Implementation of the National Skills Development Plan and perspectives on the North West Province

A presentation to North West Provincial Skills Development Lekgotla

19/20 September 2018
Conceptual framework

- Defining the role of skills development within PSET and within the economy
- Using the skills lens
- NSDSIII an enabling policy framework not a strategic plan
- Context: inherited a private provider, supply-led system
- Market for skills separate from government development agenda and the PSET system
- Using skills development to:
  - build a developmental state, and to view the skills system as part of that developmental state that would
  - work closely with the private sector to use skills, as part of a broader set of strategies to grow and transform the economy
- This study acknowledge that there are different views on the meaning of “Skills development” and what skills development is and how the skills system contributes.
- A high level simplified Theory of Change for NSDSIII which frames the shape and content of the evaluation report was developed.
Locating Skills within the wider PSET system

Universities and UoTs
- Universities contribute to skills development and are therefore part of the skills development “system”, though this is not their main focus.
- University skills development is mainly related to professional and occupationally directed programmes.
- Universities of Technology play a major role. They are part of the public TVET provision which is central to skills development.

Community Colleges
- Community colleges are being created from 3000 locally based adult education centres.
- The focus of community colleges is programmes for unemployed people to gain employable skills and/or to gain business start up skills to form a business or cooperative.
- Community colleges are positioned to play a role in providing skills for the informal economy and emergent enterprises.

Employers and workplaces
- Employers are central to skills development.
- They inform the content of qualifications and programmes.
- They provide workplace experience and on the job training.
- Some employers have in-house training units.

TVET colleges and providers of TVET
- Technical and vocational education and training is central to successful skills development.
- TVET is provided by public TVET colleges and private providers.
- They provide both general programmes such as the NCV and occupationally directed programmes such as the theory and practical training for artisans.

DHET SETAs
- NSF SAQA
- NAMB
- QCs
The purpose of the study is to evaluate the effectiveness of the National Skills Development Strategy (NSDS) III 2011-2016.

SCOPE OF SERVICES

The purpose of this project was to obtain the services of a research institution/researcher to conduct an NSDS review impact study focusing on impact of beneficiaries (NEET and transformational imperatives as indicators).

The study was conducted at national level, covering all SETAs and TVET Colleges, in regards to achievement of all eight goals. The service provider undertook research on:

- Impact on the 7 National Skills Development Strategy (NSDS) III developmental and transformation imperatives
- Evaluate the implementation of the 8 NSDS goals
- Uptake of the NSDS by stakeholders (labour, business, community, providers and government NSAs
- Rate of participation by SETAs and employer relationship
- Rate of participation by public universities and colleges
- Rate of participation by private providers
Total enrolments and completions over 2011/12 to 2015/16

Learning programme | Enrolled
--- | ---
Learnerships | 342 591
Internships | 42 933
Skills Programmes | 516 436
Artisans | 130 876
Bursaries | 61 802
Total | 1 094 638

NSF Funded

<table>
<thead>
<tr>
<th>Year</th>
<th>Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>32 404*</td>
</tr>
<tr>
<td>2012-2013</td>
<td>95 688</td>
</tr>
<tr>
<td>2013-2014</td>
<td>77 913</td>
</tr>
<tr>
<td>2014-2015</td>
<td>62 617</td>
</tr>
<tr>
<td>2015-2016</td>
<td>63 903</td>
</tr>
<tr>
<td>Total</td>
<td>332 525</td>
</tr>
</tbody>
</table>
Overall enrolments vs completions: per financial year

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments</td>
<td>168 536</td>
<td>153 448</td>
<td>203 507</td>
<td>256 119</td>
<td>259 737</td>
</tr>
<tr>
<td>Completions</td>
<td>134 181</td>
<td>141 121</td>
<td>168 847</td>
<td>165 402</td>
<td>189 932</td>
</tr>
</tbody>
</table>

**Totals over 5 years**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments</td>
<td>1 032 836</td>
</tr>
<tr>
<td>Completions</td>
<td>799 483</td>
</tr>
<tr>
<td>Throughput</td>
<td>77%</td>
</tr>
</tbody>
</table>

NB: Excluding Bursaries
Enrolments: gender composition over time
Enrolments: Age

Average age = 30.4 years

Age at birthday in the calendar year of entry (i.e., year of entry – year of birth)
Enrolments: various NQF level


