

Progress on skills development in South Africa

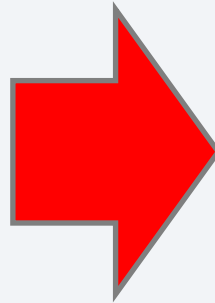


Keynote address by Joe Samuels, SAQA

UNEVOC Forum, Bonn
14 October 2014



UNESCO: 17 Sustainable Development Goals



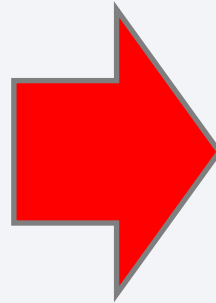
Goal 1:

- End poverty in all its forms

Goal 6:

- Reduce inequality within and amongst nations

UNESCO: 17 Sustainable Development Goals



Goal 4:

- Ensure inclusive and equitable quality education and promote life-long learning opportunities for all
 - Increase the number of youth and adults who have relevant skills including TVET for employment, decent jobs and entrepreneurship

The South African context





Inequality

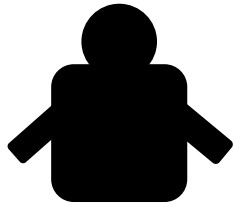


Unemployment



Poverty





PEOPLE

53 Million

YOUNG BLACK PEOPLE



**51% below
25 yrs**

LIFE EXPECTANCY 2011



57 years

PERCENTAGE BELOW NATIONAL POVERTY LINE

48%



UNEMPLOYMENT

25 - 40%

NOT IN EMPLOYMENT, EDUCATION, TRAINING 15-24 yrs

3,4 Million

Graduate Unemployment Rate



Degreed: 5%

*Non-degreed tertiary
Qualifications: 16%*

Grade 12: 29%

*Less than 12 years
of schooling: 42%*

Number of workers by skill level

1994



Total 8,9 million

Number of workers by skill level

2014



3,8 million

↑ 108%

Skilled The number of skilled workers increased from 1,8 to 3,8 million since 1994.



