4th HRDC Summit 2021

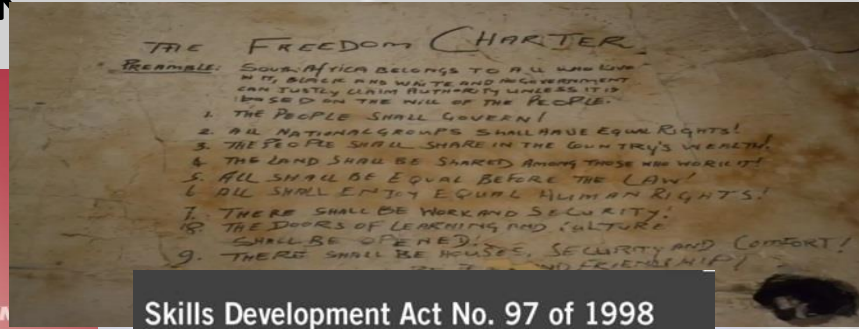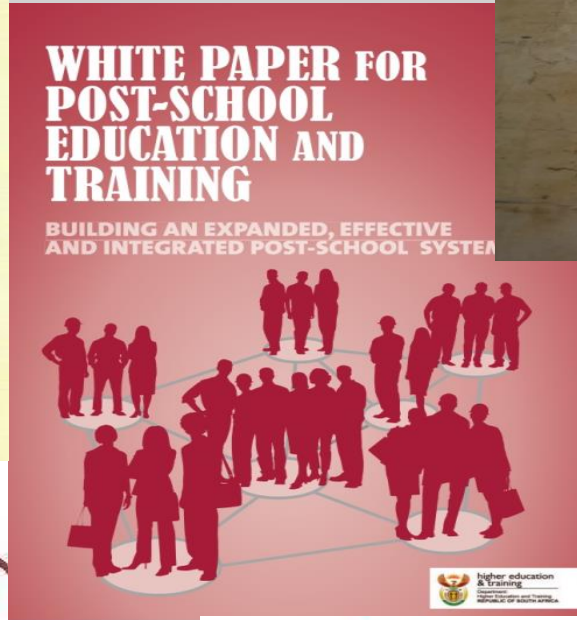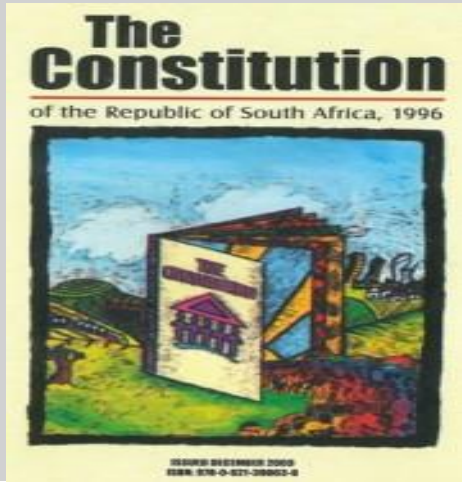## Building the Skills for a Transformed Economy and Society:
Social Partner Inputs:
Private Providers

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APPETD

Association of Private Providers of Education Training and Development

Legislative and policy framework

Legislative and Policy framework

Private Providers are written into the Constitution and into law.

The Constitution of the RSA (1996): "Everyone has the right to establish and maintain, at their own expense independent educational institutions; (4) Subsection (3) does not preclude state subsidies for independent educational institutions."
The HE Act, 101 of 1997: "higher education" means all learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the National Qualifications Framework …and includes tertiary education as contemplated in Schedule 4 of the Constitution; (ix) "higher education institution" means any institution that provides higher education on a full-time, part-time or distance basis and which is (c) registered or conditionally registered as a private higher education institution under this Act; (xi) "private higher education institution" means any institution registered or conditionally registered as a private higher education institution in terms of Chapter 7;
The CET Act, 16 of 2006: "college" means a public or private further education and training institution that is established, declared or registered under this Act.
"private college" means any college that provides further education and training on a full-time, part-time or distance basis and which is registered or provisionally."

