

GOVERNMENT NOTICES • GOEWERMENTSKENNISGEWINGS

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NO. 890

22 AUGUST 2018

SKILLS DEVELOPMENT ACT, 1998 (ACT NO. 97 OF 1988) AS AMENDED

CALL FOR PUBLIC COMMENTS ON THE PROPOSED NEW LANDSCAPE FOR SECTOR EDUCATION AND TRAINING AUTHORITIES POST 31 MARCH 2020

I, Mrs GNM Pandor, Minister of Higher Education and Training, in terms of Section 9(1) of the Skills Development Act, 1998 as amended, hereby invite comments from organisations, interested stakeholders, the public and the current SETAs on the proposed new landscape of Sector Education and Training Authorities (SETAs) as published in the schedule attached hereunder.

Written comments should be submitted within 21 working days from the date of this publication via post, hand delivery or email and should be addressed to:

The Director-General: Higher Education and Training

For the attention of: Mr MZ Ngubane

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Mrs GNM Pandor, MP

Minister of Higher Education and Training

Date: 8-8-2018

SCHEDULE PROPOSED NEW SETA LANDSCAPE

BACKGROUND

1. On 10 November 2015, the Minister of Higher Education and Training, through Government Gazette No. 39386 called for public comments on the document titled "Proposal for the new National Skills Development Strategy (NSDS) and Sector Education and Training Authorities (SETAs) Landscape within the context of an Integrated and Differentiated Post-School Education and Training System (NSLP-2015)".
2. On 15 December 2016, the Minister of Higher Education and Training re-established the Sector Education and Training Authorities (SETAs) through a Notice in Government Gazette No. 40505 of 2016. The SETAs were re-established for a period of two years from 1 April 2018 to 31 March 2020.
3. In the Seta Landscape review of 2010/11 guided by Section 9 of the Skills Development Act, 1998 (Act No. 97 of 1998), the following three principles were used to inform the demarcation of the SETAs:

PRINCIPLES UNDERPINNING THE PROPOSED NEW SETA LANDSCAPE

- **Fit for purpose** (SETA roles as mandated by Skills Development Act, 97 of 1998 as amended)
 - Align skills development strategies with national priorities and industrial policy framework
- **Comprehensive coverage** (industrial and economic sectors including demographic segmentation)
 - Coverage of all economic sectors (public and private); large, medium & small employers
 - Employer based (Inclusivity)
 - No special interest SETAs
 - (All SETA skills development strategies should align with employment equity considerations. Must cover all designated groups and youth)
- **Viability and sustainability** (financial sustainability and operational viability)
 - Ability of the SETA to sustain functions and improve performance
 - Securing sustainable income (levy) and resource base (financial viability) to support meaningful skills development interventions
 - Operational and skills development activities based on funds available to the SETA and fund distribution leverages value add for skills development in the sector (financial management)
- **Value chain and value proposition** (Link similar functions and processes for value addition and competitive advantage)
 - SETAs dealing with related functions to be grouped together.

No	SETA	RATIONALE
1.	<ul style="list-style-type: none"> • Agricultural Sector Education and Training Authority (AGRISSETA) • Food and Beverages Sector Education and Training Authority (FOODBEV) 	Streamline and integrate value chain of interrelated and interdependent sub-sectors of forestry, agriculture, food and beverages sub-sectors
2.	<ul style="list-style-type: none"> • Finance and Accounting Services Sector Education and Training Authority (FASSET) • Bank Sector Education and Training Authority (BANKSETA) • Insurance Sector Education and Training Authority (INSETA) 	Streamline and integrate value chain of interrelated and interdependent sub-sectors of finance, accounting, insurance and investment sub-sectors
3.	<ul style="list-style-type: none"> • Public Services Sector Education and Training Authority (PSETA) • Local Government Sector Education and Training Authority (LGSETA) • Energy and Water Sector Education and Training Authority (EWSETA) 	Streamline and integrate value chain of interrelated and interdependent sub-sectors of the public service, local government, energy and water sub-sectors
4.	<ul style="list-style-type: none"> • Manufacturing and Engineering Related Sector Education and Training Authority (MERSETA) • Fibre Processing and Manufacturing Sector Education and Training (FP&MSETA) 	Streamline and integrate value chain of interrelated and interdependent sub-sectors of manufacturing, engineering clothing textile, footwear and leather and furniture, timber, printing, packaging and publishing
5.	<ul style="list-style-type: none"> • Safety and Security Sector Education and Training Authority (SASSETA) 	No change proposed
6.	<ul style="list-style-type: none"> • Education, Training and Development Practices Sector Education and Training Authority (ETDPSETA) 	No change proposed
7.	<ul style="list-style-type: none"> • Services Sector Education and Training Authority (Services-SETA) 	No change proposed
8.	<ul style="list-style-type: none"> • Chemical Industries Sector Education and Training Authority (CHIETA) 	No change proposed

9.	• Media, Information and Communication Technology Sector Education and Training Authority (MICTSETA)	No change proposed
10.	• Transport Education and Training Authority (TETA)	No change proposed
11.	• Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority (CATHSSETA)	No change proposed
12.	• Wholesale and Retail Sector Education and Training Authority (W&RSETA)	No change proposed
13.	• Health and Welfare Sector Education and Training Authority (HWSETA)	No change proposed
14.	• Construction Sector Education and Training Authority (CETA)	No change proposed
15.	• Mining Qualifications Authority (MQA)	No change proposed

QUESTIONS TO BE ADDRESSED

ITEM	QUESTION ASKED	REASONS
1. Demarcation of SETA	Which SETAs must be amalgamated? Answer:	
	Which SETA/s must be dissolved? Answer:	
	Which SETAs must remain? Answer:	
	Which new SETA/s must be established? Answer:	
2. Scope and reach	What should determine scope of SETAs? Answer:	
	What should the scope of SETAs coverage be? Answer:	
3. Rationalisation of other structures	Which structures could be rationalised to give effect to skills development? Answer:	
ADDITIONAL REMARKS:		