7 million

↑ 66%

Semi-skilled



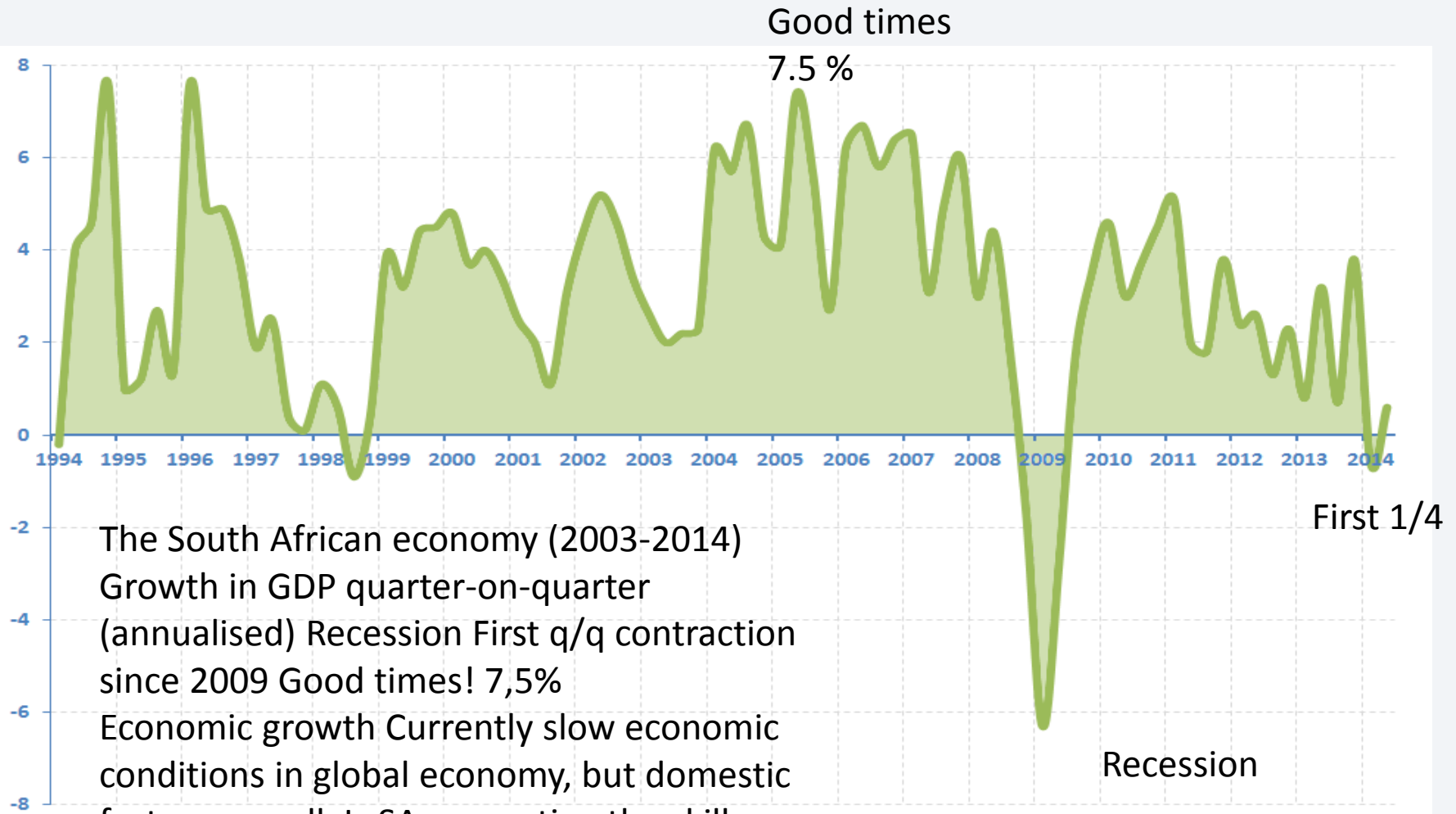
4,3 million

↑ 49%

Low-skilled

Total
15 million

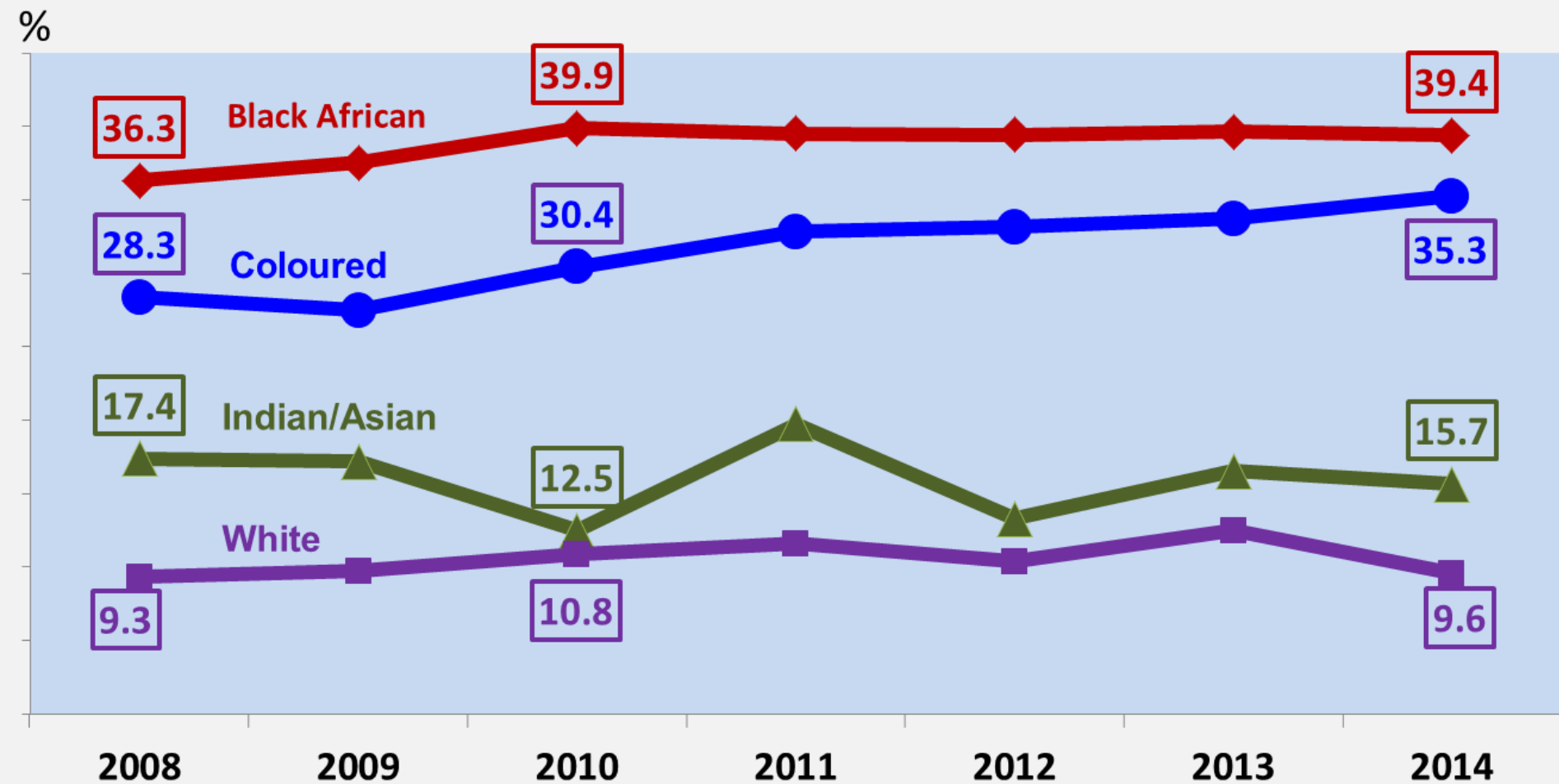
Economic Growth 1994-2014



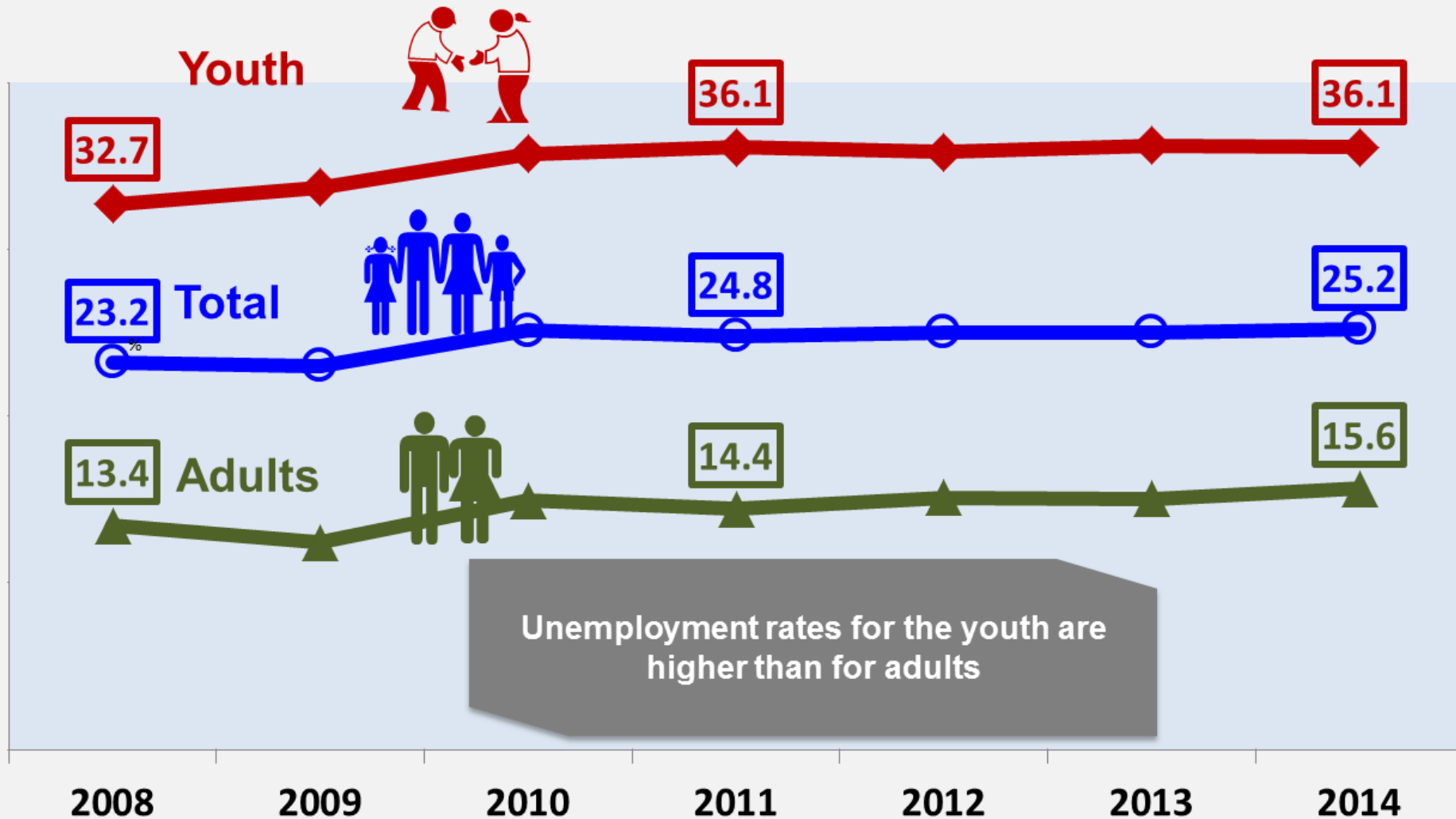
The South African economy (2003-2014)
Growth in GDP quarter-on-quarter
(annualised) Recession First q/q contraction
since 2009 Good times! 7,5%
Economic growth Currently slow economic
conditions in global economy, but domestic
factors as well. Is SA generating the skills
necessary for economic development?

