



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SETA SKILLS SUMMIT, BIRCHWOOD HOTEL & OR TAMBO CONFERENCE CENTRE

Date: 23 April 2024

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Outline of the Presentation

1. Background:

- *Constitutional Mandate*
- *Vision and Mission*
- *The Nub of the Problem*

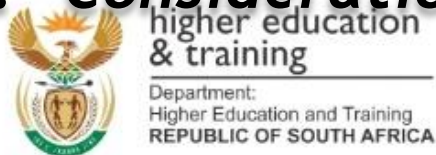
2. *The Vision for the PSET system*

- *What We Seek To Achieve*
- *How we measure our performance*

3. *Towards 2030 delivery enablers*

- *Delivery enablers*
- *Highlights of Achievements: 6th Administration*

4. *Considerations for the 7th Administration*



President Cyril Ramaphosa, in his State of the Nation Address in 2019, identified the "pattern of operating in silos" as a challenge in government because it leads to sub-optimal delivery of services and diminished impact on the triple challenge of poverty, inequality and unemployment.



BACKGROUND

CONSTITUTIONAL MANDATE OF DHET

The Department derives its mandate from Section 29 of the *Constitution of the Republic of South Africa Act 108 of 1996*, which states:

Education –

(1) Everyone has a right –

(a) to a basic education, including adult basic education,

(b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

BACKGROUND

Implementing the Constitutional imperatives

- Government has continued to spend a large share of its national budget on education (i.e both at the basic education and post education and training).
- In the 2019/20, the country's spending on education as a proportion of overall government expenditure was 22.7% and 7.2% of Gross Domestic Product (GDP), far exceeding the benchmarks set by UNESCO, which recommends allocating 15-20% of public spending to education and 4-6% of GDP to education.
- In 2021/22 spending on education as a proportion of overall government expenditure was 22.6% and Gross Domestic Product (GDP) at 6.4% which continued to exceed the UNESCO benchmarks.

