



**MINUTES OF THE INTER CHAMBER CONFERENCE OF MERSETA THAT WAS HELD IN THE PROTEA O. R. TAMBO HOTEL, C/R YORK AND GLADIATOR STREET, RHODESFIELD ON THURSDAY, 15 FEBRUARY 2018 AND FRIDAY, 16 FEBRUARY 2018 AT 09:00**

**1. OPENING AND WELCOMING PRESENTATION:** merSETA CEO: Dr. Raymond Patel

- The CEO, Dr. Patel in opening the Inter Chamber Conference indicated the purpose of the workshop was to ensure the planning, which was underpinned by research merSETA conducted and input Members provided was relevant, applicable and effective to avoid misplaced training in the changing environment whereby:
- the NSDP was being introduced
- the tenure of the AA in its current format was expiring on 31 March 2018
- the contract of the CEO was ending on 31 March 2018 although staff was appointed until 31 March 2020
- the SETA environment was changing and the debate regarding the role SETAs played in society i.e. not just paying grants but also participating in the transformation agenda must be heard especially considering the unemployment rate, poverty and the social degradation the community faced. It meant by implication that Chambers should not only be involved with matters like curriculum development but also in the change transformation brought along
- SA was to a large extent being de – industrialised with manufacturing that was happening elsewhere like in China, processes were being mechanised and robotics were being introduced which rendered existing qualifications outdated causing unemployment and whereby introduction of part qualifications were a reality.
- Planning implied an audit of what it was that the SETA had delivered and what it was that was still outstanding like the number of artisans that were developed but who remained unemployed. Management of human capital had to be addressed and business had to enter into a social contract with society as its social responsibility to be part of the transformation agenda. The requirement was for active citizenry in education and training because if the way training was delivered would continue with the same equipment and technology and machines and materials and methodology and information it would be robbing today's learner of a tomorrow.

**2. ATTENDANCE REGISTER**

Members	Structure	18/02/15	18/02/16	Apology
<b>Auto Chamber</b>				
Nompumelelo Cele	NISSAN SA - Organised Employer (AMEO)	✓	✓	
Peter Howe	Mercedes-Benz SA - Organised Employer			✓

Shane Botha	BMW SA Organised Employer	✓	✓	
Paul Mahlangu	BMW SA – NUMSA (ORGANISED LABOUR)			✓
Thabo Mogoroe	BMW SA - NUMSA	✓	✓	
Thabang Mohlala	Ford SA – NUMSA	✓	✓	
Mandi Njikelana	Ford SA – AMEO	✓	✓	
Wayne Osborne	Isuzu SA – AMEO			✓
Rudi Swarts	Isuzu SA – NUMSA	✓	✓	
Stephen Goold	Mercedes-Benz SA - AMEO			✓
Gcobani Ntobela	Mercedes-Benz SA – NUMSA	✓		
Melica Bala	Nissan SA -			✓
Joseph Lekgoro	Nissan SA – NUMSA			✓
Justice Maluleka	Nissan SA – NUMSA	✓	✓	
Malebo Lebona	NUMSA OFFICIAL	✓	✓	
Linda Mbeki	Isuzu SA - NUMSA			✓
Thulani Mfusi	NUMSA – OFFICIAL			✓
Chrissy Berichon	Toyota SA - AMEO	✓	✓	
Siyabonga Mzobe	Toyota SA – NUMSA	✓	✓	
Samantha Visagie	Toyota SA – AMEO	✓	✓	
Thuthukani Zama	Toyota SA – NUMSA	✓	✓	
Ntsotiseng Matsoso	Volvo SA – AMEO			✓
Solomon Motshoane	Volvo SA – NUMSA	✓	✓	
Sihaan Holland	VW SA – NUMSA			✓
Lesley Lee	VW SA – AMEO (Chamber Deputy Chairperson)	✓	✓	
John Millard	VW SA – AMEO			✓
Xolani Tshayana	VW SA – NUMSA (Chamber Deputy Chairperson)	✓	✓	
<b>Metal Chamber</b>				
Mayleen Kyster	Africa Steel Holdings -	✓	✓	
Terrence Harrison	Arcelor Mittal			✓
Carlien Van der Merwe	Columbus Stainless	✓	✓	
Willy Matthiae	Gijima Training			✓
Kelly Moodley	MacSteel Services			✓
Edward Thobejane	MEWUSA	✓		
Bheki Gumbi	NUMSA			✓
Malebo Lebona	NUMSA	✓	✓	
Vusumzi Mabho	NUMSA			✓
Bongani Tshabalala	NUMSA	✓	✓	
Ntsokolo John Zulu	NUMSA	✓	✓	
Pedro Swartz	Powertech Transformers			✓
Nomsa Nkomonde	Rotek Engineering		✓	✓
Charles Smillie	SCAW SA	✓	✓	
Patrick Nzuzo	Sebenza	✓	✓	
Melanie Mulholland	SEIFSA	✓	✓	

Christia Uys	SEIFSA	✓	✓	
Michelle Norris	SEIFSA	✓	✓	
Cobus Cato	SEIFSA	✓		
Amanda Hattingh	Solidarity			✓
Jonathan Swarts	Solidarity			✓
Preggy Chetty	Thuthukisa Talent Relations	✓	✓	
Pierre Bezuidenhout	UASA			✓
Dunisagar Naiker	UJ	✓	✓	
<b>Motor Chamber</b>				
Felix Luxomo	Johnson Matthey - NUMSA	✓	✓	
Isaac Boshomane	Kgabo Cars	✓	✓	
Ilze Botha	MC Motor	✓	✓	
Marwaan Davids	MIBCO	✓	✓	
Herman Kostens	Misa			✓
Thandeka Phiri	Misa	✓	✓	
Yassim Abrahams	NUMSA			✓
Motsamai Sefume	NUMSA	✓	✓	
Elias Kubeka	NUMSA			✓
Piet Verryne	NUMSA	✓	✓	
Motsamai Sefume	NUMSA	✓	✓	
Phil Cells	Proalign Tech	✓	✓	
Lings Naidoo	Redflank	✓	✓	
Frederick Burger	RMI			✓
Louis Van Huyssteen	RMI	✓	✓	
Abraham Dunn	Super Group			✓
Jeanne Esterhuizen	Technicolour			✓
<b>New Tyre Chamber</b>				
Jacqueline Swanepoel	Bridgestone	✓	✓	
James Selala	NUMSA	✓	✓	
Dlamini Busisiwe	Bridgestone	✓	✓	
Elias Matlala	Bridgestone	✓	✓	
Llewellyn Bosch	Bridgestone			✓
Anadia Sawyer	Goodyear SA	✓	✓	
Vantola Vandayar	Goodyear SA			✓
Andile Goba	Goodyear SA	✓	✓	
Thobile Antoni	Goodyear SA	✓	✓	
Dinisile Maqwili	Continental Tyres	✓	✓	
Jean Delpont	Continental Tyres – SOLIDARITY	✓	✓	
Ivan Smith	Solidarity	✓	✓	
Mthobile Maya	Continental Tyres – NUMSA	✓	✓	
Xolile Maloni	Continental Tyres – NUMSA	✓	✓	
Philani Khoza	Somitomo Rubber - NUMSA	✓	✓	
Thulani Mfusi	NUMSA			✓
Vusumuzi Mklungo	NUMSA	✓	✓	
Lee Coetzee	Solidarity	✓	✓	

Msizi Hlatshwayo	Sumitomo Rubber SA	✓	✓	
Neil Rademan	Sumitomo Rubber SA			✓
Nkanyiso Khumalo	Sumitomo Rubber SA			✓
<b>Plastics Chamber</b>				
Wendy Selo	Emerson	✓	✓	
David Duncan	I Africa			✓
Hilda Selepe	Injemo Engineering and Plastic	✓	✓	
MartinTshiu	Marleyps	✓	✓	
Moses Subbayar	Nampak			✓
Sidwell Tseledi	Nampak Liquid			✓
Edward Mothibedi	NUMSA			✓
Anton Hanekom	Plastics SA	✓		
Kirtida Bhana	Plastics SA	✓	✓	
Deon Cupido	Polyoak Packaging	✓	✓	
Bernard Sauls	Rehau Polymer	✓	✓	
Vanessa Davidson	SAIMI			✓
Amanda Hattingh	Solidarity			✓
Jonathan Swarts	Solidarity			✓
James Bond	TUT			✓
Mary Mogorosi	UASA			✓
Sipho Sigabi	UASA		✓	
<b>BY INVITATION</b>				
Mr. David Ansara	B & M Analysts	✓		
Ms. Weziwe Sikaka	DHET	✓		
Mr. Christopher Tsatsawane	ECSA			✓
Prof. Hoosen Rasool	FR Research	✓		
Dr. Burton Malgas	Mabatimi Management Services	✓		
Dr. Tony Khatle	Mabatimi Management Services	✓		
Ms. Nothando Dlamini	MIBCO	✓		
Ms. Veerle Dieltiens	Mzabalazo	✓		
Mr. Ali Sibanyoni	NAMB	✓		
Mr. Cuen Sharrock	Palladian Consulting	✓		
Mr. John April	QCTO	✓		
Lings Naidoo	Redflank	✓	✓	
Kim Schneiber	Redflank	✓	✓	
Ms. Khutjo Bodila		✓		
Ms. Rodzilani Nklethem		✓		
<b>IN ATTENDANCE: REPRESENTING merSETA</b>				
Dr. R. Patel	Chief Executive Officer	✓		CEO
Ms. D. Mjikeliso	Chief Financial Officer	✓		CFO
Ms. S. Mokhobo - Nomvete	Executive: Strategy and Research	✓	✓	ESR
Ms. E. van der Linde	Corporate Services Executive	✓		CSE
Ms. H. Brown	Senior Manager: Strategy and Research	✓	✓	SSR