- 1-3
- 4-6
- 7 or more

0% 20% 40% 60% 80% 100%

- 2,5%
- 4,8%
- 7,4%
- 4,8%
- 2,9%
- 4,7%

- 47,7%
- 40,9%
- 45,9%
- 49,2%
- 54,5%
- 47,7%

- 49,9%
- 54,3%
- 46,7%
- 46,0%
- 42,7%
- 47,6%
## Enrolments: NQF levels within each race over 5 years

<table>
<thead>
<tr>
<th>Race</th>
<th>1-3</th>
<th>4-6</th>
<th>7 &amp; higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>All learners</td>
<td>48%</td>
<td>48%</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>17%</td>
<td>77%</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>92%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>20%</td>
<td>75%</td>
<td>5%</td>
</tr>
<tr>
<td>Coloured</td>
<td>47%</td>
<td>51%</td>
<td>2%</td>
</tr>
<tr>
<td>Black African</td>
<td>56%</td>
<td>42%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Legend:
- Blue: 1-3
- Yellow: 4-6
- Brown: 7 & higher

0% 20% 40% 60% 80% 100%
Enrolments: Learner province over 5 years

% learners coming from province

GP: 35.6%
KZN: 14.2%
WC: 13.0%
LP: 8.8%
EC: 8.4%
NW: 7.3%
MP: 6.3%
FS: 4.3%
NC: 2.1%
Enrolments: Employment status of enrolments

Across all learners (Males & Females Combined)

- Employed: 54.8%
- Unemployed: 45.2%

Employment status of female enrolments
- Employed: 51%
- Unemployed: 49%

Employment status of male enrolments
- Employed: 55%
- Unemployed: 45%

Driven largely by skills programmes where 78% are employed. In learnerships 63% are unemployed.
### Enrolments: proportion of people living with disabilities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>People living with disabilities</td>
<td>1.1%</td>
<td>1.9%</td>
<td>1.4%</td>
<td>1.7%</td>
<td>2.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>No disabilities</td>
<td>98.9%</td>
<td>98.1%</td>
<td>98.6%</td>
<td>98.3%</td>
<td>98.0%</td>
<td>98.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
NSDSIII Evaluation

Section 5 Impact

Impact on individuals, firms, the economy and transformation
Impact on firms

Productivity

- In the Employer Survey when asked about whether training has contributed to an increase in employee productivity, 80.9% of employers stated that it did.
- A high proportion of employers stated that there is a decrease in errors in the workplace (73.3%) as well as an improvement in the quality of product or service delivered (79.3%) (organised labour agreed with the views of employers).
- Training has also increased the work readiness of young people entering the workplace at 74.8%.
- When asked about the supply of needed skills in the sector, 50.2% of employers stated that it is below expectations, with 42.1% indicating that it met expectations (gap between supply and demand).
- The main motivation for training in an organisation is to upskill employees in their existing occupations (51.1%), with only 17.9% stating that they train to provide young people with work experience through apprenticeships, learnerships and/or internships.
- Business confidence and productivity:
  - the RMB/BER business confidence index has mostly remained between 30 and 55 between 2011 and 2018.
  - Over the period, there has been a general decline in business confidence from 55 in 2011Q2 to 39 in 2018Q2.
  - Also, between 2006 and 2016, it was found that the average profit margin for the South African formal business sector declined.
Impact in relation to Transformational imperatives (1)

Equity

- According to the Employer Survey, 70.8% of the surveyed employers state that there is an increase in the proportion of skilled posts being filled by black people (African, Indian and Coloured), whereas 51.7% state that there is an increase in the proportion of managerial and supervisory posts being filled by black people.
- 59.8% of employers stated that there is an increase in the proportion of skilled posts being filled by women and 46.9% stated that there is an increase in the proportion of women in managerial and supervisory posts.
- With regards to people with disabilities, only 23.3% of employers stated that there is an increase in the number of people with disabilities employed in the organisation.
- In interviews with organised labour, respondents stated that training has not contributed to equity.
Across the 21 SETAs and the NSF, there were more than 1.3 million beneficiaries who participated in learning programmes.

For SETAs, 79% of learners that accessed learning programmes were African, followed by 12% for Whites, 6% for Indians and 3% for Coloureds.

Even though there was improved access amongst the previously disadvantaged at 88%, the proportion of the Black beneficiaries that completed their training programmes was 85%.
Amongst the learners who accessed the learning programmes, 55% were employed whilst 45% were unemployed.