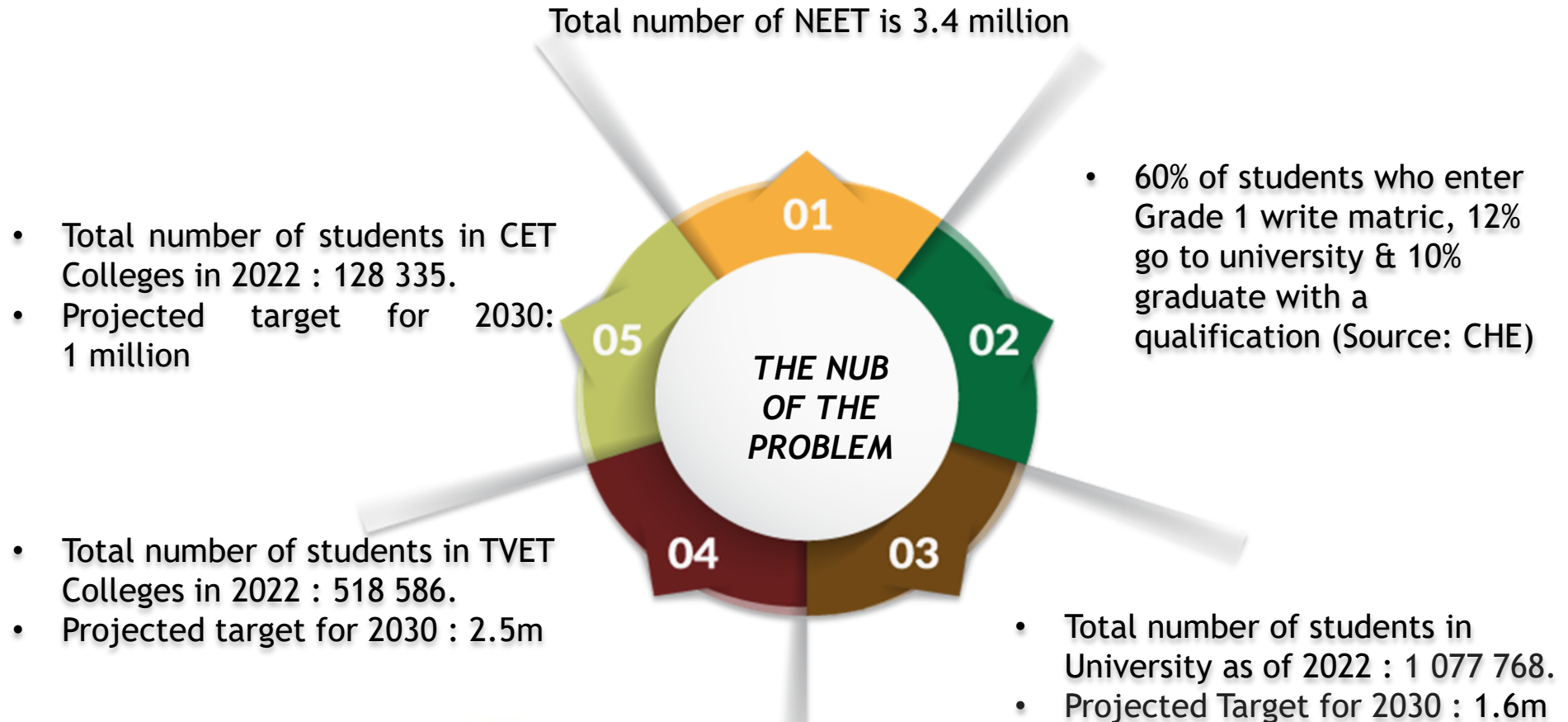
BACKGROUND

Implementing the Constitutional imperatives

- Student funding through NSFAS has grown since 1991 from disbursing R21.4 million to almost R48 billion. Between 2019 and 2023, NSFAS disbursed R192 billion benefiting 3 895 757 students in both universities and TVET colleges.
- Recently, the Minister has introduced a **Comprehensive Student Funding Model** targeting to support all the categories of students including those who are currently not supported by the National Financial Aid Scheme (NSFAS) bursary and funding policy to access education and training opportunities at our public institutions.
- The nitial capitalisation fund totaling R3.8 billion, to fund 47% of the missing middle students this year (2024) (i.e. 31 884 of the estimated 68 446 missing middle).
- This is a clear indication that government has been prioritising education and its quest to broaden access to those sections of our communities who had no access to post school education and training in past.

BACKGROUND

THE NUB OF THE PROBLEM FACING THE PSET SYSTEM



BACKGROUND

THE NUB OF THE PROBLEM FACING THE PSET SYSTEM

On the Supply Side

Must:

- serve the growing number of young people and adults
- provide different entry points and pathways through the learning system
- ensure quality learning wherever learning takes place

On the Demand Side

Ensure:

- identification of the skills needed to drive our country's economic growth and social development
- Availability of quality skills

OUR VISION FOR PSET

Vision

An integrated, coordinated and articulated PSET system for improved economic participation, and social development of youth and adults (NP-PSET)

Mission

To provide strategic leadership to the PSET system through:

