

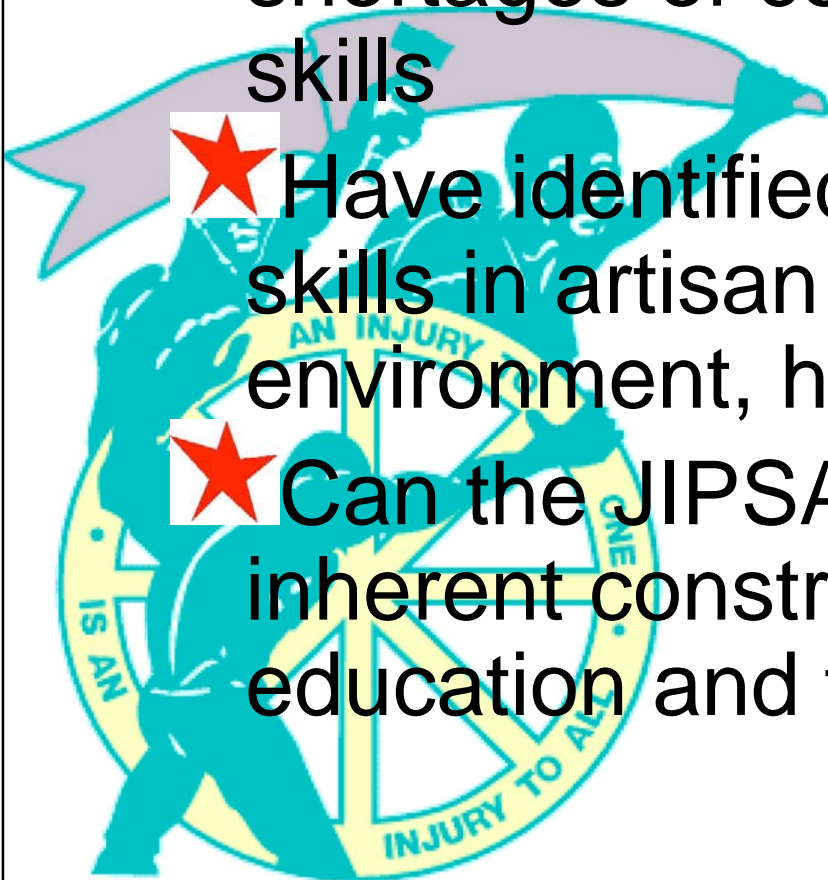
Our Skills Challenge: A view from Labour

South African Academy of
Engineers,
4 March 2008



JIPSA

- ★ Initiated to deal with the severe shortages of core scarce and critical skills
- ★ Have identified severe shortages of skills in artisan fields, engineering, built environment, health, education and ITC
- ★ Can the JIPSA process deal with the inherent constraints faced within the education and training arena?