About 48% of the learners accessed qualifications at NQF level 1 to 3 (low level skills).

The proportion of learners who accessed learning opportunities at NQF levels 4 to 6 (mid-level skills) was also 48% indicating that there was a balanced allocation between low and mid-level skills.

More Africans (56%) and Coloureds (47%) tended to be enrolled in lower NQF levels when compared to their Indian (20%) and White (17%) counterparts.
Whilst the Gauteng population constitutes 25.5% of the country’s population, about 35.6% of learners came from Gauteng.

With the exception of the Northern Cape which had an even spread of learning opportunities as compared to the population proportion, the rest of the provinces had lesser proportion of learners.
Those 35 years or younger constituted 76% of all enrolments across learning programmes.

Those leaving school had a higher chance of accessing learning opportunities compared to other age groups.
Based on data from 8 SETAs (Meta Review)
EMPLOYMENT IMPACT HAS A GENDER DIMENSION

[Bar chart showing employment status and gender distribution]

- I am currently unemployed: 63% (Female 49%, Male 25%)
- I am currently employed: 25% (Female 49%, Male 25%)
- I am currently studying: 6% (Female 44%, Male 3%)
- I am currently unemployed but volunteering: 5% (Female 2%, Male 2%)
- I am currently self-employed/running my own business: 2% (Female 2%, Male 2%)

NSF Tracer
EMPLOYMENT IMPACT ALSO HAS A PROVINCIAL DIMENSION

* Note re Mpumalanga – these were mainly respondents from municipalities who indicated that they did learnerships or skills programmes through Mahube FET College

NSF Tracer
NSDSIII Evaluation

Section 6 Conclusions

Conclusions in respect of relevance, effectiveness, efficiency and sustainability
Conclusions: Effectiveness

- The Strategy in its implementation has been effective in achieving a strategic shift:
  - from private provision to a more mixed approach;
  - from a skills market that was divorced from public policy and programmes to one that is more part of public policy;
  - from a situation where skills development was viewed quite separately from TVET and HE to one where there is a growing level of collaboration.

- Good progress has been made in some goals, less in others, but progress is being made.

- Employers state that skills has improved performance

- There are aspects of state engagement in the strategy that have been effective (expanded workplace learning) but the effectiveness of the strategy on public service capacity was limited

- People gaining employment after training, where people chances of a job were very much improved by the training received

- There are mixed views as to whether skills development has been effective in achieving improved employment equity. Employers say that it has made a difference. Trade unions and the evidence from DoL (EE reports) paint a less positive picture.
R30 billion was spent by SETAs between 2011-2016.

This is from a total levy income of R63b of which R50b went to the SETAs.

In addition, the NSF has spent around R14b. So, the total spend was approximately R42 billion.

Just over R10b was spent by SETAs on artisans’ training and a similar amount was spent on learnerships.

Approximately R2.5 billion was spent by the NSF on apprenticeships and learnerships.

So approximately R22.5 billion was spent on apprenticeships and learnerships.

Skills programme spend came to R4.2 billion

Internships came to R1.8 billion.
NSDSIII Evaluation

Section 7 Recommendations

Recommendations for future strategy, governance, programmes, and capacity
Recommendations: Strategy

- NSDS and implementation plan that takes effect from 1 April 2020
- Joint planning and oversight structures put in place to drive delivery as well as a description of the levers or instruments that will be put in place to enable the goals to be achieved
- That future strategy is accompanied by a communications strategy that makes clear what is intended, particularly in relation to the intended role of public and private providers
- The NSDS (and its implementation plan) should set out short, medium and longer-term outputs and outcomes as part of a realistic and credible Theory of Change which must set out who will take lead responsibility for activities required to achieve outputs and outcomes
- The strategy should determine priorities based on costed options
- The strategy should be accompanied by a financial strategy that provides direction to stakeholders on how resources should be allocated to achieve maximum impact
- NSF:
  - There should be review of the priority programmes that the NSF commits to funding
  - Consideration should be given to the potential impact of reducing or withdrawing funding from programmes
  - The focus should now turn to community colleges and the funding of capacity to deliver to the skills needs of local communities
The number of boards or accounting authorities should be reduced. Ideally there should be one accounting authority that has real power to hold skills development structures to account.