Development of appropriate steering mechanisms

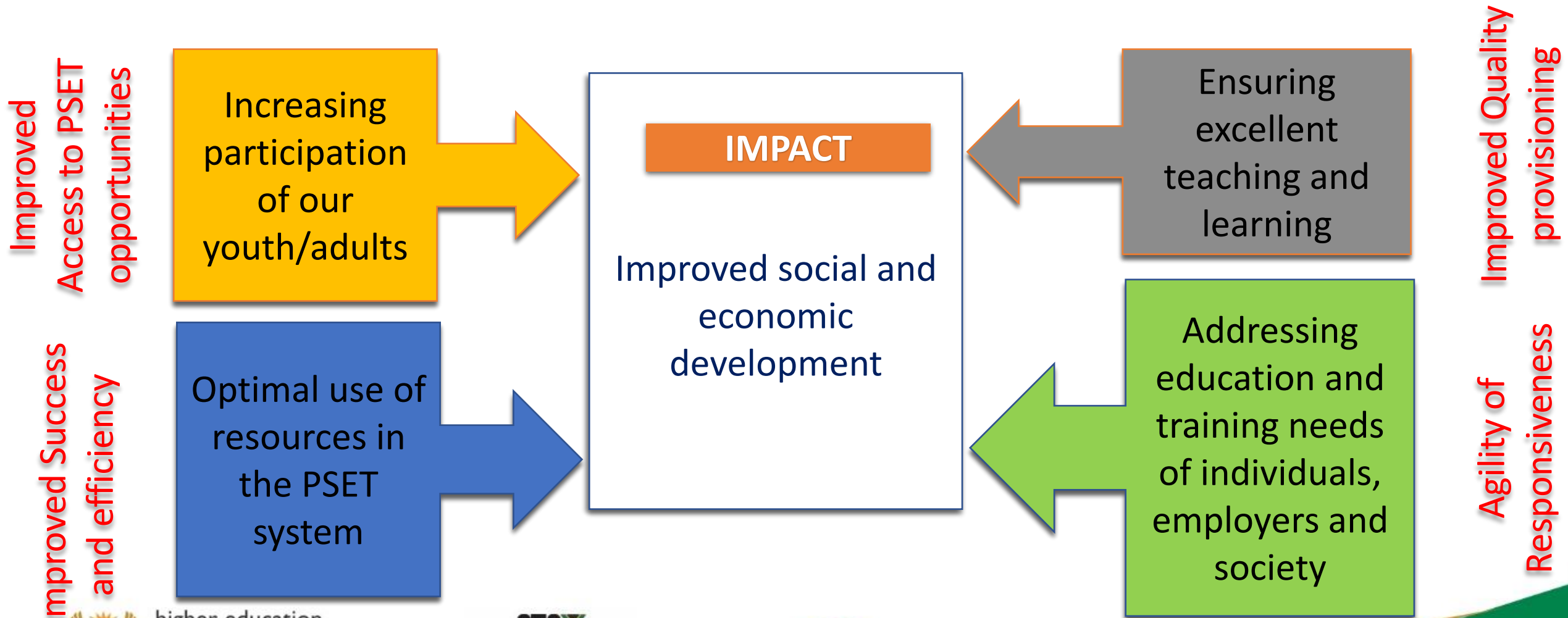
Effective oversight, monitoring and evaluation

Provision of support services in relation to teaching and learning

Funding of PSET institutions and entities



THE OUTCOMES WE AIM TO ACHIEVE



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HOW WE MEASURE OUR PERFORMANCE