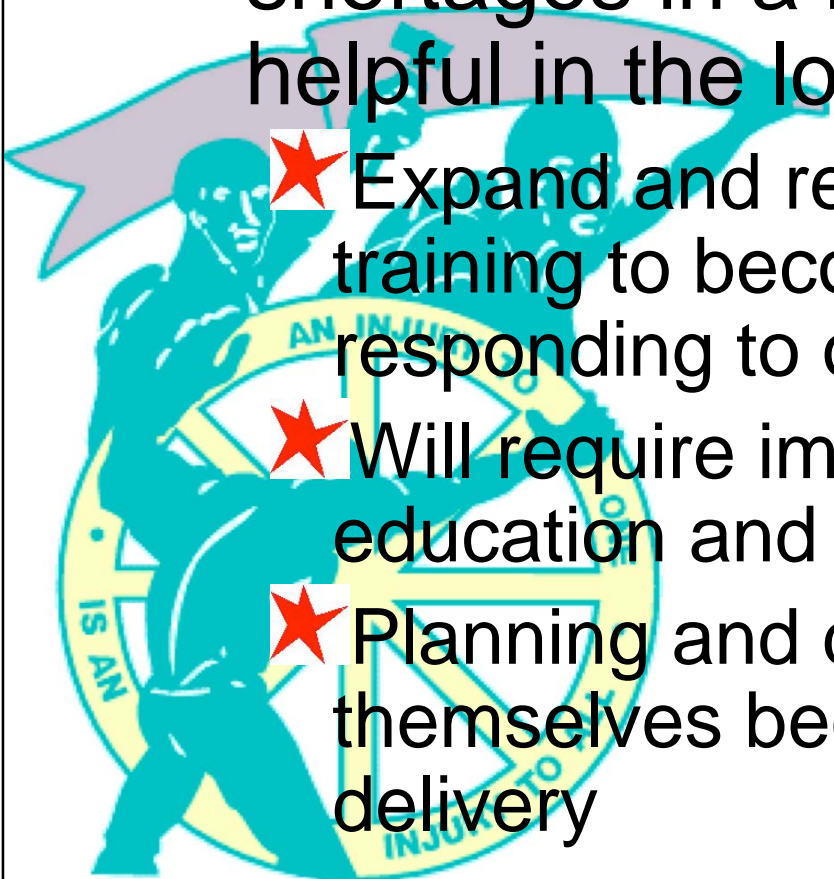
Skills delivery

★ We remain critical of the JIPSA process since dealing with skills shortages in a narrow sense is not helpful in the long run:

★ Expand and redirect education and training to become more flexible in responding to our economic needs

★ Will require improved integration of education and training to deliver

★ Planning and delivery mechanism can in themselves become bottlenecks for delivery

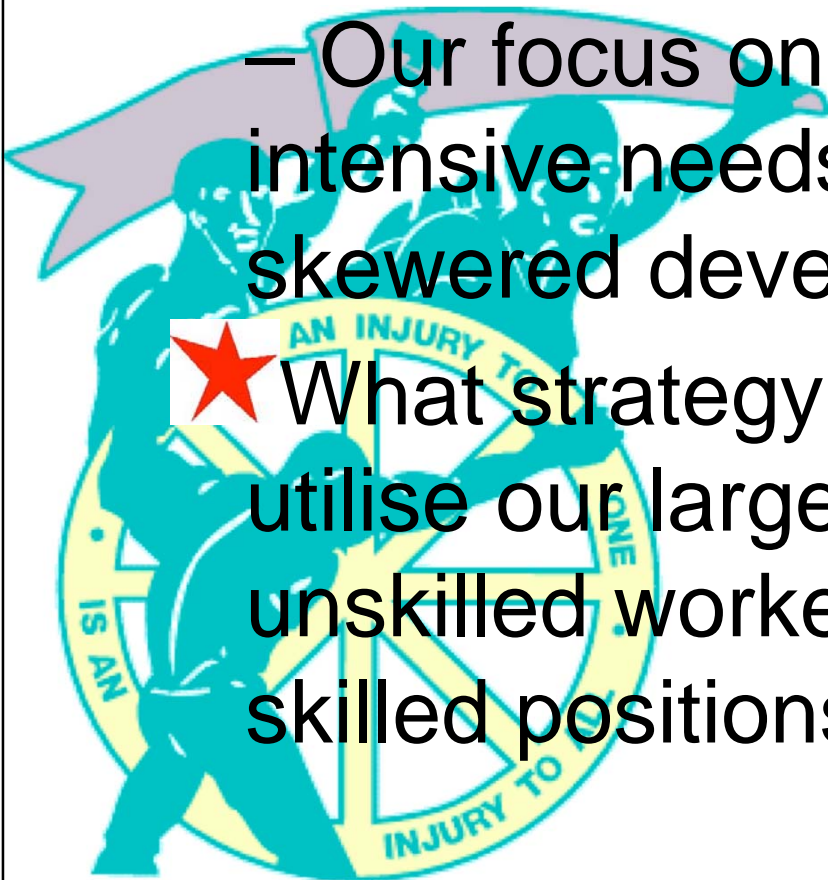


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★ How do respond to the skills required based on our Industrial Strategy needs?

– Our focus on primary and capital intensive needs will continue to provide skewed development

★ What strategy do we have in place to utilise our large numbers of semi and unskilled workers and move them into skilled positions?