There should also be legislation to clarify exactly who is responsible for: allocating funds; ensuring legislative compliance; accounting for misuse of funds; accounting for poor performance; and what powers exist to ensure there are consequences for wrong doing.

Whatever structures are finally agreed to much more attention needs to be given to the training of board members.
Key Information

- North West lies in the north of South Africa on the Botswana border, fringed by the Kalahari Desert in the west, Gauteng province to the east and the Free State to the south. It covers an area of 104,882km² and has a population of 3,748,436. Much of the province consists of flat areas of scattered trees and grassland. The Vaal River flows along the southern border of the province.

- Mahikeng (previously Mafikeng) is the capital. The city lies near the Botswana border and forms a single urban area with its neighbouring town, Mmabatho. Potchefstroom and Klerksdorp are the biggest cities in the province. Other main towns are Brits, Rustenburg, Klerksdorp and Lichtenburg.

- Most economic activity is concentrated in the southern region between Potchefstroom and Klerksdorp, as well as Rustenburg and the eastern region. Mining is the major contributor to the North West economy and represents almost a quarter of South Africa’s mining industry as a whole. The Rustenburg and Brits districts produce more platinum than any other single area in the world. North West also produces a quarter of South Africa’s gold, as well as granite, marble, fluorspar and diamonds. North West has a number of major tourist attractions, including the internationally famous Sun City, the Pilanesberg National Park, the Madikwe Game Reserve and the Rustenburg Nature Reserve.

- North West is well known for cattle farming, while the areas around Rustenburg and Brits are fertile, mixed-crop farming land. Maize and sunflowers are the most important crops, and the province is the major producer of white maize in the country.

- North West is divided into four district municipalities, which are further subdivided into 18 local municipalities.

(Source: https://municipalities.co.za/provinces/view/8/north-west)
Table D: Employment by province

<table>
<thead>
<tr>
<th>Province</th>
<th>Apr-Jun 2017</th>
<th>Jan-Mar 2018</th>
<th>Apr-Jun 2018</th>
<th>Qtr-to-qtr change</th>
<th>Year-on-year change</th>
<th>Qtr-to-qtr change</th>
<th>Year-on-year change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thousand</td>
<td>Per cent</td>
<td>Thousand</td>
<td>Per cent</td>
<td>Thousand</td>
<td>Per cent</td>
<td>Thousand</td>
</tr>
<tr>
<td>South Africa</td>
<td>16 100</td>
<td>-90</td>
<td>16 288</td>
<td>188</td>
<td>-0,5</td>
<td>1,2</td>
<td></td>
</tr>
<tr>
<td>Western Cape</td>
<td>2 403</td>
<td>-50</td>
<td>2 480</td>
<td>77</td>
<td>-2,0</td>
<td>3,2</td>
<td></td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>1 416</td>
<td>5</td>
<td>1 402</td>
<td>-13</td>
<td>0,4</td>
<td>-0,9</td>
<td></td>
</tr>
<tr>
<td>Northern Cape</td>
<td>292</td>
<td>-4</td>
<td>317</td>
<td>26</td>
<td>-1,1</td>
<td>8,9</td>
<td></td>
</tr>
<tr>
<td>Free State</td>
<td>777</td>
<td>-26</td>
<td>788</td>
<td>11</td>
<td>-3,2</td>
<td>1,5</td>
<td></td>
</tr>
<tr>
<td>KwaZulu-Natal</td>
<td>2 583</td>
<td>3</td>
<td>2 620</td>
<td>36</td>
<td>0,1</td>
<td>1,4</td>
<td></td>
</tr>
<tr>
<td>North West</td>
<td>978</td>
<td>-15</td>
<td>977</td>
<td>-1</td>
<td>-1,5</td>
<td>-0,1</td>
<td></td>
</tr>
<tr>
<td>Gauteng</td>
<td>5 050</td>
<td>-14</td>
<td>5 055</td>
<td>5</td>
<td>-0,3</td>
<td>0,1</td>
<td></td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>1 212</td>
<td>15</td>
<td>1 212</td>
<td>0</td>
<td>1,2</td>
<td>0,0</td>
<td></td>
</tr>
<tr>
<td>Limpopo</td>
<td>1 390</td>
<td>-4</td>
<td>1 436</td>
<td>47</td>
<td>-0,3</td>
<td>3,4</td>
<td></td>
</tr>
</tbody>
</table>