Legislative and policy framework

NQF Act, 67 of 2008; and NQF Amendment Act , 12 of 2019:

'skills development provider' means a provider that is registered with the Department in terms of the Continuing Education and Training Act (2006), and is accredited by the QC for Trades and Occupations to offer occupational qualifications.

Skills Development Act, No. 97 0f 1998 "skills development provider" means a provider of an occupational learning; and [Definition of "skills development provider" inserted by s. 1 of Act 37/2008]

WPPSET

- The post-school system is understood as comprising all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school. It consists of the following institutions, which fall under the purview of the DHET.

- The post-school system as conceptualised in this White Paper consists of all the institutions, public and private, for which the DHET is responsible

NSDP 2019 : Promotes a greater level of integration within the post school education and training system, with a specific focus on the coordination of planning, funding, monitoring, evaluation and reporting on the system with a focus on skills levy institutions. 5.4.4. Partnerships across the skills development system with both public and private providers".

Profile

DHET Statistics (2021)	ETDP SETA Names of Employers in the ETD Sector	Total No. of employers paying levies as at end of 31 March 2020	Total No. of employers submitted WSPRs (2019)	Total No. of employers submitted WSPRs (2020)	Total No. of employers per Sub-Sector
93 Registered Private HEIs **285 Registered Private Colleges**	Registered and provisionally registered private FET Colleges and HETs.	470	219	265	451
	Adult and Community Learning Centres	3	33	2	3 276
	Private ALCs	10	-	2	62

Table 6: Number of Employers in the ETD Sector

7

COVID-19 Impact on skills development

- The **most prominent difficulty** is **inequity and digital inequality** aggravated during the COVID pandemic.
- Develop an **inclusive technology mindset** which must drive
- **Drive digital ecosystems** design, development and implementation.
- Focus on **improving access** to the internet and related services in terms of costs, choice and quality of access.
- Nearly 1.6 billion learners in more than 190 countries and all continents have been affected by COVID-19. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, **up to 99 per cent** in low and lower-middle income countries around the world.

Inclusive Technology

Definition: Inclusive Technology, is a **technology** that helps someone participate in his or her environment through adaptation and accessibility whether it is computers, environmental access and control ("electronic aid") or Augmentative and Alternative Communication (AAC).

APPETD survey 2020: 194 respondents
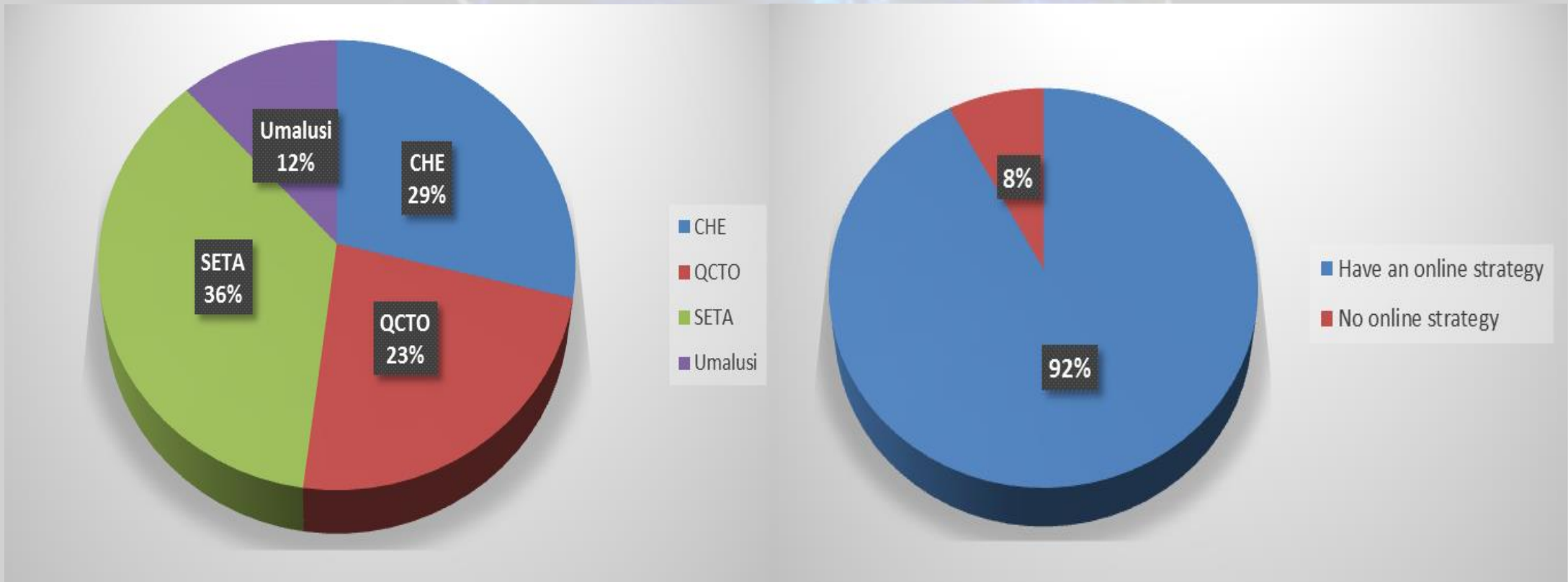
Digital eco-system