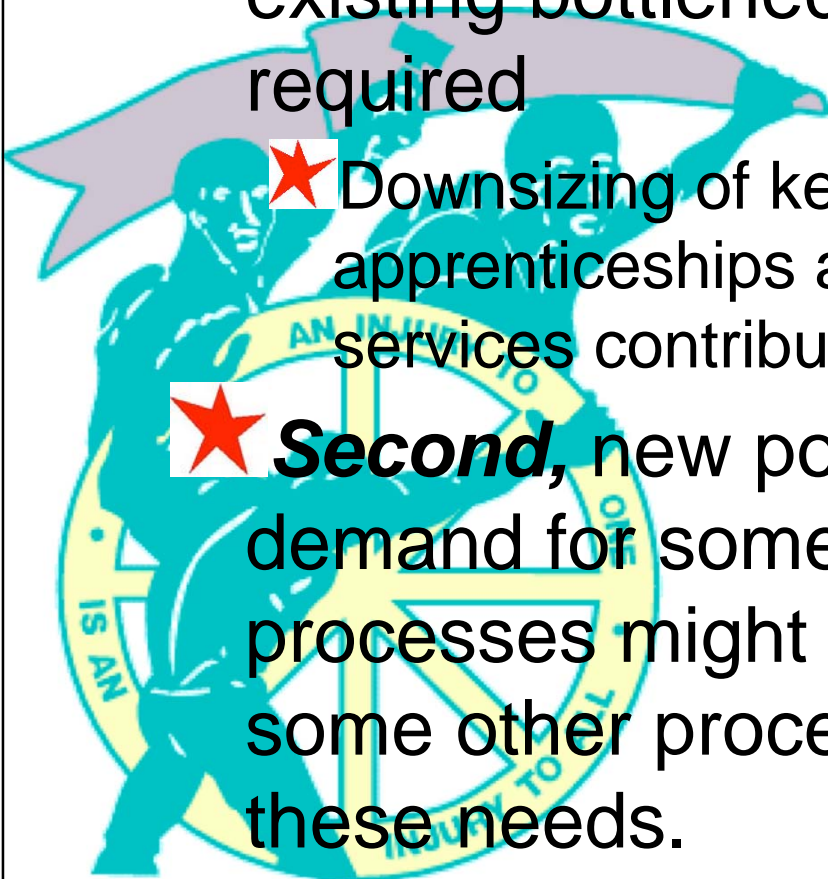


Key Interventions Required

★ **First**, we need to identify the skills required for key sectors - that means identifying both existing bottlenecks and the training outputs required

★ Downsizing of key training programmes, such as apprenticeships and education for the main public services contributed

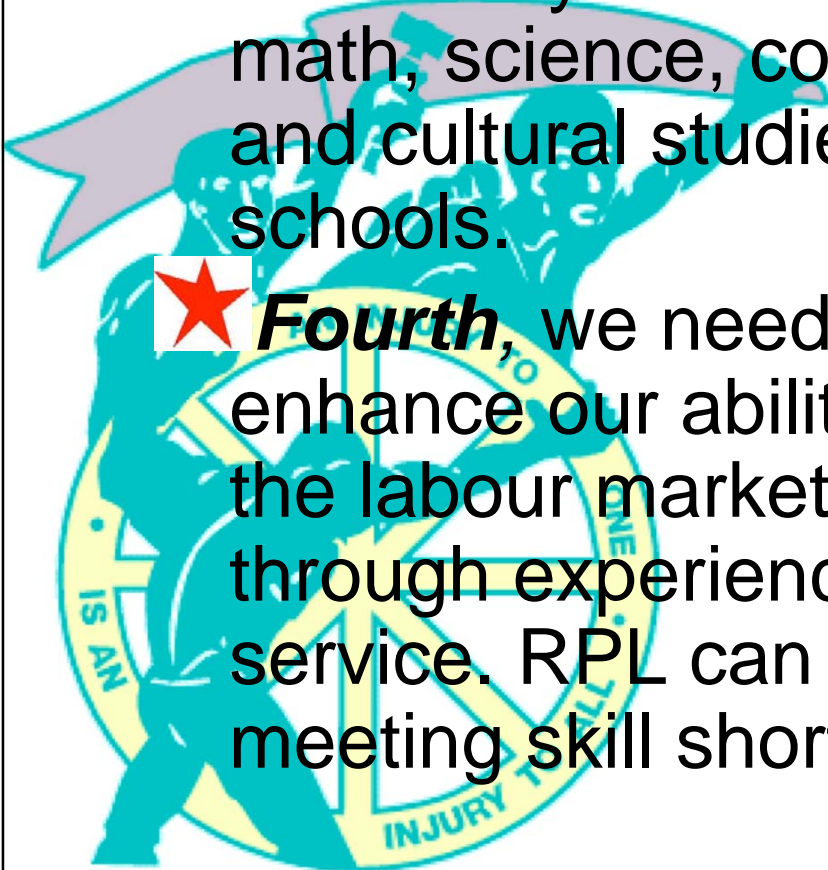
★ **Second**, new policies may lead to increased demand for some skills - Sectoral stakeholder processes might not react timeously, and some other process is needed to anticipate these needs.