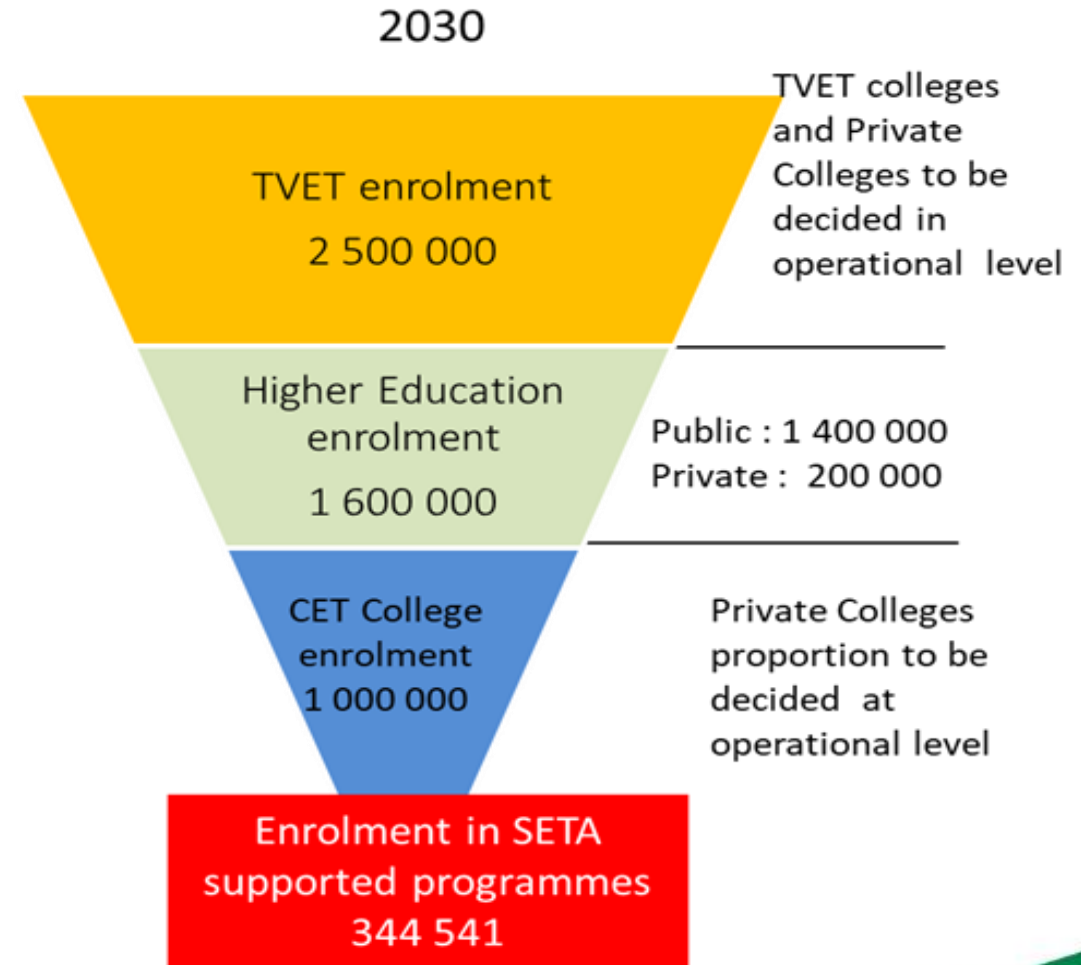
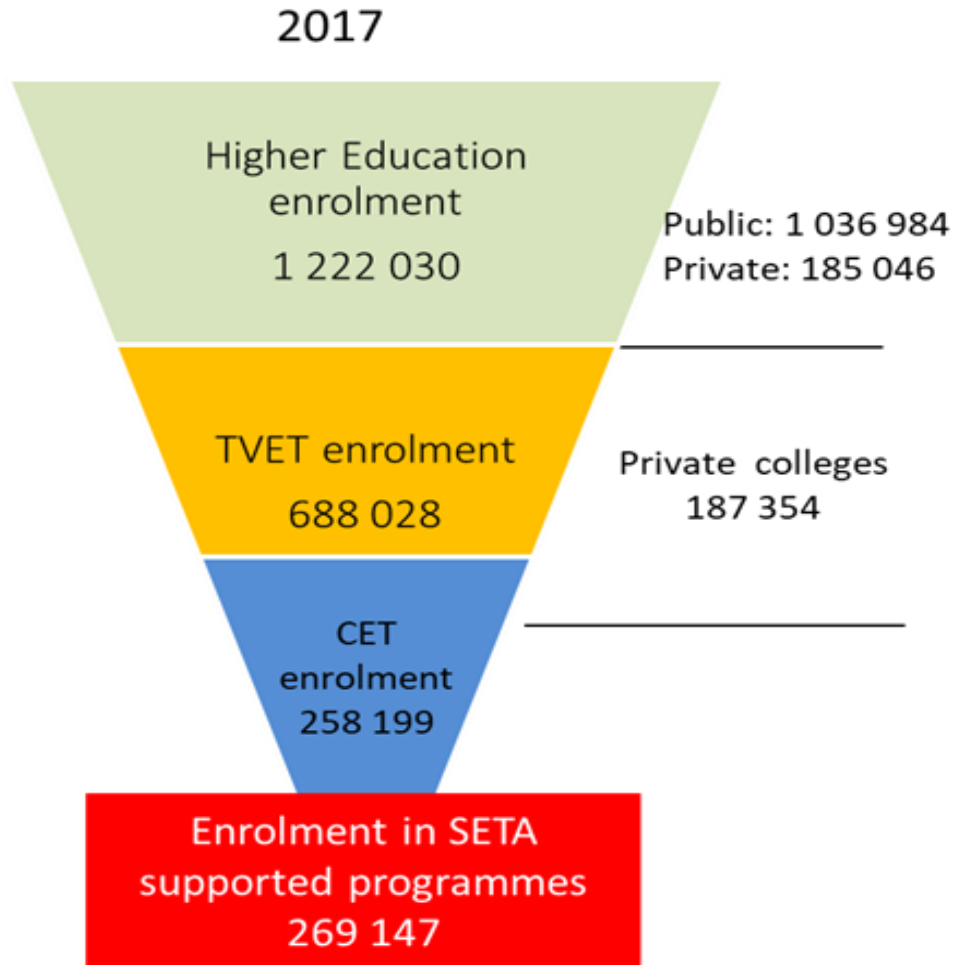
- Enrolments in PSET institutions
- Students' completions
- Skills programmes supported by SETAs/NSF
- Infrastructure development support
- Funding support and Implementation Oversight
- Health of our own business operations + those of entities.