Definition: 'A digital eco-system is a complex network of stakeholders that connect online and interact digitally in ways that create value for all'.

Inclusive technology principles must underpin the building of a digital ecosystem.

To address poverty, inequality, disenfranchised - help people **understand what digital ecosystems are**; how they work, and how to participate in them.

Outcome 1: Occupations in high demand

Engage with the OFO input for updates

Understand what the demand is

Align to 'supply' skilled, knowledgeable and capable people

Qualification development, learning and career pathways

Objective 2:Linking Education and the workplace

Workplace-based learning

- An apprenticeship; A Candidacy; A learnership;
- An internship; A graduate internship

The role of Providers

- Grow understanding
- Develop and sustain partnerships with workplaces to manage the M&E of the learner in the workplace
- Ensure Curriculum is fit for purpose
- Critical cross field outcomes are included
- Work towards placement after learning
- Ongoing student support towards employment
- Develop and sustain partnerships
- Manage assessment of workplace based learning interventions

Outcome 3: Improving the level of skills in the South African workforce

- Increased access and capacity

- Increase sustainable partnerships

- Align with Occupations in high demand, the OFO, the 4IR and 5IR, and the skills for future workplaces

- Innovative digitally-driven online education and training

Outcome 4: Increase access to occupationally directed programmes

Increased number of Artisans to be trained

- Alignment with new occupational qualifications and types of provision

- Design and develop new qualifications

- Deliver Programmes to inspire confidence

- Develop partnerships with PBs

- Design and deliver CPD courses

Outcome 5: Support public TVET colleges :Private Providers

- Develop partnerships to develop digital eco-systems
- Provide CPD and curriculum development and online learning strategy support
- Identify "overflow" and partner for delivery
- Importantly: The greatest impact is to engage with the Department about the exclusion of private providers which offer programmes that are offered by public TVETs and CETs.

Outcome 6: Skills development support for entrepreneurship and cooperative development: Private Providers

- Private providers are ideally placed and positioned to deliver short, modular, capacity-building programmes and short learning programmes.

- Many private providers offer the qualification and/or part qualification already, so this outcome can be "embraced" by private providers as opportunities to train people who are entrepreneurs and to guide them towards successful business development.

- Numbers of private providers are entrepreneurs themselves and have built business of all sizes and scopes.

Up- and re-skilling in micro and small enterprises
Good practices

Outcome 7:Encourage and support worker initiated training

- There are very few providers which provide worker training and education.

- Most of the training comprises short courses, and not for credit courses.

- The providers are mainly private providers, or the training departments of the trade union

- Private Providers could engage with trade Unions and Trade Union Federations to initiate discussions about how they can establish partnerships for skills development.

Outcome 8: Support career development services

- Career Development Events to be held in urban areas on occupations in high demand;
- Career Development Events to be held in rural areas on occupations in high demand;
- Career Development Practitioners to be trained;
- Capacity building workshops on Career Development Services to be initiated;
- Career development services (including material) must be accessible to all, especially in rural areas and targeted beneficiaries.

CONCLUSION

We must make the road by walking it reflectively, responsibly and accountably (Isaacs)