The number of employed persons declined in most provinces between Q1: 2018 and Q2: 2018. The largest employment decreases were recorded in Western Cape (50 000), Free State (26 000), North West (15 000) and Gauteng (14 000), while Mpumalanga (15 000), Eastern Cape (5 000) and KwaZulu-Natal (3 000) recorded employment gains in the same period. Compared to Q2: 2017, employment increased in six of the nine provinces, with Western Cape recording the largest increase of 77 000 jobs, followed by Limpopo (47 000) and KwaZulu-Natal (36 000). During the same period, employment losses were recorded in Eastern Cape (13 000) and North West (1 000). Employment in Mpumalanga remained unchanged during this period.
The official unemployment rate increased by 0,5 of a percentage point in Q2: 2018 compared to Q1: 2018. The official unemployment rate increased in five of the nine provinces. The largest increase in the unemployment rate was recorded in Free State (up by 1,6 percentage points), Gauteng (up by 1,2 percentage points), and Western Cape (up by 1,0 percentage point). Year-on-year, the official unemployment rate declined by 0,5 of a percentage point. The largest declines were recorded in KwaZulu-Natal (2,2 percentage points), followed by Northern Cape (1,6 percentage points) and North West (1,4 percentage points).

Table E: Unemployment rate by province

<table>
<thead>
<tr>
<th>Province</th>
<th>Official unemployment rate</th>
<th>Expanded unemployment rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apr-Jun 2017</td>
<td>Jan-Mar 2018</td>
</tr>
<tr>
<td></td>
<td>Per cent</td>
<td>Percentage points</td>
</tr>
<tr>
<td>South Africa</td>
<td>27,7</td>
<td>26,7</td>
</tr>
<tr>
<td>Western Cape</td>
<td>20,7</td>
<td>19,7</td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>34,4</td>
<td>35,6</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>30,5</td>
<td>29,5</td>
</tr>
<tr>
<td>Free State</td>
<td>34,4</td>
<td>32,8</td>
</tr>
<tr>
<td>KwaZulu-Natal</td>
<td>24,0</td>
<td>22,3</td>
</tr>
<tr>
<td>North West</td>
<td>27,2</td>
<td>25,8</td>
</tr>
<tr>
<td>Gauteng</td>
<td>29,9</td>
<td>28,6</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>32,3</td>
<td>32,4</td>
</tr>
<tr>
<td>Limpopo</td>
<td>20,8</td>
<td>19,9</td>
</tr>
<tr>
<td></td>
<td>Apr-Jun 2017</td>
<td>Jul-Sep 2017</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Thousand</td>
<td>Thousand</td>
</tr>
<tr>
<td>North West</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population 15–64 yrs</td>
<td>2 512</td>
<td>2 523</td>
</tr>
<tr>
<td>Labour Force</td>
<td>1 343</td>
<td>1 332</td>
</tr>
<tr>
<td>Employed</td>
<td>978</td>
<td>983</td>
</tr>
<tr>
<td>Unemployed</td>
<td>365</td>
<td>349</td>
</tr>
<tr>
<td>Not economically active</td>
<td>1 169</td>
<td>1 191</td>
</tr>
<tr>
<td>Discouraged work-seekers</td>
<td>269</td>
<td>294</td>
</tr>
<tr>
<td>Other</td>
<td>900</td>
<td>897</td>
</tr>
<tr>
<td>Rates (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>27,2</td>
<td>26,2</td>
</tr>
<tr>
<td>Employed / population ratio (absorption)</td>
<td>38,9</td>
<td>39,0</td>
</tr>
<tr>
<td>Labour force participation rate</td>
<td>53,5</td>
<td>52,8</td>
</tr>
</tbody>
</table>
### Table 3.2: Employed by industry and province - North West