2030 SERVICE DELIVERY TARGETS

Inverting the enrolment patterns across institutional type

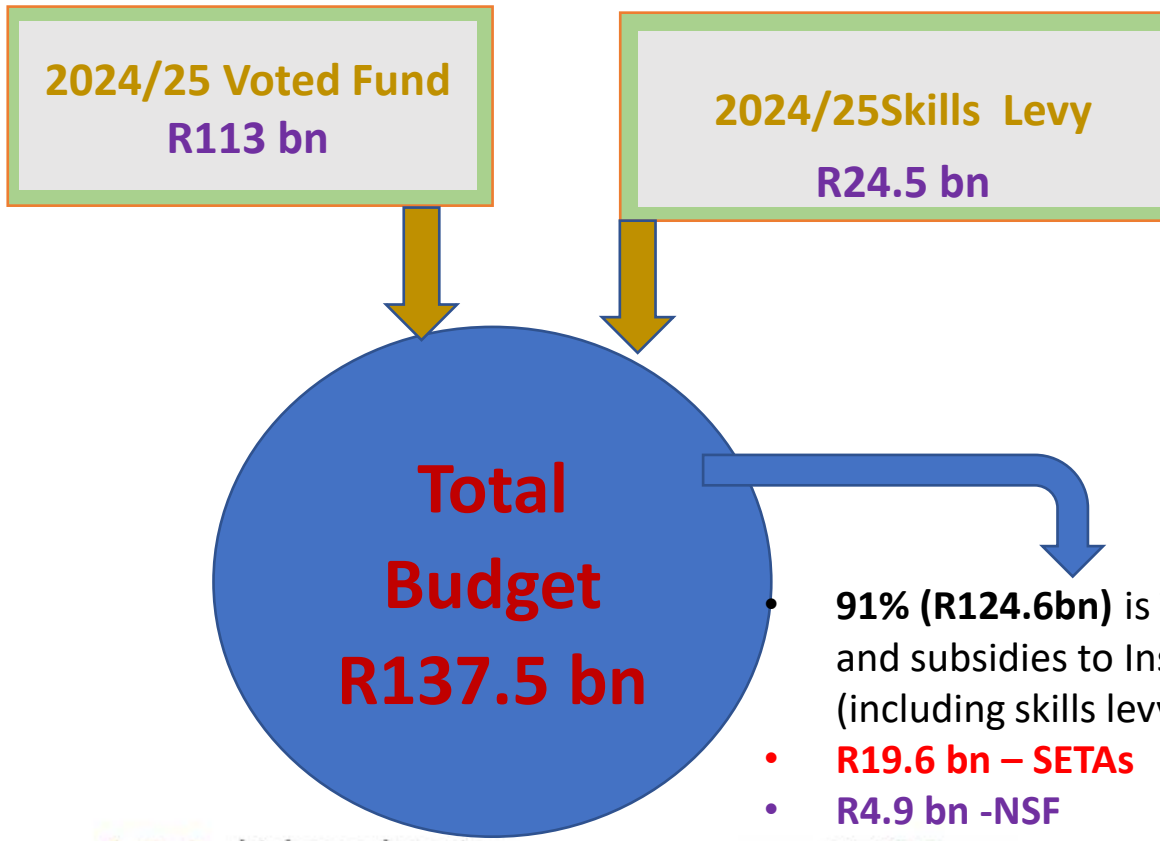


Expanded enrolment in the college sector

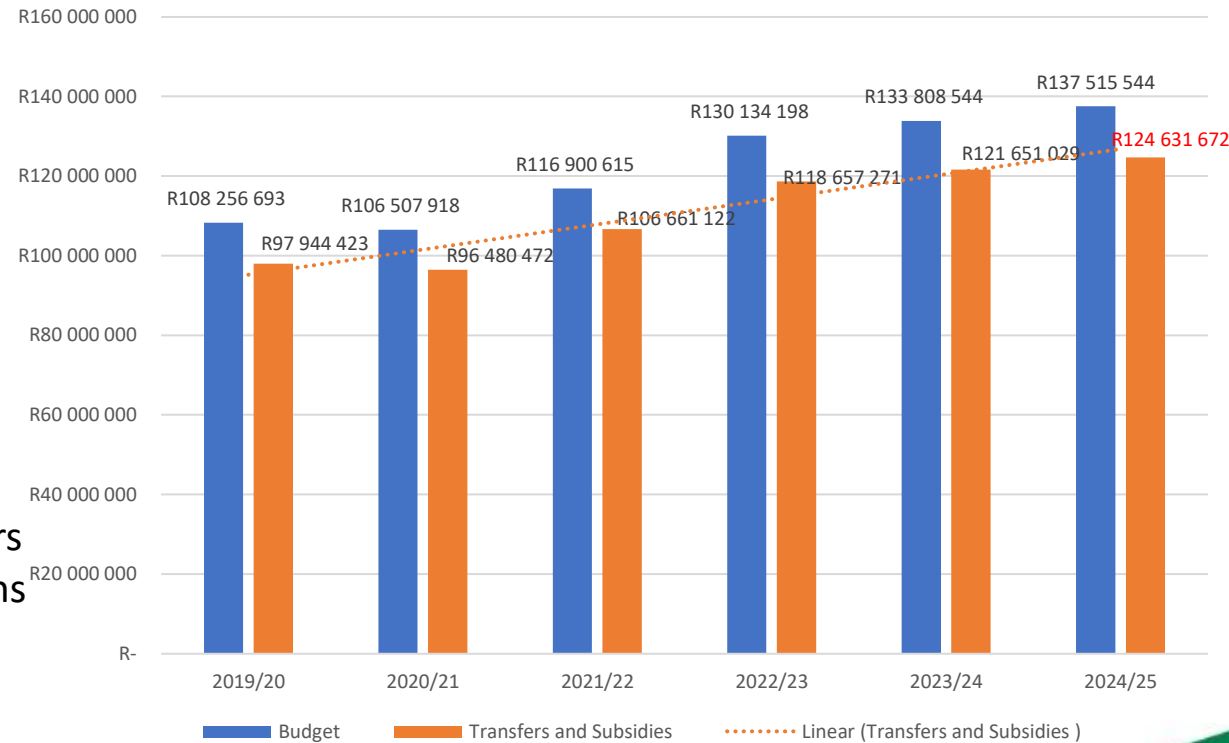


SERVICE DELIVERY ENABLERS

ENABLER 1: FUNDING



Budget vs Transfers to Entities



HIGHLIGHTS OF KEY ACHIEVEMENTS: 6th ADMINISTRATION

1. The efforts towards expanding access to PSET opportunities have realised positive outcomes:
 - In 2019, there were 2 129 522 students enrolled in universities, TVET, and CET colleges and the largest share of these enrolments was in the university sector at 60.3 percent (1 283 890).
 - In 2021, about 1.3 million students enrolled in public and private HEIs, once again public HEIs accounted for the majority (1 068 046) of enrolments while private HEIs enrolled 232 915 students.
 - Many of the students in public HEIs continue to enrol in the Science, Engineering and Technology (SET). Student enrolments in SET has been averaging 55 423 per annum between 2018 and 2021.

HIGHLIGHTS OF ACHIEVEMENTS

1. ..expanding access to PSET opportunities...Cnt:

- Implemented an integrated post school infrastructure programme over the past five years as follows:
 - ✓ Concluded the feasibility studies and designs for the construction of the University of Science and Innovation in Ekurhuleni Metro; and University of Policing and Crime Detection in Hammanskraal.
 - ✓ Invested significantly in the refurbishment and construction of new TVET college campuses across the country. 12 new campuses have been completed.

