LANDSCAPE

Provides an overview of the different structures involved in the skills development landscape

Department of Higher Education and Training (DHET)

National Skills Authority (NSA)

National Skills Fund (NSF)

Sector Education and Training Authorities (SETAs)

National Artisan Moderation Body (NAMB)

Quality Council of Trades and Occupations (QCTO)

South African Qualifications Authority (SAQA)

NATIONAL SKILLS FUND (NSF)

WEB

http://www.dhet.gov.za/SitePages/NSF.aspx

CONTACT

Tel: 086 9990 673

Fax: 087 236 4899

This entity is responsible for:

- Funding projects identified in the NSDS as national properties
- Funding projects related to the achievement of the purpose of the Act as determined by the Director-General
- Administering the fund within the prescribed limits as regulate.

Our vision

Funding to skill our nation

Our mission

To provide funding for national skills development towards a capable workforce for an inclusive growth path

Our seven values

The National Skills Fund upholds the following seven values:

1. Passion
2. Integrity
3. Collaborative
4. Accountability
5. Service Excellence
6. Objective
7. Developmental

Strategic outcome-oriented goals

The strategic goal of the NSF is to provide funds to support projects that are national priorities in the National Skills Development Strategy (NSDS), that advance the Human Resource Development Strategy (HRDS) of South Africa and that support the National Skills Authority in its work.

Legislative and other mandates

Established in terms of the Skills Development Act

The National Skills Fund was established in 1999 in terms of section 27 of the Skills Development Act, 1998 (Act No. 97 of 1998).

The money in the fund may be used for the primary objectives as defined by the prescripts of the Skills Development Act.

These are:

1. To fund projects identified in the national skills development strategy as national priorities (section 28(1) of the Skills Development Act)
2. To fund projects related to the achievement of the purposes of the Skills Development Act as the Director-General determines (section 28(1) of the Skills Development Act)
3. To administer the Fund within the prescribed limit (section 28(3) of the Skills Development Act). Regulations to prescribe the limit for the administration of the Fund at 10% of revenue has been approved and published in Notice No. R.1030, Government Gazette No. 33740 dated 8 November 2010
4. To fund any activity undertaken by the Minister to achieve a national standard of good practice in skills development (section 30B. of the Skills Development Act).

NSF's current main revenue sources

1. 20 percent of the skills development levies as contemplated in the Skills Development Levies Act, 1999 (Act No. 9 of 1999);
2. Interest earned on investments held at the Public Investment Corporation; and
3. Uncommitted surpluses from the SETAs that are transferred to the NSF in terms of SETA grant regulation 3(12).

The National Skills Fund may also receive revenue from the following sources:

1. The skills development levies collected and transferred to the Fund, in terms of the Skills Development Levies Act, 1999 (Act No. 9 of 1999), in respect of those employers or sectors for which there are no SETAs
2. Money appropriated by Parliament for the Fund

3. Donations to the Fund
4. Money received from any other source.

Retention of accumulated surplus

In terms of section 29(3) of the Skills Development Act, 1998 (Act No. 97 of 1998), the unexpended balance in the Fund at the end of the financial year must be carried forward to the next financial year as a credit to the Fund.

NSF is a Schedule 3A public entity

On 12 October 2012, the Minister of Finance listed the National Skills Fund as a Schedule 3A public entity in terms of the Public Finance Management Act, 1999 (Act No 1. of 1999) (PFMA), retrospectively effective from 1 April 2012 (Notice number 821 in Government Gazette No. 35759). Prior to the listing as a public entity, the National Skills Fund operated as a programme under the Skills Development Branch of the Department of Higher Education and Training (DHET).

Key legislation applicable to the NSF

The following key pieces of legislation are applicable to the NSF:

1. Skills Development Act, 1998 (Act No. 97 of 1998), as amended;
2. Skills Development Levies Act, 1999 (Act No. 9 of 1999), as amended;
3. Public Finance Management Act, 1999 (Act No. 1 of 1999), as amended and Treasury Regulations; and
4. Public Service Act, 1994 (Act No. 38 of 1994), as amended.

What are Priority sectors?

Priority sectors have been prioritized for investment and growth in the Industrial Policy Framework, and the New Growth Path and related policy instruments. These sectors include agriculture, mining, manufacturing, tourism and high-level services with infrastructure development as the key driver cross-cutting different sectors with projects in energy, transport, communications, water, and housing.

What is a Management Information System (MIS) for skills planning?