Mr. N. Mokgotsane	Senior Manager: QA & Partnerships	✓		QA&P
Mr. S. Mgidi	Senior Manager: Strategic Planning; M&E	✓	✓	SPM&E
Ms. M. Malia	Executive Assistant	✓	✓	MM
Ms. Z. Pompei	Executive Assistant	✓	✓	ZP
Mr. P. Motsepe	Programme Director	✓	✓	MM
MS. Laura Crosby	Research and Skills Planning Manager	✓	✓	PM
Mr. K. Ntsoko	Manager: Quality Management Systems	✓	✓	KN
Mr. Manda More	Manager: Knowledge Management	✓	✓	MM
Mr. X. Njikelana	Manager: CLPU	✓	✓	XM
Ms. N.Hlatswayo	MerSETA	✓	✓	NH
Ms. F. Peverelle	MerSETA	✓	✓	FP
Ms. T. Mabula	MerSETA	✓	✓	TM
Ms. P. Moloto	MerSETA	✓	✓	PM
Ms. L. Sifumba	MerSETA	✓	✓	LS
Mr. K. Tsoaeli	MerSETA	✓	✓	KT
Mr. P.Chuene	MerSETA	✓	✓	PC
Mr. M. Nyathi	MerSETA	✓	✓	MN
Ms. M. Nethengwe	MerSETA	✓		MN
Ms. N. Sonjica	MerSETA	✓	✓	NS
<b>SECRETARIAT</b>				
Mr. H. Morapedi	Chamber Manager	✓	✓	CM
Mr. S. Gumede	Acting Chamber Coordinator	✓	✓	ACC
Ms. L. Kelly	Secretariat	✓	✓	SECR

## ACRONYMS

Acronym	Description	
AA	Accounting Authority	
ABET	Adult Basic Education and Training	
APDP	Automotive Production and Development Programme	
AQP	Assessment Quality Partner	
ARPL	Artisan Recognition of Prior Learning	
ATR	Annual Training Report	
CBMT	Competency-Based Modular Training	
CBO	Community Based Organisation	
CCMA	Commission for Conciliation, Mediation and Arbitration	
CEO	Chief Executive Officer	
CPLU	Curriculum and Learning Programme Unit	
CS&CO	Company Secretary & Compliance Officer	
CETC	Community Education and Training Colleges	
DHET	Department of Higher Education and Training	
DoL	Department of Labour	

DPME	Department of Planning Monitoring & Evaluation	
DQP	Development Quality Partners	
EE	Employment Equity	
EIS	Employment Insurance Schemes	
ESR	Executive: Strategy and Research	
ETQA	Education and Training Quality Assurance	
FLC	Foundational Learning Competence	
GVC	Global Value Chain	
HEI	Higher Education Institutions	
HRDC (S)	Human Resource Development Council (Strategy)	
IPAP	Industrial Policy Action Plan	
merSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority	
MIBCO	Motor Industry Bargaining Council	
MoA	Memorandum of Agreement	
NAMB	National Artisan Moderation Body	
NDP	National Development Plan	
NEDLAC	National Economic Development and Labour Council	
NGO	Non - governmental Organisation	
NOCC	National Occupation of Curricula Certification	
NQF	National Qualifications Framework	
NSA	National Skills Authority	
NSDP	National Skills Development Programme	
NSDS	National Skills Development Strategy	
NSF	National Skills Fund	
OEM	Original Equipment Manufacturing	
OQSF	Occupational Qualification Sub Framework	
PSET	Post School Education and Training	
QC	Quality Council	
QCTO	Quality Council for Trades and Occupations	
RAP	Retrenchment Assistance Program	
RPL	Recognition of Prior Learning	
SA	South Africa(n)	
SAAMP35	South African Automotive Masterplan 2021-2035	
SAQA	South African Qualifications Authority	
SDA	Skills Development Act	
SDF	Skills Development Facilitator	
SETA	Sector Education and Training Authority	
SME	Small and Medium Sized Enterprise	
SIPs	Strategic Integrated Projects	
STEM	Science, Technology, Engineering and Maths	
TLS	Training Layoff Scheme	
ToR	Terms of Reference	
TVETC	Technical and Vocational Education and Training Colleges	
UIF	Unemployment Insurance Fund	
WSP	Workplace Skills Plan	

**3. LEADING THOUGHTS BEHIND THE NEW NSDP:** DHET Deputy Director: Skills Planning: Ms. Weziwe Sikaka

1. Overview of engagements and consultations that informed the NSDP

In developing the NSDP the Whitepaper for PSET, SDA and other related legislation, reports on the review of SETA Performance like the Ministerial Task Team Report, the HRDC Report on the Skills System Review and others and lessons from the recommendations were adopted and included.

2. Status and Planned Actions Going Forward

Comments on the NSDP were invited on 15 December 2017 to be submitted by 31 January 2018. The DHET was in a process of analysing the comments and simultaneously engaging the NSA and social partners before recommending it for approval to the Minister on 31 March 2018. A phase in implementation plan that was being prepared included legislative reviews of affected legislation and development of a business case to reflect on the cost of implementation.

3. The mandate of the NSDP was drawn from the Whitepaper for PSET that highlighted the need to build on the policy issues that were introduced in the NSDS III that included:

- 3.1 providing greater levels of access to education and training in rural areas
- 3.2 increasing collaboration between the skills system, government and industry
- 3.3 driving skills development primarily through the public education system in particular through universities, CETCs and TVETCs
- 3.4 focusing less on numerical targets and more on outcomes and impact.

4. The purpose of the NSDP was to:

- 4.1 build on policy shifts that were introduced in NSDS III
- 4.2 address challenges that emerged from the NSDS III such as a lack of available workplaces where graduates could be placed that was limiting practical workplace experience
- 4.3 provide a plan for the DHET to enable it to ensure levy paying institutions contributed to the vision of the Whitepaper for PSET; indicate the roles of DHET and key institutions in implementing the NSDP; guide disbursement of levy grant money and indicate how DHET would work with social partners in realising the intentions of the NSDP.

5. The overarching principles of the NSDP were to:

- 5.1 move towards an integrated post school system that entailed focusing on greater levels of integration and coordination of the planning, funding, monitoring and evaluation of the system to communicate with that of the various institutions within the system. The changes were intended to improve the quality, quantity and development of post school education and training in SA
  - 5.2 contribute to wider national objectives meaning that the NSDP was not developed in isolation but rather to support the national objectives and government policies. In this regard the white paper set out a vision of a transformed post school education and training system that has expanded, equitable, diverse and integral goals to contribute to the development of the economic, social and personal life of the country. It speaks directly to Vision 2030 and the youth focus of the NDP.
6. The specific goals and principles of the NSDP were:
- 6.1 advancing an equitable and integrated system through addressing transformational imperatives as outlined in the NSDS. The NSDP must ensure that previously disadvantaged groups, youth and those in rural areas benefit from the levy system
  - 6.2 ensuring greater inclusivity and collaboration across the system thereby highlighting the need to increase partnerships and collaboration between the public and private sector and partnerships between institutions of higher learning and workplaces i.e. with a focus on workplace based learning and effective stakeholder engagement
  - 6.3 focusing on support systems for learners and stakeholders to increase access by standardising processes e.g. a simplified application processes and improving efficiency and effectiveness of the system
  - 6.4 improving the accountability framework through better monitoring and evaluation emphasising the need for monitoring and evaluation of the entire system. In this regard DHET will work with NSA to ensure efficiency and effectiveness of the system
  - 6.5 rationalising and streamlining the skills landscape to ensure greater coherence of the system whilst also rationalising and streamlining institutional and functional overlaps like quality assurance. The NSDP aimed to address such functional overlaps to enable efficient use of scarce resources such as that more could be done with the latent resources in the system.
7. The objectives of the NSDP built on NSDS III as per the guideline in the whitepaper were understanding demand. Many workers have already been taken up through the labour market intelligence project that SETAs participated in.
8. In realising the objective of:
- 8.1 understanding demand DHET would continue supporting and guide SETAs to determine occupational demand based on workplace demand and government priorities through

research and analysis

8.2 steering supply through

8.2.1 qualification development and provision and DHET would engage with QCs to ensure qualifications and curricula were implemented. DHET would further communicate the demand analysis to PSET institutions to inform enrolment planning. SETAs would participate in such discussions so as to build partnerships with industry to facilitate work related learning

8.2.2 funding mechanisms DHET would develop a framework for collaboration with educational institutions to:

8.2.2.1 consider how best SETAs could fund institutions to increase enrolment and throughput

8.2.2.2 design and implement workplace - based learning incentives

8.3 growing supply, funds would be drawn from the fiscus to support occupational priorities. DHET would be responsible for provision and SETAs for coordinating efforts to meet supply needs through various interventions. DHET would also ensure material development for programmes through working with institutions responsible for material development.