Unemployment rates 2008 - 2014

Youth in the black African and coloured groups have the highest rates in the country



Unemployment rates 2008 - 2014



SOUTH AFRICA

- White Paper sets **VISION** for South Africa for 2030

WHITE PAPER FOR POST-SCHOOL EDUCATION AND TRAINING

BUILDING AN EXPANDED, EFFECTIVE
AND INTEGRATED POST-SCHOOL SYSTEM



White Paper - Objectives



- Build system for a democratic SA
- Social justice → poverty, inequality, unemployment
- Single, co-ordinated system
- Improved access, quality and diversity of provision
- Stronger relationships: Institutions and Workplace
- Education & Training responsive to needs of SAs

White Paper - Objectives



2030 Enrolment targets:

- 1.62 Million in Public Universities
- 2.5 Million in TVET Colleges
- 10 Million in Community Colleges
- 0.5 Million in Private Institutions

The South African Post School Education and Training System



Post School Education and Training system



- 23 Universities;
- 50 Colleges;
- Private post-school institutions; 21 SETAs, National Skills Authority, National Skills Fund;
- Regulatory bodies: SAQA, Quality Councils;
- State-owned post-school institutions at 3 tiers of government

White Paper Solutions



TVET colleges (former FET)



- Make attractive
- Strengthen partnerships
- Review programmes and qualifications
- Institutions of choice



Community colleges



NEW !!

- youth/ adults with incomplete schooling
- Group adult learning centres



Other public colleges



Other public colleges

- Compliance with SAQA & NQF
- Qualifications must articulate



NEW!!

South African Institute for Vocational and Continuing Education and Training (SAIVCET)



Provide support to college sector:

- Innovative curricula
- Upgrading knowledge & skills of staff in TVET
- Monitoring and evaluation

Diverse modes of provision

- Post-school distance education,
- Learnerships and apprenticeships
- Network of education providers
- Continuing Professional Development
- Quality Assurance required





Linking education and workplaces

- Closer co-operation – Providers, Employers and Labour
- Target 30 000 artisans a year by 2030
- Expand forms of on-the-job training (Every Workplace, A Learning Space)
- SETAs focus on developing skills of existing enterprises & skills pipeline to workplaces
- National Skills Fund (NSF) focus on skills development aligned to national development strategies
- DHET national skills planning system

ADDRESSING DISABILITY



- Policy framework
- Build awareness and capacity
- Women with disabilities & disabled students from poor families
- Empower institutions to enable transformation



NQF, SAQA, Quality Councils, Articulated system



• Simplification and Articulation

SAQA will:

- Mediate
- Ensure fair and rational criteria to acceptance and credit transfer
- Institutions - no dead ends for learners
- Provide guidance on three sub-framework articulation

Quality Councils

- Assessment and quality assurance
- Assessment and certification
- Recognition of prior learning
- Career guidance & advice

Addressing gaps in skills development

Four options

1. Strong Skills Committee
2. Strong(er) State
3. Six SETAs
4. Using occupations as the focus for integration

Concluding comments



“The White Paper will empower us to build a post-school education and training system that contributes to eradicating the legacy of apartheid, assist us to build a non-racial, non-sexist and prosperous South Africa characterised by progressive narrowing of the gap between the rich and the poor! Access to quality post-school education is a major driver in fighting poverty and inequality in any society.”

Dr. B.E. Nzimande, MP

Minister of Higher Education and Training

November 2013

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