Key Interventions Required (2)

★ **Third**, we need to deal with broad shortcomings in the inherited curricula from secondary education. This relate primarily to math, science, computer studies, and design and cultural studies in historically black schools.

★ **Fourth**, we need to acknowledge and enhance our ability to recognise skills within the labour market that have been acquired through experience and extensive years of service. RPL can play an effective role in meeting skill shortages.



Challenges in getting the desired professional graduates

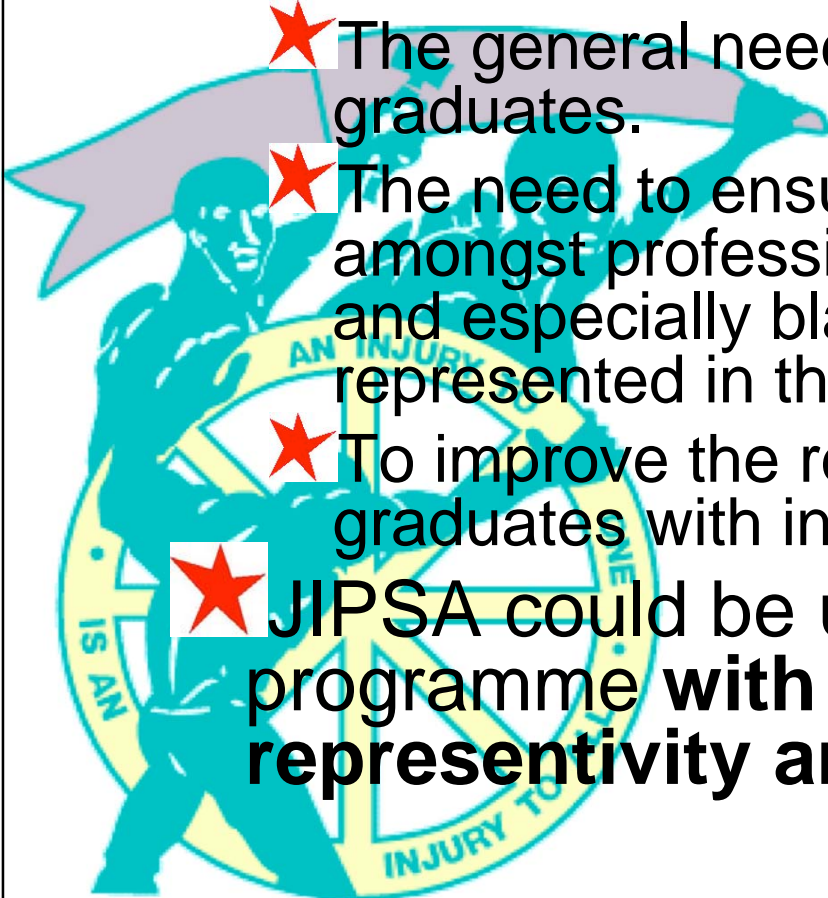
★ There are three issues around professional education:

★ The general need to increase the numbers of graduates.

★ The need to ensure greater representivity amongst professional graduates - black people and especially black women are not adequately represented in these fields.