An MIS is a structured system of information designed to support decision-making to maximise efficiency and effectiveness in achieving organisational goals. i.e. HEMIS.

What is a 'credible institutional mechanism for skills planning'?

The core of an institutional mechanism for skills planning will comprise; i) management information systems ii) standardised frameworks for the assessment of skills supply, shortages and vacancies in the country iii) and mechanisms to interface operational systems. These essential components will ensure credibility, validity, utility and integrity of various data sources used for skills planning. **Optimal functioning of the mechanism depends on an institutional context equipped with capacity to sustain it, and with the analytic skills to create information and intelligence from the data to support skills planning decisions.**

What is an artisan?

"A person that has been certified as competent to perform a listed trade in accordance with this Act" (Skills Development Act 97 of 1998). In general, it offers an on-the-job experience to a craftsman.

What is an indicator system?

A set of indictors that in combination can provide a coherent overview of the strengths and weaknesses of a system to inform decisions.

What is an indicator?

In the context of skills planning, an indicator provides a quantitative measure of education or labour market conditions. It can be used to monitor and may afford insight into the future direction of conditions such as skills supply and demand.

What is an Occupational Category?

The terms '*job*', '*occupation*' and '*career*' are often treated as interchangeable. However in the context of labour market analysis, an occupational category is defined as '*A set of jobs whose main tasks and duties are characterised by a high degree of similarity (skill specialisation)*.' (Department of Higher Education and Training 2013, 6). At a highly aggregated level, '*professional*' is an occupational category whereas at a disaggregated level, a particular professional might be a '*biomedical engineer*'.

What is an occupational structure?

'Occupational structure' refers to the overall distribution of occupations across different sectors of the labour market and also to the distribution of workers between these occupations. The occupational structure impacts on social inequality.

What is FETMIS?

The Further Education and Training Management Information System contains data relating to the condition in, and performance of, the FET colleges.

What is HEMIS?

The Higher Education Management Information System contains various kinds of data (student and staff numbers, curriculum, financial) relating broadly to the conditions in, and performance of, higher education institutions. (e.g. number of graduates in different fields of study, signaling the supply of skills to specific sectors.)

What is skill forecasting?

Skills forecasting involves using various data sources, including information on supply and demand for labour, to make long term projections that inform policy responses and strategies (i.e. education and training strategies in education sector).

What is skills development in a South African context?

The Skills Development Act seeks to empower the South African workforce with skills, ensure employees access more opportunities for skill acquisition; create space for the new entrants to the labour market to gain work experience, introduce transformative tools through training and education to redress unfair discrimination practices in the labour market against the disadvantaged groups. This Act emphasizes the provision and regulation of employment services to ensure its purposes are realised.

What is the Labour Market Intelligence Partnership (LMIP)?

The LMIP is a partnership between the Department of Higher Education and Training (DHET) and a national research consortium led by the Human Sciences Research Council (HSRC) to support the creation of a credible institutional mechanism for skills planning. The consortium which has been commissioned by the DHET '...aims to set up systems for reliable data indicating skills needs, supply and demand in our labour market in a manner that will enable our country, including government and business to plan better for human resources development needs for our country' Minister Blade Nzimande, DHET.

What is the National Skills Fund?

This fund was established in 1999 in terms of the Skills development Act, 1998, to finance activities of the National Skills Development Strategy (National Skills Fund Projects 2006-2009, 2).

Which government departments are involved in the LMIP?

Other than the lead Department of Higher Education and Training government departments or institutions involved in the LMIP, include Departments of: Basic Education, Economic Development, Finance, Home Affairs, Labour, Perfomance Monitoring and Evaluation, Public Service and Administration, Rural Development and Land Reform, Science and Technology, Trade and Industry and the National Planning Commission. These departments: contribute databases with information relating to supply and demand of skills, formulate policy – such as economic and social policy - that impact on supply and demand in the labour market, and are key users of information for skills planning.

Who are the core partners of the LMIP?

The core partners of the LMIP are the Department of Higher Education, the Human Sciences Research Council as leader of a research consortium that includes, the Development Policy Research Unit (DPRU) at the University of Cape Town, and the Centre for Researching Education and Labour (REAL) of the University of Witwatersrand. Other partners include private and public research institutes, universities, and independent consultants.

Who is the funders of the LMIP?

The Department of Higher Education and Training (DHET) accessed funds from the National Skills Fund (NSF) and the National treasury to fund the LMIP.