



## EVALUATION OF THE NATIONAL SKILLS DEVELOPMENT STRATEGY (NSDS III) 2011-2016

For detail report

Visit: [www.nationalskillsauthority.org.za](http://www.nationalskillsauthority.org.za)

Or call 012 312 5420

NSA wishes to thank all participants for their inputs.



## Background

The third National Skills Development Strategy (NSDS III) was implemented between April 2011 and March 2016. The aim of the strategy is to create **a skilled and capable workforce that shares the economic benefits of, and contributes to, an inclusive growth path**. The strategy also intends to advance the seven key developmental and transformation imperatives, related to: race, class, gender, geography, age, disability and the HIV/Aids pandemic.

The National Skills Authority commissioned a study to evaluate the implementation of the NSDS III with a focus on:

- The impact of the seven National Skills Development Strategy (NSDS III) developmental and transformation imperatives.
- The implementation of the eight National Skills Development Strategy goals.
- The buy-in of the National Skills Development Strategy by stakeholders such as labour, business, community, service providers and government.
- The rate of participation by SETAs, employers, public universities, public colleges and private institutions.

## Methodology

The evaluation of the implementation of the NSDS III was carried out between October 2016 and August 2017. Qualitative and quantitative methodologies were used to do the evaluation. The methods that were used to do the evaluation are desk research, learner and financial data analysis, interviews and focus groups, a survey of employers, tracer studies of learners and case studies of NSDS implementation. A stakeholder participatory approach was used in the process of data interpretation.

## Challenges

- There are governance and accountability challenges across the skills system.
- Research capacity remains weak and lack the capacity to either manage research or 'translate' the research into policy.
- Slowness in getting occupational qualifications registered, lack of infrastructure and qualified people in the trades being taught.
- Large and medium firms engage much more in skills development funded by SETAs than do small firms.

## Successes

- Revival of artisan training and public and private partnerships to strengthen skills development.
- The skills development levy (SDL) brought in an income of about R63 billion over the period 2011 to 2016.
- Public service departments nationally and in provinces had around R19 billion. 'ring-fenced' to spend on skills development between 2011 and 2016.
- Over 1.4 million beneficiaries of skills development system funding between 2011/12 and 2015/16.
- Improved prospects of employment after completion of Apprenticeships, Learnerships and Internships.

## Findings

- Employers believe that skills development has improved productivity, reduced errors in the workplace and improved the quality of product or service delivered.
- Training has also increased the work readiness of young people entering the workplace.
- Skills development has not achieved what they hoped for in terms of improving the supply of needed skills.

- In terms of the transformational imperatives, there is some evidence that more women than men are gaining employment after training.

## Recommendations

- The strategy should be informed by a demand-led skills development system.
- The involvement of small and micro enterprises should be made a central focus of skills strategy.
- Future strategy should be accompanied by a communications strategy.
- The national skills development strategy should be accompanied by a financial strategy that will guide expenditure management in order to achieve maximum impact.
- There need to be an improvement on cash flow management and adequate spending of allocated budgets.
- Legislation should be reviewed to ensure there is clarity on roles to be played by different stakeholders in the skills development sector.
- The skills development strategy should focus primarily on occupational qualifications and programmes.