★ To improve the retention within South Africa of graduates with internationally recognised degrees.

★ JIPSA could be usefully develop a programme **with clear KPIs in terms of both representivity and overall numbers**

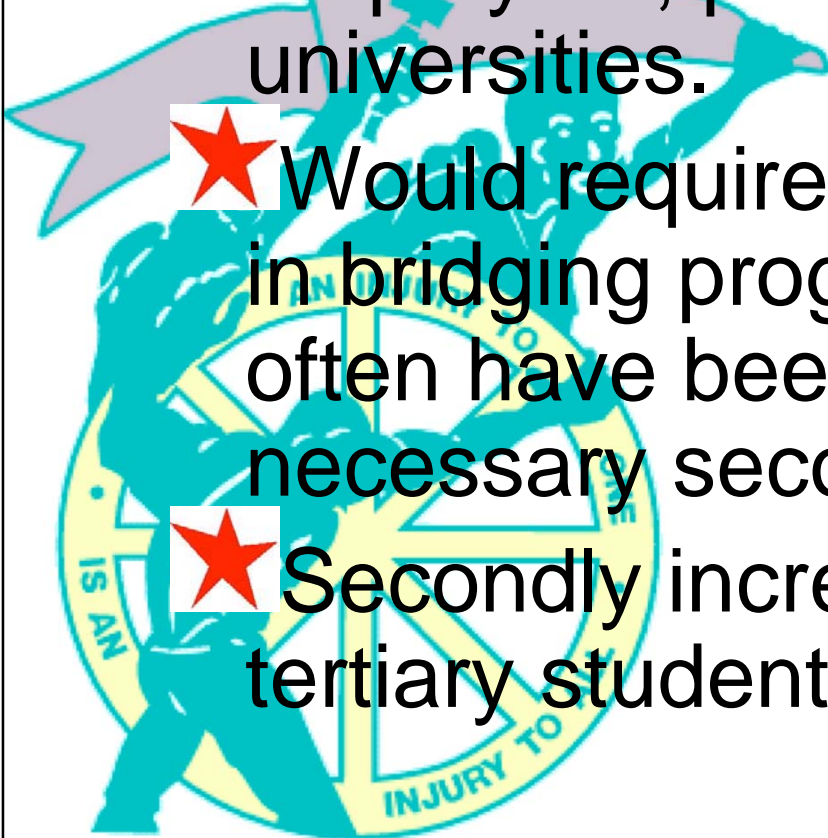


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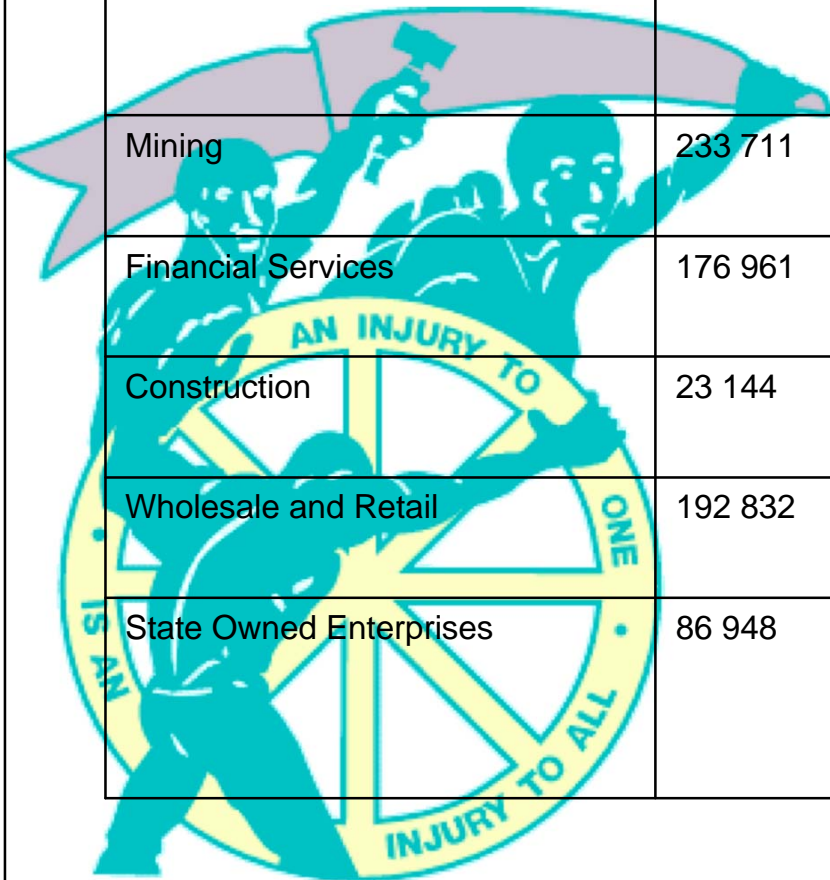
★ Implementation would then require closer working co-operation with employers, professional bodies and universities.