9. The institutional arrangements that were being proposed included:

9.1 establishment of SETAs. The NSDP proposed that SETAs should have an unlimited lifespan as opposed to the current 5 - year lifespan and that measures should be in place to address non – performing SETAs

9.2 SETA demarcation whereby SETAs would be clustered through use of industrial classification using the standard industrial codes, value chains and financial viability

9.3 shared services with specific reference to administrative functions and IT. It was further proposed that systems be standardised for all types of applications

9.4 that stakeholder driven AAs continue but that the AA size be limited as determined by DHET based on the nuances of the sector and that DHET determine the remuneration of AA members. AAs must focus mainly on strategic - and not operational issues

9.5 with reference to the scope of SETAs and the QCTO, that the scope of SETAs be aligned with the objectives in the white paper for PSET. The quality assurance function must effectively be integrated into the QCTO to address functional overlaps so that providers only engaged with one QC to reduce complexities

9.6 longer term planning aligned to the medium term strategic framework and fiscal allocation

for educational institutional planning. SETAs would be required to account for non - performance to DHET

9.7 in the area of funding, increased efficiency and effectiveness of the use of levies to address occupational demands of the economy. The NSF would continue to fund the poor and marginalised and focus on national priorities. Savings made from the shared services would be used to fund the QCTO functions

9.8 an emphasises on strengthening the role of the NSA for monitoring and evaluation as well as policy development in an advisory role.

10. The document was broad in its approach but another document would be issued to outline the implementation plan to be developed by DHET.

#### 11. Discussion:

11.1 Was there a reason why technical schools were not included in driving skills primarily through universities and CETCs because if skills development was from grass roots up the first line would be technical high schools.

Response: Reference to universities included all education and training institutions. The relevant institution would be identified based on the demand in the labour market. DHET recognised CETCs were the new space hence placing an emphasis on it in the NSDP as a priority but it could be expanded to other institutions if required.

11.2 Skills development as it related to transformation and EE respectively were accounted for and reported to separate departments. How would DHET correlate a synergy between the two areas?

Response: Alignment between the NSDP and EE was discussed in NEDLAC but the principles and how it would be introduced must still be addressed. A process started in the Presidency, DoL and DPME in the interim to align skills development with EE. The transformational imperatives however remained critical and were embedded in the NSDP and it will be one of the priority areas during implementation.

11.3 Did the NSDP exempt SETAs from funding SMEs and organisations like NGOs, CBOs and trade unions in order to be funded by the NSF as SETAs would only fund big corporates?

Response: The policy framework did not exclude any stakeholder from participating. The underpinning principle was that occupations in high demand that have been identified in partnership with an institution through intermediary activities coordinated by the SETA at sectoral level would be prioritised. However, if it has been identified that the NSDP prevented stakeholders from participating it must be brought to the attention of the DHET.

**4. MerSETA STRATEGIC PLANNING IMPERATIVES:** Senior Manager: Strategic Planning: Monitoring and Evaluation: Mr. Sinaye Mgidi

1. merSETA's strategic plan was informed by its goals being to:
  - 1.1 improve the responsiveness of research to the transformation and transition needs of the sector
  - 1.2 increase functional efficacy of good governance and deployment and management of resources
  - 1.3 identify the skills that were relevant going forward.
2. The functioning of the SETA was informed by imperatives like:
  - 2.1 the NDP. Activities of the SETA were central to the NDP imperatives like workers, youth, women, employment and people with disability. The aim was to ultimately eliminate poverty and reduce inequalities. The New Growth Path was anticipated to ensure the success of the NDP as its priorities included re – industrialisation, expansion of the manufacturing sector, creation of 5 million jobs with a focus on skills development particularly artisanal and engineering skills and the development of 15 000 artisans by 2020
  - 2.2 IPAP as it related to the Ocean and Green economies. Priorities were the metal and steel industry, local procurement and beneficiation, tax incentives for investment, automotive industry development, investment in local manufacturing, OEM and components, boat building, plastics i.e. recycling for local manufacturing, the black industrialist scheme, operation Phakisa, green industries, renewable energy both wind and solar and creation of new jobs. merSETA in response increased investment in the development of artisans and engineering professionals and developing international knowledge through a skills exchange network with countries like China
  - 2.3 SIPs priorities that included 18 catalytic projects at local level to fast track development and growth whilst providing essential infrastructure for service delivery as well as develop artisan technologists, engineers and project managers. merSETA in response participated and supported development of centres of specialisation for trade qualifications, reskilling an upskilling of workers, skills development for unemployed youth and local and provincial government partnerships. The objectives in the strategic plan in this regard were the strategic partnerships with different institutions like TVETCs, HEIs and private sector to improve responsiveness to sector needs, increased responsiveness to the merSETA manufacturing sector through provision of occupational qualifications and increased throughput of learners in occupational programs
  - 2.4 Comprehensive Rural Development Program: Priorities included support of rural development, sustainable livelihoods and skills development and economic empowerment of rural communities. merSETA to this end was conducting research into the rural

economy to identify opportunities for skills development support, fund learnerships, internships, apprenticeships and bursaries, support TVETCs to provide small business support, support rural HEIs and establish training and trade test centres

- 2.5 SME, corporative and informal enterprise development through for example industrial park revitalisation, Industrial Development - and Special Economic Zone support and community - based education and training for corporatives and informal entrepreneurs. merSETA in supporting the initiative ensured it was conducting research into the economies at regional level to identify needs and opportunities for skills development support, national, provincial and local government partnerships, TVETCs and HEI capacity building to support the enterprises, skills development for unemployed youth and adults and use of ICT for apprenticeships and artisan training
- 2.6 the HRDS that included the NSDS and the white paper on PSET. Priorities were foundational education through supporting TVET skills development and HEI research and innovation. merSETA was investing in technical schools, strengthening the quality of TVETCs through industry partnerships and staff development, conducting TVET research, providing bursaries for employed and unemployed work integrated learning, supporting TVET and HEI graduate placements, researching future occupations and skills to result in the review of new qualifications and curricula, reskilling and upskilling workers, supporting SMEs, corporatives and informal enterprises, concluding local and provincial government and industry partnerships and modernising career guidance
- 2.7 Advance manufacturing like industry 4.0 that was inclusive of innovation and growth the priorities being disruptive technologies e.g. robotics, artificial intelligence, changing manufacturing production processes, flexibility and adaptability of skills and critical thinking skills. A decline in employment of unskilled and semi – skilled workers and an increase in employment of skills and high skills were anticipated by 2020. 39 % of core skills was expected to be completely different. merSETA in responding was increasing investment in development of artisan and engineering professionals as well as SMEs, corporatives and informal enterprises, providing research of new occupations and skills for new growth opportunities, making provision for the reskilling and upskilling of workers, providing skills development to new entrants and the unemployed, developing TVETC staff and providing HEI support, modernising career guidance and introducing international knowledge and skills exchange in this regard

### **3. Questions/Comments:**

- 3.1 How was merSETA supporting technical high schools, rural development and SMEs as the high schools were under resourced yet they were the feeders to the industry and there were no technical high schools in rural areas.

Response: An inter departmental approach has been adopted like that with the Department of Basic Education and Training when the Department realised the feeder in to technical careers was a problem at high school level following which 20 technical high schools were revitalised in 2017 of which some were in rural areas. merSETA's role was

complimentary and not primary and was largely developmental i.e. providing skills.