HIGHLIGHTS OF KEY ACHIEVEMENTS: 6th ADMINISTRATION

2. Significant strides have been made towards improving the efficiency of the PSET system.

- 918 758 students graduated from universities between 2019 and 2022.
- An annual average of 29 573 Masters' graduates and 11 955 Doctoral graduates in SET for the past four years.
- In 2022 the system produced the following graduates in scarce skills fields:
 - 11 827 in engineering
 - 9 452 in Life and Physical Sciences
 - 10 219 in Human and Animal Health Sciences
 - 29 596 Initial Teacher Education graduates



HIGHLIGHTS OF KEY ACHIEVEMENTS: 6th ADMINISTRATION

2. Improving the efficiency of the PSET system..cont.

- The system is gradually responding to the **skills requirements** of the economy.
- SETAs have invested in the construction of Skills Development Centres, (e.g Motheo Artisan Development Centre linked with Motheo TVET College and Sekhukhune Skills Development Centre linked with Sekhukhune TVET College, Limpopo.
- SETAs have been placing learners in various sectors of the economy including but not limited to energy, engineering, manufacturing, construction, agriculture, information technology & telecommunications, fibre-processing, and mining has been on an upward trend.

HIGHLIGHTS OF KEY ACHIEVEMENTS: 6th ADMINISTRATION

2. Improving the efficiency of the PSET system..Cont.

- Since 2019 SETAs registered the following achievements :
 - 519 598 learners placed in workplace -based learning (WBL) programmes such as internships, learnerships, work integrated learning in various sectors of the economy.
 - 154 969 learners completed learnerships in various sectors of the economy (averaging 38 742 per annum).
 - 420 639 learners registered in skills development in various sectors of the economy.
- The average **production of qualified artisans** per year has been increasing - in 2022/23, 19 536 artisans were produced (or at the rate of 65%) towards the 2030 National Development Plan target of 30,000 artisans per annum.
- 35 Trade Test Centres have been launched in public TVET colleges - These centres play a vital role in producing more artisans.

HIGHLIGHTS OF KEY ACHIEVEMENTS: 6th ADMINISTRATION

3. Introduced ground-breaking initiatives to improve the quality of programme provisioning in the PSET sector

- Fourteen universities were selected and appointed to develop TVET-specific professional qualifications.
- The Council on Higher Education has thus far, accredited professional qualifications from ten (10) of the fourteen universities.

HIGHLIGHTS OF KEY ACHIEVEMENTS: 6th ADMINISTRATION

3. Quality of programme provisioning in the PSET sector ...cnt

- Other ventures in pursuit of professional development and management capacity building programmes in TVET colleges involving SETAs include .
- The ETDP SETA, MerSETA, FASSET, and Intel South Africa have established Fourth Industrial Revolution Centres of Excellence and Artificial Intelligence Lab in fourteen TVET colleges.
- A further seven by the ETDP SETA and about five by the MerSETA are in process of being established.

KEY CONSIDERATIONS AS WE TRANSITION TO THE 7th ADMINISTRATION

1. Massification of skills development interventions with high impact in the fight against NEETs, and youth unemployment prioritising

- Workplace-based learning programs such as learnerships and internships as envisaged in the Master Skills Plan;
- Prioritise digital skills and skills related to the hydrogen economy; and
- Artisan development buttressed with investment in Artisan Recognition of Prior Learning (ARPL).

2. Legislative and Policy Review

- To review the Skills Development Act (Act 97 of 1998) as amended to be in alignment with the White Paper for Post-School Education and Training and the National Plan for Post-School Education; and
- Finalisation of the SETA Grant Regulations, aligned with the massifications of our skills development interventions.

KEY CONSIDERATIONS AS WE TRANSITION TO THE 7th ADMINISTRATION

3. Ensuring fit-for-purpose Organisational Structures across the landscape

- To align to the mandate, strategy, and service delivery model of DHET;
- To meaningful contributions to the PSET goals and objectives.

4. A system-wide planning integration and cooperation

- To reinforce system-wide planning to ensure cross-sectoral alignment between the Department and all sector players.

5. Data Management System Integration

- ✓ Development of a system-wide data portal for PSET
- ✓ Integration of automated and other systems
- ✓ Optimisation of the value created by ICT systems across the PSET system

6. Enhanced System-Wide Accountability

- System-wide workshops to ensure accountability across the system
- Progress reporting on key initiatives and sector interventions

7. Improved governance, administration, and accountability

Thank You!

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