★ Would require a massive increase both in bridging programmes for HDIs, who often have been unable to take the necessary secondary subjects

★ Secondly increase in funding for tertiary students.



Sector	Number of Employees	% Receiving Training	Numbers and % in HET
Manufacturing	134 507	35 (47 077)	1 213 (2.6%)
Community and Social Services	13 970	41 (5 730)	202 (3.5%)
Mining	233 711	31 (72 450)	966 (1.3%)
Financial Services	176 961	16.5 (29 900)	5987 (20%)
Construction	23 144	12 (2 770)	71 (2.5%)
Wholesale and Retail	192 832	30 (57 850)	475 (0.8%)
State Owned Enterprises	86 948	36 (31 300)	560 (1.8%)



Immediate Interventions

★ Through put rates:

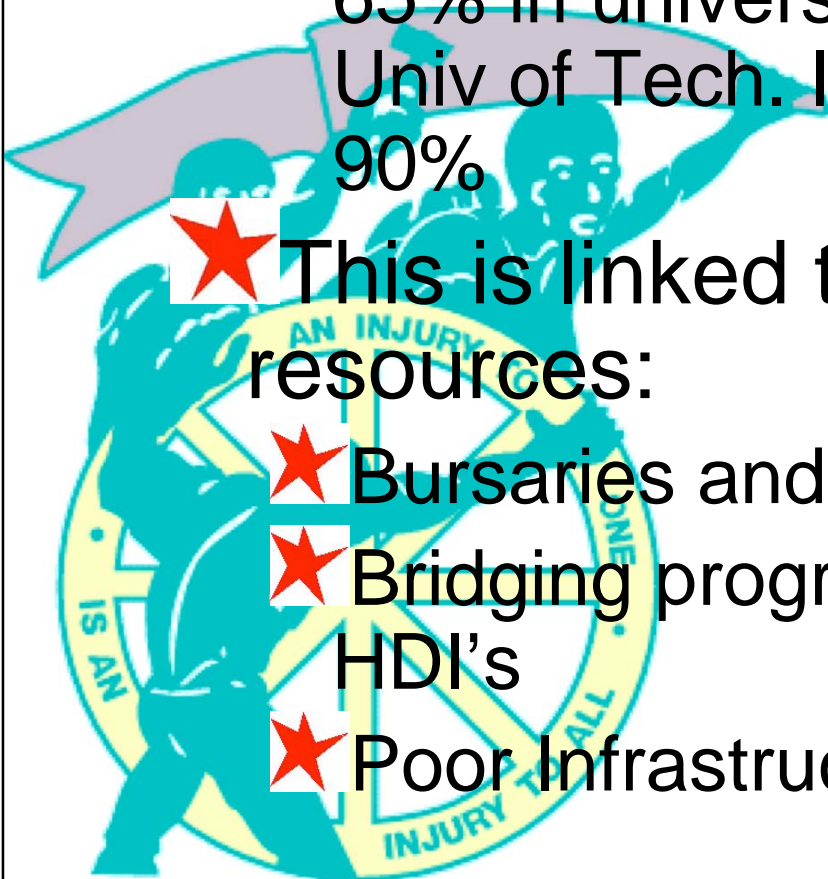
★ Low compared to international standards – 65% in universities and as low as 20% in Univ of Tech. International boast about 80-90%