- 3.2 The Auto Chamber established a sub committee to investigate SMEs in townships. Details were requested regarding the corporatives that merSETA was supporting.
- 3.3 merSETA's goal of deploying strategic or relevant people could not be a merSETA goal as stakeholders deployed people to the forum.
- 3.4 Was merSETA in respect of industry 4.0 recommending that Chambers must develop a plan to train the people to be upskilled to be ready for the new technology?

Response: Industry 4.0 was about training and retraining workers to adapt to machines that were being introduced to mitigate the risk of the current workforce becoming obsolete.

- 3.5 It appeared as if nothing was happening in rural development.

Response: Rural development projects included the corporate development project with Umfolozi college in Richards Bay and Gert Sibanda in Mpumalanga whereby 2 groups of learners were identified to be funded in a corporative. The projects were in their second year and were both making good progress.

#### **4.1 CAREER DEVELOPMENT: Corporate Services Executive: Ms. E. van der Linde**

1. Research globally showed in developing countries like SA the traditional approach to career guidance of requesting a prospective learner to fill in a questionnaire and matching him to a job was not necessarily effective. Career Development was therefore being modernised whereby:
  - 1.1 a range of tools and initiatives were being provided to assist learners in light of the number of careers that were changing, introduction of industry 4.0 and the changing world of work to assist employers in the sector to capacitate SDFs to assist with career decision making and the youth and adults having to make multiple career decisions
  - 1.2 the role of SETAs would become more relevant through expanding the work they do in terms of offering the initiatives and tools through a more technological approach
  - 1.3 career development was being adapted to in addition to relate to indigenous cultures.
2. A diversified career development framework has been developed that formed part of the strategy for the coming year in terms of which the:
  - 2.1 first project focus was on career development tools for youth and adults with the emphasis being on adults. It included 2 streams being traditional and new generation career guidance through virtual workplace tours, skill simulators to experience a skill rather than just hear about it, social networking groups where peers share career information and virtual career guidance and mentors

- 2.2 second project focus was on updating career information as it related to current and future jobs
  - 2.3 third project focus was on indigenous career development services for youth and adults with the emphasis on equipping youth and adults with adaptability and employability skills
  - 2.4 fourth project focus was on improving the quality of career guidance in the mersector with the focus on developing a RPL toolkit for entry level career guidance practitioners like those working in community centres or as social workers at labour centres; establishing an African career journal for career development and hosting an African career development congress where the latest research could be featured.
3. The career development DVD has been updated and the app was simple to use and focused on artisan careers.

## 5. THE ROLES OF QCTO AND NAMB

### 5.1 QCTO's Role in Qualification Development and Quality Assurance: Acting Cluster Head: Trades and Engineering Related Qualifications: Mr. John April

1. The mandate of the QCTO was to oversee the design, implementation, assessment and certification of occupational qualifications which included trades. The QCTO was one of 3 QCs and was, in terms of the SDA responsible for quality assurance of the occupational qualifications and trades.
2. Standards were set through the qualification development process, the quality assurance of provisioning and assessments and were implemented through industry subject matter experts who served on a panel responsible for developing the industry related qualifications. The purpose of the integrated external summative assessment was to allow qualifying learners to be officially recognised as practitioners of a specific trade or occupation with a QCTO certificate. Training was delivered by accredited skill providers and final assessments were conducted and managed by an approved AQP like merSETA.
3. The QCTO managed the OQSF, which was a collection of formal qualifications that set certain requirements and although the informal sector was continuing without the interference of agencies like the QCTO, it was important from a QC point of view that the informal industry be assisted because there were still opportunity whereby bigger companies could create employment opportunities in the formal environment. The issue was to recognise formal and informal learning which was a space QCs were avoiding.
4. The QCTO was responsible for N4 to N6 qualifications, trades and new occupational qualifications on the OQSF. A model of delegation was adopted in 2011 in terms of which QCTO delegated some of the quality assurance functions to SETAs because it lacked capacity to do the type of quality assurance the various ETQAs were able to perform. A stage has been reached however, whereby the QCTO was revoking the delegated functions to reassume responsibility for it.

5. Key components for quality assurance included successful validation of QCTO qualifications; valid accreditation; effective management of processes; use of effective internal verification systems and the external integrated summative assessment. It did not matter how learners entered the system e.g. RPL or through a formal training programme because the assessment ensured the competencies were attested to and were meeting the national standard. Industry derived benefit that the worker would be a competent to do what the job required.
6. The QCTO qualification has 3 components being the knowledge, practical and the workplace experience components but the NSDP envisages some changes and emphasised the importance of workplace and access to workplace opportunities.
7. Transitional arrangements:
  - 7.1 Any qualification registered on the OQSF remained valid until it was replaced or until it reached the end of registration or teach out periods.
  - 7.2 Qualifications or part qualifications obtained by learners that reached its end of registration period would remain valid.
  - 7.3 Historically registered qualifications would be deregistered if no learners were enrolled on it during the preceding 3 years.
  - 7.4 Qualifications with learners enrolled on the programmes in terms of which registration was expiring would continue until the teaching out period had been completed.
  - 7.5 The impact of qualifications would be assessed i.e. to see whether it was attaining what it was intended to in terms of its purpose.
  - 7.6 93 of merSETAs 111 historically registered qualifications would be deactivated and 8 realigned.
8. Challenges included limited resources and the pending registration of part qualifications, but it was expected to be addressed.
9. FLC: QCTO initiated a research project because of the debates around exempting for example learners with a NQF level 4 qualification from having to complete the FLC to access trade qualifications.

## **5.2. NAMB's Role in Quality Assurance of Trade Qualifications:** NAMB Deputy Director: Mr. Ali Sibanyoni

1. NAMB:
  - 1.1 was one of the QCTO's AQPs
  - 1.2 operated in terms of statutory functions delegated by the SDA and QCTO

1.3 in terms of its functions:

1.3.1 in respect of trade development, was implementing 8 trades under the ARPL being the 5 that were launched in October 2017 i.e. Welder, Boiler Maker, Motor Mechanic, Diesel Mechanic and Fitter trades and 3 Hairdressing trades launched in December 2017

1.3.2 integrated the development of tool kits for legacy trades whilst the occupational qualifications were being developed

1.4 managed the performance of trade test centres.

2. Changes to the system included:

2.1 transforming from being sector based to be a nationally based system to address the occurrence of various versions of legacy trades that existed across sectors e.g. the electrician trade of which 8 different versions across 8 sectors existed

2.2 implementing a single trade test across the legacy trades on 1 July 2018 in a pilot for the 5 trades

2.3 accrediting trade test centres as national trade test centres so that any candidate could be tested in any trade test centres

2.4 in terms of regulations that a schedule of candidates being trade tested in the following month would be issued to enable NAMB to conduct the external moderations through the expertise in the trade test centres.

### 5.3. Comments/Questions

1. Would Maths Literacy and Technical Maths and Science be accepted as an entry requirement or replacement of the FLC?

Response: The understanding was that a qualification at the same NQF level should be seen to be equivalent. NQF level 4 qualifications should have the same level descriptors but a comparison needed to be done.

2. In terms of industry 4.0 a qualification could be perceived as a transformative instrument that rendered part qualifications important as it would afford official recognition and accordingly have income generation potential. How far was the QCTO in terms of part qualifications to enable potential income?

Response: A number have already been developed and were awaiting approval. DHET was in the process of implementing a funding model but it was still work in progress. However, it was considered to be urgent as it was delaying industry. The deactivation project has initiated a

process of transferring people to occupational qualifications because once a qualification had been deactivated it could either be reregistered or realigned i.e. aligned to a QCTO qualification or replaced by an occupational qualification.

3. The emerging debate was to pair technical skills with academic knowledge but in order to survive industry 4.0 a problem - solving capability would have to be integrated that could be by applying the academic knowledge and technical skills in a work process.
4. The paradox of part qualifications against fewer wider qualifications was a problem that merSETA was forced to grapple with because of industry 4.0.
5. What was the reasoning behind developing a single trade test for legacy trades instead of just fast tracking the summative test for the ones that were already registered with the QCTO?

Response: NAMB recognised the need to move to occupational qualifications but realised there were learners in the system who needed to exit the legacy trades.

6. How would the deactivation of 93 qualifications affect merSETA's operations as it was a huge number and what would the status be of people who already acquired the qualification i.e. would it still be recognised?

Response: A qualification once it has been acquired would be recognised as such.

7. Does NAMB have capacity to verify the trade test schedule to be submitted before the trade test?

Response: The lists were being compiled within a week of it having been received. The capacity to verify it was available.

8. How informal mechanics would be assisted to become formal mechanics as they also needed exposure to the other components to the trade.

Response: The ARPL was a process to assist those with existing skills wanting a formal qualification. Individuals not wanting a formal qualification could continue to operate as long as they were not legislatively prohibited from doing so.