<table>
<thead>
<tr>
<th>Industry</th>
<th>Apr-Jun 2017</th>
<th>Jul-Sep 2017</th>
<th>Oct-Dec 2017</th>
<th>Jan-Mar 2018</th>
<th>Apr-Jun 2018</th>
<th>Qtr-to-qtr change</th>
<th>Year-on-year change</th>
<th>Qtr-to-qtr change</th>
<th>Year-on-year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>54</td>
<td>49</td>
<td>47</td>
<td>47</td>
<td>43</td>
<td>-4</td>
<td>-10</td>
<td>-8,0</td>
<td>-18,9</td>
</tr>
<tr>
<td>Mining</td>
<td>132</td>
<td>137</td>
<td>128</td>
<td>125</td>
<td>147</td>
<td>22</td>
<td>15</td>
<td>17,3</td>
<td>11,3</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>77</td>
<td>78</td>
<td>85</td>
<td>74</td>
<td>49</td>
<td>-25</td>
<td>-28</td>
<td>-34,1</td>
<td>-36,5</td>
</tr>
<tr>
<td>Utilities</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>143,0</td>
<td>124,1</td>
</tr>
<tr>
<td>Construction</td>
<td>84</td>
<td>71</td>
<td>90</td>
<td>96</td>
<td>94</td>
<td>-2</td>
<td>11</td>
<td>-1,9</td>
<td>12,9</td>
</tr>
<tr>
<td>Trade</td>
<td>197</td>
<td>200</td>
<td>206</td>
<td>197</td>
<td>190</td>
<td>-7</td>
<td>-7</td>
<td>-3,5</td>
<td>-3,5</td>
</tr>
<tr>
<td>Transport</td>
<td>31</td>
<td>35</td>
<td>36</td>
<td>33</td>
<td>34</td>
<td>1</td>
<td>3</td>
<td>4,1</td>
<td>10,1</td>
</tr>
<tr>
<td>Finance</td>
<td>99</td>
<td>102</td>
<td>111</td>
<td>117</td>
<td>100</td>
<td>-17</td>
<td>1</td>
<td>-14,6</td>
<td>0,7</td>
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<tr>
<td>Community and social services</td>
<td>210</td>
<td>230</td>
<td>218</td>
<td>228</td>
<td>231</td>
<td>2</td>
<td>21</td>
<td>1,1</td>
<td>9,8</td>
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<tr>
<td>Private households</td>
<td>89</td>
<td>78</td>
<td>72</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>-13</td>
<td>10,2</td>
<td>-14,3</td>
</tr>
</tbody>
</table>
### Table 2.1 Population aged 20 years and older, by highest level of education, 2016

<table>
<thead>
<tr>
<th>Highest level of education</th>
<th>North West (000’s)</th>
<th>South Africa (000’s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma with less than Grade 12/Std 10</td>
<td>6</td>
<td>89</td>
</tr>
<tr>
<td>Certificate with Grade 12/Std 10</td>
<td>55</td>
<td>693</td>
</tr>
<tr>
<td>Diploma with Grade 12/Std 10</td>
<td>83</td>
<td>1 483</td>
</tr>
<tr>
<td>Higher diploma (Technikon/University of Technology)</td>
<td>7</td>
<td>418</td>
</tr>
<tr>
<td>Post higher diploma (Technikon/University of Technology Masters, Doctoral)</td>
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<td>177</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>40</td>
<td>1 023</td>
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<tr>
<td>Bachelor’s degree and post-graduate diploma</td>
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<tr>
<td>Honours degree</td>
<td>13</td>
<td>288</td>
</tr>
<tr>
<td>Higher degree (Masters, Doctorate)</td>
<td>8</td>
<td>230</td>
</tr>
<tr>
<td>Other</td>
<td>*</td>
<td>128</td>
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<tr>
<td>Do not know</td>
<td>43</td>
<td>395</td>
</tr>
<tr>
<td>Unspecified</td>
<td>*</td>
<td>109</td>
</tr>
<tr>
<td><strong>Total population aged 20 years and older</strong></td>
<td><strong>2 338</strong></td>
<td><strong>34 613</strong></td>
</tr>
</tbody>
</table>

*Values based on three or less unweighted cases are considered too small to provide accurate estimates, and values are therefore replaced by asterisks.*
Stakeholder Landscape: Coordinating Structures

Provincial Economic Growth and Development
- Provincial MTSF Strategy
- Provincial Strategic Infrastructure Projects
- Provincial Growth and Development Strategy
- Municipal Integrated Development Plans
- Sector Economic Development Plans

Provincial Skills Development and HRD
- Provincial MTSF Outcome 5 Coordinating Forum
- Provincial HRD Forum
- Provincial Skills Development Forum
- Provincial Public Service HRD Forum

Local Government Skills Forum

Skills Demand

Skills Objectives

Skills Supply

Social Development Committee
- Early Childhood Development

Basic Education Committee
- Basic Education

CET Committee
- Community Education and Training

TVET Committee
- College Education and Training

Higher Education Committee
- Higher Education

Provincial School of Government
- Workplace Development