★ This is linked to earlier challenges of resources:

★ Bursaries and support for tertiary students

★ Bridging programmes specifically targeting HDI's

★ Poor Infrastructure at some HE institutions



Immediate Interventions (2)

- ★ Experiential learning challenges – can we get more serious commitment
- ★ Importation of skills:
 - ★ Not very supportive BUT should only be seen as a short term solution
 - ★ Commit employers and institutions to an extensive mentoring and skills transfer arrangement
 - ★ Longer term commitments to advancing semi and lower skilled workers



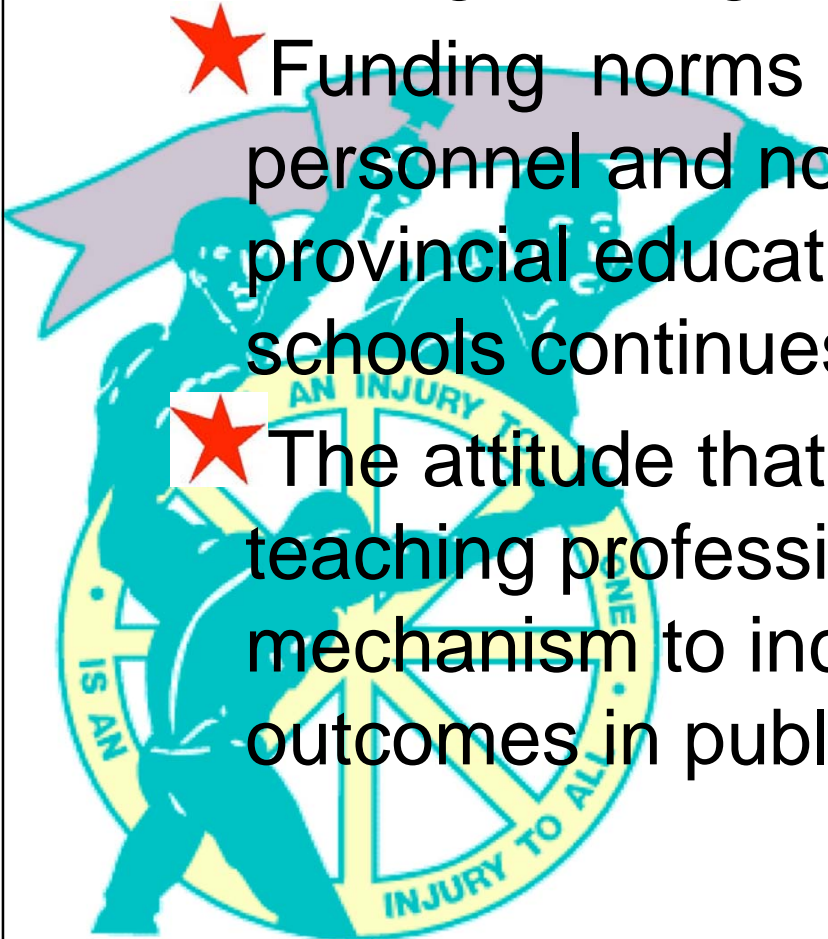
Institutional Interventions

Secondary Education:

- ★ There is general lack of discipline from both learners and educators on the area of punctuality, respect and attitude towards education in many township schools
- ★ There is a lack of sufficient infrastructure (water, electricity, sanitation, fencing, and laboratories, amongst others) to support the needs of the school.
- ★ This may require interventions beyond the crisis within secondary schools, before we attempt to address any shortages amongst both learners and educators of math and science
- ★ Coupled to the continued policy of the Department of Education to employ temporary teachers (in excess of 350 000 temporary teaches nationwide).

...(2)

- ★ Put in place subjects geared to moving into an engineering and artisan fields
- ★ Funding norms of 80%-20% between personnel and non-personnel expenditure for provincial education and 85%-15% for public schools continues to raise concerns.
- ★ The attitude that increasing the number of teaching professionals is not a better mechanism to increase the quality and outcomes in public education



...(3)

- ★ Partnership with Higher Education institutions in meeting industry needs
- ★ Better linkages between education and training... SETA???





Thank You