9. Would the proverbial backyard in reference to the informal sector be regarded as a workplace?

Response: The competency to approve workplaces i.e. also workplaces in terms of the informal economy rested with SETAs. It would therefore be prudent to take it up internally within merSETA.

10. Was the issue of first language speaking assessors and mentors in the context of learners who were not English and who were struggling being addressed?

Response: The ARPL unit was attending to it but it was work in progress.

11. Were there any plans in the pipeline to capacitate NAMB further because the process of trade test

development was talking too and industry was getting impatient in terms of the number of trade tests produced by NAMB.

Response: NAMB was performing well under the circumstances but plans were underway to build capacity and to streamline the process. QCTO was also involved.

## **6. merSETA ETQA and CLPU**

### **6.1 National Artisan Development Transitional Arrangements:** merSETA Senior Manager: ETQA and Partnerships: Mr. Naphtaly Mokgotsane

Transitional arrangements included that:

1. Information of the 5 occupational qualifications has been placed on the website to create awareness that applicants would, going forward, first have to apply to the trade test centre and pass all the evaluations before they could apply for the trade test at merSETA.
2. The issue of a single national trade test was contentious but merSETA's position was to focus on the new qualifications. The pilot of configuring 5 different tests into one without deviating from any of the industries' training schedules would be the essence of the test. merSETA was working with NAMB to assist with the development of the trade test but it was a challenge.
3. Engagements with QCTO were taking place to have the final summative assessment for legacy qualifications defined up front as opposed to presenting a portfolio of evidence. SETAs conducted assessment of unit - based qualifications progressively in the past.
4. The challenge moving from the old to the new qualifications have created time pressures because of the dead line by when detail of the qualifications that must be deregistered and realigned must be submitted. Concerns included:
  - 4.1 that it was not possible to develop qualifications over a period of a year given that the legacy qualifications were ending in June and allowing for another year for learners to be registered
  - 4.2 the availability of funds to do it must still be confirmed
  - 4.3 trade test fees were not yet regulated meaning the fees for RPL could become exorbitant in the light of trade tests centres being operated as a business
5. The new ARPL model catered for people in the informal sector but questions have been raised in terms of quality assuring as merSETA has declined the request to issue serial number for the learners.

### **6.2 2018-2019 Qualification Development Project and Deactivation of Legacy Qualifications:** merSETA Manager: CLPU: Mr. Xolisa Njikelana

1. Transitional arrangements in preparation for implementation of occupational qualifications included:
  - 1.1 31 merSETA qualifications were registered with SAQA whilst merSETA was DQP and 190 modular based qualifications have been registered which the sector could access because they were national qualifications. merSETA approached DHET regarding the learning delivery process of qualifications which could be in a number of ways the one being learnerships and resulting from that 28 learnerships were registered against the 31 SAQA registered qualifications. A process of developing courseware and learning material besides registering the 28 learnerships started. Service providers were being procured to start with development in respect of Fitter and Turner, Millwright, Automotive Motor Mechanic and Vehicle Damage Quantifier
  - 1.2 that the unit has embarked on a project to develop learning material for 20 additional occupational qualifications to be identified. The legacy qualifications already have learning material meaning there would be no vacuum whilst the other material was being developed and training could continue
  - 1.3 Other activities to ensure readiness to implement the occupational qualifications included:
    - 1.3.1 sensitisation of providers to register with the QCTO
    - 1.3.2 enabling the current SETA Management System for registration of learners on occupational qualifications
    - 1.3.3 availing budget for the ARPL and trade test development tool kits in order to exit learners
    - 1.3.4 developing a communication strategy to ensure all stakeholders were engaged in the process and appraised on progress
    - 1.3.5 developing a guideline to assist stakeholders to understand the system of occupational qualifications
    - 1.3.6 developing a matrix to assist stakeholders to understand the differences between old trade qualifications, unit standard based qualifications and modular based qualifications and the differences in the processes.
2. The issue raised:
  - 2.1 by SAQA in respect of occupational qualifications and part qualifications was that holiday qualifications i.e. qualifications that could not be achieved would not be registered as it would not benefit anyone and should not be on the framework but in terms of a part qualification the parent qualification could be achieved and accordingly the part qualification. However, part qualifications having started with the metal qualification were

being registered separately in order to make progress

- 2.2 by the Chambers regarding deactivation of qualifications related to multi entry and multi exit to qualifications considering that the levels have been collapsed into one occupational qualification that removed the multi entry multi exit approach
- 2.3 regarding deregistration of qualifications should not raise concern as learners would still be able to enrol one year after the end date of the qualification and complete 3 years there after
- 2.4 in respect of what happened to follow up levels after a qualification has been deactivated was escalated to the QCTO with proposed solutions. QCTO has undertaken to peruse it
- 2.5 regarding the future of skills programmes that were part of a qualification that was deactivated was that skills programmes that were still being used by industry could be registered with the QCTO. It was not clear whether they could be registered in bulk. Modules of employable skills were expected to replace them.

3. Conclusion:

merSETA was ready to implement occupational qualifications and register learners on the qualifications.

## 7. RESEARCH

### 7.1 Training Layoff Scheme: FR Research: Prof. Hoosen Rasool

1. The research that was conducted related to the TLS and Retrenchment Mitigations Schemes in the Metal Chamber against a background of a decrease in employees from 480 000 in 2008 to 390 000 in 2017 and the 1 800 businesses that closed. SA's unemployment rate was 36 % and youth unemployment 65 %.
2. The CCMA indicated that while there was a great need for job creation, insufficient attention was placed on the retention of existing jobs and that more effort should be made to keep people in employment and more since it would be easier than creating jobs in an economy that was growing at 1 %.
3. International evidence showed:
  - 3.1 combining unemployment cash benefits i.e. UIF with reemployment programmes such as job search, counselling, assistance with CVs, information and matching services would render retrenched workers more prepared to successfully find employment
  - 3.2 the rest of the world moved on from UIF to EIS whilst the UIF still applied in SA

- 3.3 the EIS placed emphasis on employment support programmes whilst the unemployment benefits remained. The UIF placed more focus on unemployment i.e. the cash benefit and employment support programmes were minimised
- 3.4 the relief provided by EIS was ongoing as the purpose was to get the people back into employment but UIF support was temporary because it lasted 4 months.
4. Critique of the TLS were:
  - 4.1 multiple role players were involved but no one was in control, Similar schemes in other countries were managed by one department
  - 4.2 the scheme did not provide counselling
  - 4.3 companies were hesitant to participate because of bad experiences relating to implementation and administration of the scheme
  - 4.4 the scheme excluded SMEs
  - 4.5 participating SETAs were at a minimum.
5. Recommendations
  - 5.1 An impact assessment needs to be conducted of all the schemes to ascertain impact.
  - 5.2 The UIF:
    - 5.2.1 considering that it belonged to the workers should be allocated to fund job searches, job matching, career counselling, job seeking allowance, reemployment incentive and training allowances
    - 5.2.2 must be substituted with an EIS
    - 5.2.3 must be linked to the TLS and be legislated so that companies and institutions like SETAs were compelled to participate.
  - 5.3 The TLS:
    - 5.3.1 must be monitored and evaluated see what the return on investment was
    - 5.3.2 training interventions must be appropriate and relevant to ensure employees were capacitated to return to employment.
    - 5.3.3 should be linked to a benefit scheme for retrenched workers but it must be coordinated.

## 7.2 Chamber Research: Feedback Report on Chamber Evaluations: Mabatimi Management Services: Dr. Tony Khatle and Dr. Burton Malgas

1. The main purpose of the exercise was to look at how the Chambers were structured and to evaluate them. The evaluation took into consideration:
  - 1.1 Chamber members' particulars like the demographics, age, number of years' experience and the provinces they originated from
  - 1.2 Chamber members' roles and functions which included meeting attendance, effecting individual assignments, participation in committee discussions and decisions, reviewing material prior to meetings and performing Chamber specific functions
  - 1.3 that being involved in governance was developmental for the individual when it was flowing but when it was not it created instability. It was important therefore that members must be well developed to understand situations and their governance responsibilities to know how to behave under certain circumstances.
2. Other questions that were taken into the analysis were thematised like those relating to the sub sector's input into the sector skills plan, policies and making input into the policies, advice and recommendations, monitoring, keeping up to date with developments, formulating annual workplans, covering agendas, appropriate and constructive input into discussions, management of committees, identifying needs, secretariat performance, administrative functions, distribution of agenda, notices and how the administration was doing the work. Several responses were still outstanding.
3. The analysis reflected in respect of:
  - 3.1 biographical detail that Chambers comprised mostly of males which must be addressed to balance gender
  - 3.2 age that most members were 45 years and older. The youth needed to be introduced to create succession
  - 3.3 race groups that the groups were not equally represented in Motor Retail, were mostly evenly distributed in the other Chambers with an under representation of the Indian group in all the Chambers
  - 3.4 qualification levels that members have qualifications at NQF level 5 and above
  - 3.5 years' experience that members were appropriately experienced with most having 4 years or more that created stability
  - 3.6 representation that:
    - 3.6.1 Labour and the Employers were represented, and consultants represented ad hoc

interest groups. Labour representation exceeded employer representation

3.6.2 the matter of alternates attending the same meetings as principal members was raised with some members promoting it whilst others were opposing. However, merSETA must give direction in this regard as both Employers and Labour raised it

3.6.3 SMEs were not represented other than in the Motor Chamber. Members agreed they should be better represented even if it was an alternative structure to ensure their views were also taken into consideration

3.6.4 Gauteng was the province that were best represented followed by Western Cape and Eastern Cape.

3.7 the policy framework that policies were outstanding

3.8 the challenges that:

3.8.1 whilst Chambers were well run they were not proactively making impact on critical issues

3.8.2 members felt they required training i.e. more should be done for members to study to improve their effectiveness and efficiency

3.8.3 there must be a shift in the thinking from for example fixing old cars to a thinking of driverless cars and using apps instead

3.8.4 skills have not been imparted to the youth.

