy
- Quality Assurance
- Curriculum development
- FET MIS
- HR profiles in FET
- Funding formula
- FET advocacy
- Learner support service

Pilot projects
Private FET institutions

Approx 60 FET Institution with min. 2000 ftes

Core services:
- Curriculum development and delivery (at least 60% programmes in FET band) selected from the 12 FET learning fields & 25 SETAs
- Support service:
  - Learner support system
  - FET MIS
  - Quality assurance

Governing structure:
- Sound management and administration
- FET Council appointed (equity 50%)
  - Academic Board working
  - Student council established

_Institutional Planning:
- Strategic plan based on needs analysis and regional demand
- Financial plan, HRD plan, Equity plan
- Public & private Partnerships

Provincial DOE
FET Directorate

- FET coordination
- Guide merger proposals
- FET policy and research
- Provincial Board FET
- Monitor and evaluation/
  - Quality assurance
- FET HRD In-set and Pre-set
- Curriculum support
- FET MIS support
- FET strategic plan
- Provincial training plan
- FET marketing

- Project management
- assistance for pilot projects
> Coordinated implementation in 9 provinces
> HR Development policy implemented
> Educational Standards and Qualifications swiftly tuned with SETA requirements
> Expansion of FET programmes in General Education
> Reliable and verifiable trend analysis
> Coordination with DOL and its funding resources (NSF/SSF)
> Extended budget for investments
WHAT ARE THE CHALLENGES FOR THE PROVINCIAL DOE?

- Flexible and responsive development of NQF relevant curricula
- Budget for investments
- Transformation of Technical Colleges through merger processes
- Competent development & teaching staff available
- Flexible staff appointment in DOE
- Experienced management in DOE and Institutions
- Reliable and verifiable Macro, Meso and Micro data for education & training demand available
- Access to DOL levy funds (NSF/SSF)
- Trade & Industry (SETAs) as private partners (workplace experiences)
- Integration of “1st and 3rd world” education & training demand
HOW to implement FET in the Province between 2001 – 2005
> Amalgamation of fore-runner Institutions
> 3 regional FETIs with equal campuses
> Outreach programmes in uncovered areas of demand through identified institutions or other partnerships
> e-Schooling
> Relocation of infrastructure and HR
> research and introduction of new programme
> convert and amalgamate farms, hotel, mining training centres into FETIS
> Partnerships for practical training
The 12 FET fields of learning

1. Agriculture & Nature Conservation
2. Culture & Arts
4. Communication Studies & Language
5. Education, Training & Development
6. Services
7. Manufacturing, Engineering & Technology
8. Human & Social Science
9. Law, Military Science & Security
10. Health Sciences & Social Services
11. Physical, Mathematical, Computer & Life Sciences
12. Physical Planning & Construction
Example for new FET delivery through new service outlets (merging Technical Colleges)

CEO

with admin and support service centrally based in management centre in regional DOE office

Equal campus

Equal campus

Equal campus

Satellites in schools

Satellites community centre

Satellites training centre

Mobile units

e-Schooling
Programmes for Skills Development (VET / FET)

Learnerships:

A QUALIFICATION (120 credits) THAT IS LINKED TO AN OCCUPATION AND CONSISTS OF A STRUCTURED LEARNING COMPONENT AND PRACTICAL WORK EXPERIENCE. It replaces the apprenticeships in 2009.

Skills programme:

Job-related and trade-related modules or components, that accumulate credits towards a qualification in terms of the National Qualification framework (NQF).
LEARNERSHIPS

Summarised
It is a structured learning approach which integrates education and training through a work-based route and is governed by an agreement between the learner, the employer and training provider(s). More than 1000 learnerships are envisaged, mainly in NGF level 2-4.

Learner
Structured learning and workplace experience
Employer
Training Provider(s)
TARGET GROUPS

- workers in employment
- pre-employed learners who have achieved NQF 1 = std 7 = grade 9
- employed and unemployed learners who may be selected through Recognition of Previous Learning (RPL)

Other social criteria:
- The most vulnerable groups in deprived areas
- unemployed learners through determination of training profile, career guidance and training placement
LEARnerships

Qualification components:

FUNDAMENTALS: literacy, communication, IT, life skills, etc.

CORE COMPONENTS: occupational basics, elementary VET, etc.

ELECTIVES: options for specialization, enrichment of the qualification, across sub-field option, own learning interests, etc.
How does a learnership work?
- Conducting of needs analysis to determine training need and acceptance of need by Sector (SETA)
- Consult with relevant Sector (SETA) on availability of Unit Standards. Unit standards lead to a credit
- Establishment of partnerships between training providers (e.g. FET institute) and employers (private and public sector)
- Preparation of training providers and employers (training of staff, accreditation, etc.)
- Selection of learners
- Submission to relevant SETA's for approval (funding) / registration of the learnership
- learnership duration between 8 month and 3 years
Out-of-School-Youth (OSY) (mainly drop outs) project:

360 Youngsters channeled through a cyclic career path -> and chosen individually accredited training modules.
Integration of formal programmes of Department of Education and skills training courses of the Department of Labour using Technical Colleges for theory and workshop training.

Skills programmes are supplemented with business and entrepreneurship courses and life – skill programmes.
Workplace experiences through special projects and industry. (house building for flood victims ->, car repair ws, etc.).
Flood victim Houses build by OSY Students of Mlumati Technical College 11/2000 donated by NRW flood victim fund

One of the 12 houses presently under construction by OSY Students

Quality assurance!
left local contractor right OSY students

Women power students OSY Technical College Mlumati