

Joint Initiative on Priority Skills Acquisition

Presentation to the Parliamentary Portfolio Committee on Public Works

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What is JIPSA?



- JIPSA is a high level, joint approach by government, business & labour to address the 'binding skills constraints' on the Accelerated & Shared Growth Initiative for SA (ASGISA)
- JIPSA is led and managed through:
 - A **Joint Task Team**, chaired by the Deputy President; this includes Cabinet Ministers, senior business and labour leaders, education and training leaders etc
 - A **Technical Working Group**, chaired by Mr Gwede Mantashe, which includes experts and stakeholders from relevant Departments (incl. Public Works), business etc
 - A small, full time secretariat provided by the National Business Initiative and funded by the Business Trust

JIPSA Priority Areas



- JIPSA has identified the following main areas for targeted intervention – aligned with ASGISA:
 - High level, world class engineering and planning skills for the 'network industries' – transport, communications, water, energy
 - Town and regional planning skills
 - Intermediate artisan and technical skills, with priority attention to infrastructure development
 - Management and planning skills in the education and health systems
 - Mathematics, science, ICT and language competence in public schooling
 - Skills required to support priority sectors such as Tourism, BPO, etc

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A focused work-plan



- Given the importance of infrastructure investment and the Expanded Public Works programme, JIPSA in its first 5 months has given priority attention to, inter alia,:
 - Engineering professionals and technologists
 - Artisans and technicians
- Work in these two areas has drawn on:
 - An analysis of the skills requirements for the infrastructure projects, undertaken by CIDB, with cooperation of DPW and the construction industry
 - Analysis of skills needs by the SOEs
 - Analysis of engineering requirements by ECSA
 - Consultations with industry, government departments, higher and further education, the NSA and SETAs

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Engineering professionals



- Analysis suggests the key issues are:
 - Improving throughput rates in engineering faculties
 - Increasing outputs, from +/- 1400 engineers p.a. to 2400
 - Increasing the proportion of engineering graduates who become registered professionals
 - Mentoring of junior engineers
 - Retention of experience within the engineering profession
 - Re-hiring of retired engineers
- A business plan to increase throughputs and outputs by 1000 p.a. is being developed, in consultation with a JIPSA Advisory Committee, HE institutions and the DoE

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Artisans



- Estimates are that we need to produce an additional +/- 50,000 artisans over next 4-5 years; major demands in both public & private sectors
- A two-track approach is being followed:
 - Development of a business plan which will identify probably 18 major trades, quantify demand for these skills, & specify the training pathways for the training of qualified & competent artisans. A project portfolio of training initiatives by public & private sector employers will be identified & supported.
 - An analysis of systems blockages and weaknesses will be undertaken, discussed with key stakeholders & role-players, and submitted to government for consideration

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Skills challenges - artisans



- The training of artisans has declined sharply over a number of years. This must be reversed – especially as the average age of artisans is in the mid-50s, and the training 'pipeline' for new artisans is unfocused and ineffectual. Some key challenges are:
 - Clarifying the 'learning pathways' to artisan status – how apprenticeships, learnerships and the new FET college curriculum lead to competent & qualified artisan status
 - Prioritising skills requirements
 - Re-prioritising SETA & NSF funding towards production of artisans
 - Securing employer buy-in to training & to the provision of workplace experience for trainees
 - Ensuring government training budgets and infrastructure are optimally spent
 - A need for optimal usage of public sector, SOE & private sector training facilities
 - Streamlining and strengthening funding, accreditation & quality assurance processes
 - Improved measurement, monitoring & reporting of skills supply and demand, improved data collection & analysis, better coordination of data collection and analysis between departments, SETAs and other agencies

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Matching demand and supply



- JIPSA commissioned a study to investigate the growing challenge of graduate unemployment – completed by DPRU (UCT) in May 2006
- Findings indicate 200 000 unemployed graduates holding certificates, diplomas and degrees yet failing to secure jobs
- In addition estimated 9 000 pa University of Technology students fail to secure experiential learning opportunities

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Distribution of Graduate Unemployment



	Year	African	Coloured	Asian	White	Total
Diploma/Certif With Matric	1995	63.0	5.3	3.4	9.3	80.9
	2003	71.8	2.8	1.0	6.9	82.5
Degree	1995	10.1	2.3	0.3	6.4	19.1
	2003	12.4	0.8	1.4	2.9	17.5
Total	1995	73.1	7.6	3.7	15.6	100.0
	2003	84.1	3.6	2.4	9.9	100.0

Source: DPRU - Haroon Shorai

disproportional

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Placement programmes



- Graduate unemployment prompted placements at various levels:
 - Placement of unemployed graduates and practitioners in Public Sector with volunteering SA companies
 - Placement of un-graduates diplomats for experiential learning - over 60% in Engineering studies, 20% in ICT, balance in humanities and business studies
 - Placement of practitioners and graduates for overseas business exposure and learning
 - Placement of volunteering retired people
- At least 850 people have been placed todate, with 35 placements overseas in India and Germany - SASOL / TATA / DBSA
- Long term solutions are been sought to address this challenge

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Town & regional planning



- Initial consultations suggest that, in broad terms, the challenges are two-fold:
 - Problems in the policy, legislative & institutional environments – these are not strictly a JIPSA concern, but impact on ASGISA; a situational analysis is being developed for government's consideration
 - Problems in the quality, relevance, and quantity of training – a specialist Advisory Group will initiate work on these issues later this month

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Some overarching issues



- Finalisation of the National Qualifications Framework (NQF) Review
- Clarification of training pathways, and the place of apprenticeships, learnerships and FET college programmes within a coherent skills framework
- Governance, management, efficiency and performance of SETAs
- A need for increased co-ordination of activities in the education and training system
- Coordination challenges – for instance between government departments, SAQA and other QA bodies, the National Skills Authority and SETAs
- Availability and reliability of statistics

Systemic and legacy challenges underline the problem of skills shortage

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Conclusion: JIPSA priority plan



- ❑ ASGISA highlighted skills as one of the cross cutting constraints
- ❑ JIPSA addressing short-term, ASGISA linked intervention on skills
- ❑ JIPSA supports and complements existing skills initiatives – better co-ordination and synthesis is urgently required
- ❑ Skills shortage requires all stakeholders to come to party – Government cannot do it alone

-----AGE OF HOPE-----