4. Recommendations included that:

4.1 merSETA may have to increase representative numbers to 20 i.e. 10 per side

4.2 members must gain knowledge and experience in project management to be involved in research and innovation since merSETA was in an industry driving innovation

4.3 Chamber members must be aligned with the NSDS and demographics of the country.

5. Conclusion

The Chamber evaluation reflected individuals have sufficient capacity and were meeting requirements to take the Chambers forward.

### 7.3 Motor Chamber Research Project: B & M Analysts: Mr. David Ansara

1. The research project that was in partnership with MIBCO focused on the Motor Industry, but it was still in its inception phase. The primary goals were to:

- 1.1 identify technological changes that would emerge in the near and medium term and establish how it would disrupt GVCs in the automotive sector
- 1.2 investigate the relevancy of occupations and skills in the motor industry in reference to the disruptive technological changes in automotive GVCs and the skills development that was needed for the workforce to remain relevant.
2. SA was dependent on the presence of the large OEMs and accordingly the changes in the GVC that were occurring because of the introduction of new technologies like robotics, mass mobility solutions and advances in material design to comply with regulations emanating from developed markets that required vehicles to be lighter and the material having to be more durable.
3. SAAMP 35, that was replacing the APDP, was being implemented to apply from 2020 to 2035. The back ground to the plan was that SA was a marginal player having produced 0.65 % or 600 000 vehicles globally in 2016 but the industry was important in the overall manufacturing profile as it made up 13 % of gross domestic product and was responsible for employment of 112 000 people. SAAMP 35 was intended to support SA's position in the GVC but growth was important i.e. steps must be taken to grow the industry and the skills implications must be taken into consideration and existing job types must change to respond. The focus was primarily on tier 1 automotive suppliers with MIBCO focusing on retail and sales in the industry.
4. Disruptive changes to the automotive industry included:
  - 4.1 alternative engine technologies like plug in hybrid electric vehicles and battery electric vehicles. Battery costs were reducing and environmental regulations were tightening
  - 4.2 green manufacturing processes like using recycled material, reducing emissions and lowering the carbon footprint. The processes were expected to add additional costs to production
  - 4.3 new material design to reduce vehicle weight and improve the fuel economy
  - 4.4 infotainment and vehicle connectivity i.e. the internet of things and advanced navigation capabilities. Electronic and ICT systems designing the infotainment experiences were beyond smaller markets such as SA, but SA would have to adapt to the changes
  - 4.5 robotics and artificial intelligence on both the product and process side i.e. not just robots in the conventional sense but also cobots being robots that require human intervention
  - 4.6 use of big data to analyse the efficiency of production processes to reduce costs that could have competitive advantages
  - 4.7 passive and active vehicle safety advantages that could be by consumer demand or regulatory requirement but it would have cost implications. SA was however not looking at adherence to international safety standards as it was more value driven that meant the

economics of scale of the SA market was reduced which made it less attractive for retailers to enter the market. SA was in the vehicle assembly part that was the low value addition area and as disruptives started to influence the automotive sector SA was in danger of moving further down the value chain which was a trend that must be reversed or balanced by being involved in higher value activities like research and development, intellectual property associated with, branding, after sales services and distribution

4.8 what could be a fundamental change to the vehicle landscape, being the use of autonomous vehicles with the concept of individual car ownership disappearing.

5. Skills that would be required in the new environment:

5.1 by professionals included work ethics and values, leadership and team work, time management, virtual process management and an understanding of business financials, world class manufacturing methodologies and manufacturing assembly techniques

5.2 by supervisors would be an understanding of health and safety, time management, conflict management, quality processes and lean methodologies. It would have to be established whether they were prepared for the disruptive changes and whether they were at risk of being replaced by technological developments.

5.3 by Artisans would be to focus on training, visual process management, implementation of visual process management and basic business literacy and computer skills

5.4 by production workers would be to have an understanding of team work, visual process management, personal finance, time management and technical skills. Production workers were the lowest skilled but the largest profile at 68 % of the automotive sector meaning they were particularly vulnerable to some of the GVC disruptives. It must be determined how they would function in the changed environment and skills they required like computer literacy must be identified.

6. Workshop discussions over the next few weeks together with the desk top research were going to inform an analysis of how the GVC disrupters would be changing and challenging the way conventional automotive production was taking place and what the skills requirements for SA to continue to add value in the sector were.

#### **7.4 New Tyre Chamber Research Project: Palladian Consulting: Mr. Cuen Sharrock**

1. The project that was about career pathing in response to Labour indicating there was a need to conduct a career pathing exercise within the Chamber as everyone had a different understanding of it.
2. The presentation was to understand the different perspectives like that of an employee of the position he wanted to occupy, the skills and qualifications required for the position and the development he needed to qualify for the position. His perspective would be limited to the defined path available i.e. a limited number of options based on his understanding of progression. It would

be the normal career ladder following a process of going from the one level to the next gaining complexity, responsibility and growth. If on the way up there was a person blocking his way progress on the ladder would not be possible.

3. The starting point would be to conduct a skills audit so that everyone understood their current position and the future position i.e. the destination position. The outcome of a skills audit would allow for a comprehensive understanding of the options open to workers. It envisaged a career lattice instead of a career ladder that:

- 3.1 allowed for horizontal, diagonal and vertical growth i.e. ways to move in parallel streams instead of just a singular stream
- 3.2 would identify the overlap of core competencies between the various channels and gap areas where additional skills were required.

Employees could identify additional responsibilities in an adjacent role and from a SETA point of view the pool of skills would be bigger from where to source skills to develop a pipeline of skills that was critical to the sector.

4. The proposed methodology was divided in 4 phases being:
  - 4.1 Phase 1: To capture the job profiles and create a framework to understand the competencies underlying the jobs e.g. base technical or specialised competencies, non - technical competencies, soft skills like communication or company specific competencies. The mix would reflect on areas of overlap and gaps would relate to company specific requirements.
  - 4.2 Phase 2: To develop a common language to understand the way roles were referred to.
  - 4.3 Phase 3: To map what it was employees were doing and identify overlaps and commonalities to the different roles.
  - 4.4 Phase 4: To identify the gaps and train employees in the gaps.
5. The project aimed to have 2 key outputs the one being to catalogue production jobs by mapping them to the OFO and the other to develop a prototype career pathing tool to test and determine whether it could be used going forward.

## 16 February 2018

### 8. 2017 -2018 INTER-CHAMBER CONFERENCE BREAKAWAY / WORKGROUP DISCUSSION QUESTIONS :

1. **Accounting Authority June-July Strategic Planning Session**

- 1.1 Based on report of the 26 – 27 July 2017 Accounting Authority strategy session, are there any strategic matters which were not accommodated or sufficiently addressed by the strategic planning session
- 1.2 Identify any new strategic matters to be considered by the next Accounting Authority mid-year strategic planning session

## **2. 2018-2019 Qualification Development project & Deactivation of Legacy qualifications**

- 1.1 Confirm planned qualifications for development during the calendar year 2018/2019.
- 1.2 Verify and comment on the final QCTO De-registration/De-activation document to be submitted to SAQA.

## **9. CHAMBER WORKGROUP REPORT BACK**

### **9.1 Metal Chamber Workgroup Report Back: Scaw Metals: Mr. Charles Smillie**

Regarding the merSETA strategic plan:

- 1.1 the workgroup agreed with the 2018/19 strategic plan and the areas of focus that were identified but recommended that it be linked to STEM. Challenges like the 11 languages plus a sign language and absence of pure maths needed to be addressed
- 1.2 Question 1.2 was agreed to as it related back to the strategic plan.

Regarding the 2018-2019 Qualification Development project & Deactivation of Legacy qualifications :

- 2.1 The qualification landscape was still up for discussion, but it was found the NOCC would address a number of the trades. The electrical trade had been addressed but around 13 remained outstanding. However, the 33 trades of merSETA must be included, variables like innovation, technology and adaptability must be addressed and TVETCs must be monitored as they would be rolling out the NOCCs programmes. The ARPL and RPL needed to be expedited because going forward the FLC pitched at NQF level 4 could become part of the requirements to do a trade and at least 50 % of workers did not have it. The ABET programmes must in addition be revitalised because the gap between level 1 and 4 still needed to be filled.

#### **Questions/Comments:**

3. The FLC was pitched at level 2 and not level 4 and it applied to qualifications at NQF levels 3 and 4.
  - 3.1 It was noted that feedback was not provided regarding the qualifications plan and the deactivation conversation, but opportunity would still be available at the Chamber meeting

on 1 March 2018 as the consolidated information would be tabled to the Chambers to finalise in order to respond to the QCTO on 31 March 2018.

- 3.2 The concepts of deregistration and deactivation must not be used interchangeably as deregistration meant the qualification was taken off the framework i.e. learners could not be registered on it as it ceased to exist. Deactivation meant the qualification was still on the framework for the reason that skills programs were linked to it because the Act prescribes that a skills programme must lead to a registered qualification on the NQF, however learners could not be registered against it.
- 3.3 The emphasis was still on maintaining the entry level qualifications but it may be a good idea to do an overview of the qualifications that were being utilised so that Chambers could indicate the preferred option and the reason why to clear the pathways that were best for the sector and offer it to the colleges to make it available on a part time basis.
- 3.4 The Chamber should consider going wider with qualifications particular those relating to the production processes and look at the adaptability, flexibility and mobility to stretch it across Chambers.
- 3.5 The Chamber was requested to table significant game changing ideas at its next meeting.

## 9.2 Plastics Chamber Workgroup Report Back: Plastics SA: Ms. Kirtida Bhana

1. The workgroup agreed to merSETA's strategic plan. Feedback included:
  - 1.1 machine manufacturing technology must be introduced as the industry was importing the machines and needed to harness the skills
  - 1.2 in terms of international skills partners, that SMEs that made up 80 % of the industry i.e. around 1 800 companies should be stimulated with current and future technologies by exposing them to international practice
  - 1.3 a pilot programme or model must be introduced to fund training of at least 30 or more unemployed youth with maths and science to do the setter trade that was still in the pipe line in terms of trade test development
  - 1.4 the focus in terms of IPAP on plastics was related to recycling which was at the end of the life cycle of the product. The mention should be, as it was in the automotive sector, of industry development and investment in local manufacturing
  - 1.5 the industry needed to be strengthened with dti initiatives.
2. The workgroup regarding the qualifications plan:
  - 2.1 agreed with the proposal not to deregister National Certificate: Thermal Plastic Fabrication and all the thermal plastic fabrication qualifications, National Certificate: Polymer

Composite Fabrication and all the other polymer composite fabrication qualifications, Further Education and Training Certificate: Manufacturing and Assembly Operations and National Certificate: Production Technology and to realign it

- 2.2 did not agree to deactivating the National Certificate: Plastics Manufacturing, as the sub sector had no other qualification that related to plastics manufacturing
- 2.3 agreed that Further Training and Education Certificate: Inspection and Assessment for non - metallics: level 4 and National Certificate: Inspection and Assessment for non - metallics: level 5 must be deregistered as there had not been any uptake
- 2.4 requested not to deregister National Certificate: Polymer Compound Manufacturing level 2 as it was being replaced by a qualification in SAQA.

### 3. Questions/Comments:

- 3.1 The concepts of deregistration and deactivation must not be used interchangeably as deregistration meant the qualification was taken off the framework i.e. learners could not be registered on it as it ceased to exist. Deactivation meant the qualification was still on the framework for the reason that skills programs were linked to it because the Act prescribes that a skills programme must lead to a registered qualification on the NQF however learners could not be registered against it.
- 3.2 The emphasis was still on maintaining the entry level qualifications, but it may be a good idea to do an overview of the qualifications that were being utilised so that Chambers could indicate the preferred option and the reason why to clear the pathways that were best for the sector and offer it to the colleges to make it available on a part time basis.
- 3.3 The Chamber should consider going wider with qualifications particular those relating to the production processes and look at the adaptability, flexibility and mobility to stretch it across Chambers.
- 3.4 The Chamber was requested to table significant game changing ideas at its next meeting.

### 9.3 New Tyre Chamber Workgroup Report Back: Messrs. Lee Coetzee and Philani Khoza

1. Regarding the strategic planning priorities in questions 1.1 and 1.2: The workgroup agreed to discuss the 26 July 2017 strategic document, the Chamber evaluation and the 2017 Tyre and Inter Chamber report at the Chamber meeting on 22 and 23 March 2018.
2. Concern was raised in respect of:
  - 2.1 structures like NGOs, rural communities, township businesses and others that were not represented in the Chamber. It was proposed that the Constitution, ToRs and Policies regarding meeting structures be relooked to retain the current structure but to convene 2 meetings annually where the structures could be engaged

2.2 the ARPL and RPL requirements because reference was made to the employer having to complete a section when there were no employers.

3. The workgroup regarding the qualifications plan:

3.1 confirmed sub sector qualifications development during 2018/19

3.2 indicated the sub sector needed Manufacturing and Assembly, Machine Maintenance and Repair, Production Technology and Computer Literacy qualifications. The availability of accreditation of qualifications must be prioritised and the service provider must be able to provide such training in both urban and rural areas

3.3 disagreed with deactivating the National Diploma: Rubber Technology

3.4 requested that the Further Education and Training Certificate: Inspection and Assessment: Non – Metallics, the National Certificate: Inspection and Assessment: Non – Metallics and the National Diploma: Inspection and Assessment: Non – Metallics must not be deregistered or be deactivated not before a debate has been had.

#### 4. Questions/Comments:

4.1 The objection in respect of deactivating the National Diploma: Rubber Technology was noted. The qualification would be retained until development has been concluded.

4.2 The concepts of deregistration and deactivation must not be used interchangeably as deregistration meant the qualification was taken off the framework i.e. learners could not be registered on it as it ceased to exist. Deactivation meant the qualification was still on the framework for the reason that skills programs were linked to it because the Act prescribes that a skills programme must lead to a registered qualification on the NQF however learners could not be registered against it.

4.3 The emphasis was still on maintaining the entry level qualifications, but it may be a good idea to do an overview of the qualifications that were being utilised so that Chambers could indicate the preferred option and the reason why to clear the pathways that were best for the sector and offer it to the colleges to make it available on a part time basis.

4.4 The Chamber should consider going wider with qualifications particular those relating to the production processes and look at the adaptability, flexibility and mobility to stretch it across Chambers.

4.5 The Chamber was requested to table significant game changing ideas at its next meeting.

**9.4 Auto Chamber Workgroup Report Back:** Auto Chamber Committee Member: Toyota SA: Ms. Chrissy Berichon

1. The dichotomy between the SDA and B – BBEE Act was evident from the following:
  - 1.1 From a SDA point of view the intention was to improve workers' skills by promoting education and training in the workplace of as many people as was possible and as often as was possible in qualification and skills programmes i.e. to develop the skills of the SA workforce, improve their quality of life, prospects of work and labour mobility to improve productivity in the workplace and competitiveness of employers and provide and promote self-employment. The B – BBEE Act focused on economic empowerment to advance economic transformation and enhance economic participation of black people in the SA economy.
  - 1.2 The 2016/17 grants policy stated at least 85 % of training must be of previously disadvantaged individuals, 2 % disabled and 54 % female. The B – BBEE Act in the same view prescribed training of disabled and black people.
  - 1.3 The core focus of the SDA was to create opportunities for employment through adequate skills training. The B – BBEE Act prescribed training and forced employment through bonus points.
  - 1.4 Implementation of the SDA was possible through the ATRs and WSPs at no cost. Implementation of the B – BBEE Act was tracked through a verification agency that charged high fees which could be spent on training.
2. It was recommended that the 2 acts be consolidated to take cognisance of empowerment and skills development with a primary focus on skills development because:
  - 2.1 the impact from an OEM point of view was that training of learners decreased by 30 %, employment opportunities can only be created for a certain number which enforces the rule of training less learners because if you can't employ you should not be training as per the B – BBEE
  - 2.2 in terms of the B – BBEE Act OEMs with a specific rating can only 15 % of the spend that has resulted in just one OEM that could claim 100 %
  - 2.3 all the OEMs were involved in international training to bring the skills to SA but because it was not SAQA accredited and unit standard aligned only 15 % can be claimed of the spend
  - 2.4 in as far as employment of learners were concerned only one OEM can train and absorb learners
  - 2.5 not all OEMs unlike the B – BBEE act classed the employed and unemployed learners in the same category
  - 2.6 the 6 % to train in terms of the B – BBEE Act could cost a large OEM about R 180 – 220 million

2.7 the country was regressing because not all the learners can be employed so teaching is less. The recommendation was that the Auto chamber want to as a cohesive body align the B – BBEE to the SDA.

3. The workgroup found merSETA's strategic planning priorities and that of the Chamber were aligned. In terms of the qualification plan the primary focus was realignment of existing qualifications with industry 4.0, upskilling shop floor employees and realigning Vehicle Electronics, Programmable Logic Controllers and Robotics and including Virtual training and Gamification. It was proposed that supervisory team leaders in the production environment be upskilled with non - technical skills and that soft skills be integrated into the curriculum.

#### 4. Questions/Comments:

4.1 Sector Charters should be developed to be aligned with the Chamber ToRs as a number of the issues could be resolved under the Charters. Labour should be engaged in the process.

4.2 The statement that industry was not training because it was not possible to place qualified learners should be relooked because various other initiatives were available.

4.3 merSETA should consider introducing change management for members to understand the laws in the country because although the SDA was broader it becomes apparent from the sub sections of the B – BBEE Act that it was not specifically for transformation of race but also for the transformation agenda in general.

4.4 The presentation needed to be explored in other Chambers because it could be the reason companies were not training or reducing training and withdrawing from MoAs because if it was a dichotomy it should be raised to the AA to address.

4.5 The SA Board for personnel practitioners made a fact sheet available on aligning the SDA, Employment Equity and B – BBEE Act and it unpacked the challenges.

4.6 The concepts of deregistration and deactivation must not be used interchangeably as deregistration meant the qualification was taken off the framework i.e. learners could not be registered on it as it ceased to exist. Deactivation meant the qualification was still on the framework for the reason that skills programs were linked to it because the Act prescribes that a skills programme must lead to a registered qualification on the NQF however learners could not be registered against it.

4.7 The emphasis was still on maintaining the entry level qualifications, but it may be a good idea to do an overview of the qualifications that were being utilised so that Chambers could indicate the preferred option and the reason why to clear the pathways that were best for the sector and offer it to the colleges to make it available on a part time basis.

4.8 The Chamber should consider going wider with qualifications particular those relating to



the production processes and look at the adaptability, flexibility and mobility to stretch it across Chambers.

- 4.9 The Chamber was requested to table significant game changing ideas at its next meeting.

## **RESOLVED**

That the SA Board for personnel practitioners' fact sheet regarding the alignment of the Skills Development -, Employment Equity - and B – BBEE be distributed.

### **9.5 Motor Chamber Workgroup Report Back: MIBCO: Mr. Marwaan Davids**

1. The workgroup:
  - 1.1 agreed with everything regarding the strategic priorities specifically scholarships for researchers
  - 1.2 proposed that:
    - 1.2.1 office bearers and representatives be held accountable in all the Chambers through giving them roles and responsibilities to carry out certain functions
    - 1.2.2 alternates should be able to attend the same meetings as principal members as it was necessary for continuity
    - 1.2.3 the transformation agenda of the country must be involved more deliberately in all the initiatives and activities as inclusion could offer benefits to industry and encourage industry to participate
    - 1.2.4 an advocacy process be introduced to create awareness in the industry that occupational qualifications were being introduced
    - 1.2.5 vacancies in the industry be audited through collaboration between institutes to understand where vacancies existed where trained individuals could be deployed
  - 1.3 recommended collaboration between skills and labour authorities to ensure information was disseminated through the structures to inform decisions about skills development going forward.
2. It was noted in respect of the qualifications list that:
  - 2.1 it contained a number of skills programmes the motor industry was using that was compliance related like the Suspension Fitter Skills Programme that could not be deregistered
  - 2.2 a program that could be used by different OEMs and manufacturers as a generic

qualification for all sales personnel that could be topped up with product training should be included

- 2.3 qualifications must not be deregistered until occupational qualifications were found to be reliable and delivering what it was intended to. Motor related qualifications that were mostly CBMT based should continue in parallel
- 2.4 only two qualifications developed under the new criteria of the QCTO that has part qualifications conformed to specification being the Engine Fitter and Engine management and Fuel Injection Systems Mechanic qualifications. The rest needed to be reviewed and be realigned
- 2.5 the Operator Assembler for Automotive Manufacturing: NQF 3 level qualification that was submitted for registration was missing.

### **3. Concerns raised included that:**

- 3.1 the TLS and the RAP were limited to the merSETA unit standard skills programs. It was recommended that the extension of the scope of the programmes to other SETAs be investigated to assist people that were unemployed
- 3.2 assessors were not qualified to assess
- 3.3 whilst SMEs were represented in the Chamber that efforts were mostly self-funded and not supported. merSETA was requested to visit the townships and support the members
- 3.4 merSETA was benchmarking globally to find solutions and practices to introduce in SA but these were not implemented. It linked to office bearers supporting merSETA staff to implement and deliver on the mandate.

### **4. Questions/Comments:**

- 4.1 The concepts of deregistration and deactivation must not be used interchangeably as deregistration meant the qualification was taken off the framework i.e. learners could not be registered on it as it ceased to exist. Deactivation meant the qualification was still on the framework for the reason that skills programs were linked to it because the Act prescribes that a skills programme must lead to a registered qualification on the NQF however learners could not be registered against it.
- 4.2 The emphasis was still on maintaining the entry level qualifications, but it may be a good idea to do an overview of the qualifications that were being utilised so that Chambers could indicate the preferred option and the reason why to clear the pathways that were best for the sector and offer it to the colleges to make it available on a part time basis.
- 4.3 The Chamber should consider going wider with qualifications particular those relating to the production processes and look at the adaptability, flexibility and mobility to stretch it



across Chambers.

4.4 The Chamber was requested to table significant game changing ideas at its next meeting.

**10. CONCLUSION:** Senior Manager: Strategy and Research: Ms. Helen Brown

Key themes and recommendations that emanated from the presentations:

1. TLS and UIF: That merSETA's impact study report and the TLS report discussed in the Metal Chamber be tabled for consideration by the AA in the light of the TLS not achieving what it was supposed to as studies has shown it focused on unemployment and not assuring employment.
2. TLS and the RAP: That the proposal to extend the scope of the programmes to include other SETAs to augment training and employment possibilities be investigated.
3. Career Path Development project: That the Career Path Development project to be undertaken in the New Tyre Chamber be tabled for consideration by the AA to ensure it was not lost in the strategic priorities.
4. Formalising work with the informal economy: That the proposal to relook the Constitution/ToRs and Policies regarding meeting structures to facilitate representation of the informal economy at regional and national level be tabled to the AA for consideration.
5. Entry level qualifications: That the various entry level qualifications be perused to identify the current qualifications that should be retained and emerging qualifications that should be included in a consolidated list of entry level qualifications.
6. Wider qualifications: That the concept of wider qualifications that could assist with mobility across sectors be considered.
7. Roles and responsibilities of office bearers: That the proposal to establish higher levels of participation and accountability for office bearers to support merSETA staff to implement and deliver on the mandate be considered.
8. Occupational qualifications: That an advocacy programme be introduced to create awareness in the industry of the occupational qualification dispensation to be introduced.
9. Assessors at trade test centres not qualified in the occupation they were assessing: That the vacuum period resulting from introduction of new qualifications during which assessors were not qualified be referred to the Quality Assurance department for consideration.
10. That the recommendation to conduct a tracer study to determine the number of artisans that qualified and the number that progresses into employment be processed.
11. That the presentation regarding a dichotomy between the SDA and the B – BBEE Acts be tabled



to the Chambers for discussion because it could be the reason companies were not training or reducing training and withdrawing from MoAs

12. That the proposal to develop Sub Sector Charters to be aligned with the Chamber ToRs as a number of the issues could be resolved under the Charters be considered
13. That the proposal to audit vacancies in the industry through collaboration between institutes to understand where vacancies existed to deploy trained individuals through job creation initiatives be considered.

**11. CLOSURE: SEIFSA: Ms. Melanie Mulholland**

Ms. Mulholland on behalf of merSETA thanked the guest speakers for sharing information, guest invitees for attending, the programme director for providing direction and the merSETA team for the meticulous planning.

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**DATE**

HM/ass

15 and 16 February 2018

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**CHAIRPERSON: INTER CHAMBER WORKSHOP**