

Report to FRF and FREF on Skills Development in SA And Where it Could be Supported

8 August 2016

What can FRF and FREF do?

System

- Provide funding for testing new ideas through pilot and proof-of-concept projects
- Fund curriculum development of new occupational programmes,
- Make instructional materials in electronic format available to the DHET's on-line Lecturer Support System - particularly materials that can 'bring the world of industry to the classroom'
- Organise and fund rigorous independent evaluations of training and the dissemination of findings (eg. Graduation destination surveys)

Lecturers

- Fund the secondment of technical experts and industry instructors to colleges as guest-lecturers and part-time instructors
- Offer existing in-house trainer-training courses to college and UoT lecturers
- Fund workplace experience to college and UoT lecturers

Students

- Fund Workplace training for artisan training (trade and non-trade occupations)
- Provide unemployed artisans with entrepreneurship training with mentoring (eg. plumbers, electricians)

Rating skills development in SA



TVET matters because...

"The economic benefits of [TVET] are widespread ... Increasingly, countries are recognising that good initial vocational education and training has a major contribution to make to economic competitiveness,...higher participation in the labour market and lower unemployment."

("Learning for Jobs". Report on Vocational Education and Training in 20 countries. OECD, 2010)

SA's skills training system:

Funding

- · National Treasury
- · National Skills Levy
- · Training service fees

Institutions

- •3 national ministries
- •6 public Universities of Technology
- •50 public TVET Colleges
- •53 Community Colleges (pending)
- •446 technical high schools & 470 'Schools of Skill'
- •±1000 accredited private training service providers
- •Statutory regulatory bodies: SAQA, CHE, Umalusi, QCTO, NAMB, SAIVCET
- •Levy-grant institutions: National Skills Fund & 21 SETAs

Formal training for skilled work

Programmes

- 125 apprenticeships
- ± 800 learnerships
- 19 vocational & 98 occupational programmes in TVET colleges
- 22 occupational programmes in technical high schools
- ±250 programmes in universities

Systemic strengths

- · High priority for government
- High level of accessibility
- Funding
- Some good policies, programmes & institutions
- Openness to change

Markets

- •Industry (end-users of 'product', i.e. trainees)
- •School-leavers (consumers of training services)

Systemic weaknesses

- Complexity & instability
- •Weak links to industry
- •Weak human resources
- •Inefficient use of resources
- Quality problems

Programme Offerings

Programme	FTE Enrolment (2015)	Issues
NCV (Engineering)	44 569	 Theory based – no workplace required Mixed age and ability learners Lecturer capacity Maths and (Science) compulsory High repetition and drop out rate Low certification and throughput rates Spending time in the workplace not compulsory Designed for post Grade 9 students, but catering to post matric Does not articulate well into HEI as expected Does not lead to a specific job or occupation
NCV (Business, Services)	95 224	
N1 –N6 (Engineering)	73 311	 Outdated curriculum Designed for employed workers but now taken up by students Workplace component – poor POE – no certification Lecturer Capacity
N4 –N6 (Business, Services)	102 179	
Apprenticeship/Learnership	28 302	- Outdated curriculum - Lack of Workplaces
New occupational programmes		Curriculum DevelopmentLack of Workplaces
		*Headco

*Headcount = 664 748 FTE = 315 283 HEIs = 970 000

Curriculum Design vs Employment

Postsecondary education/ training

Occupational skills as practised in the workplace

Workplace connections

Workplace behavioural skills

Jobs

Value of Industry to TVET

Industry inputs

lead to....

improved outputs

Instructors:

Industry-experienced

Curricula:

Industry-aligned

Students:

Workplace experienced

Pass rate

Throughput rate

Employability

Industry Involvement Trajectory

Manpower Training Act (1981) Privatisation of Stateowned enterprises Skills Development & FET Acts (1998)

Immigration Act (2002) Creation of DHET (2009)

White Paper on PSET 2014

1980s

1990s

2000s

2010s

"The Easy Years"

- 'Free' skills from SoEs & immigrants
- Occupational courses linked to work-experience
- Apprenticeships run by ITBs
- Massive increase in TVET for Africans

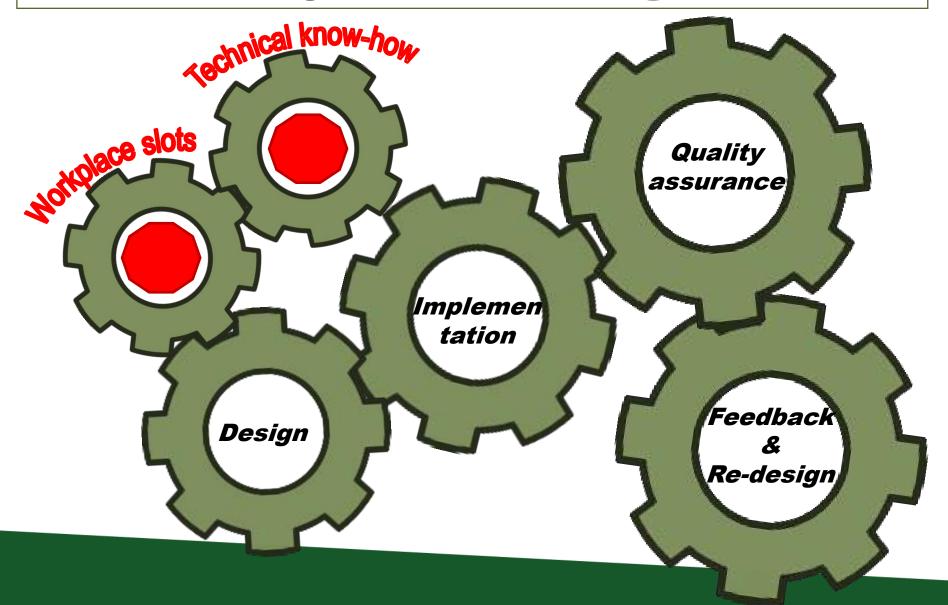
"The Lost Years"

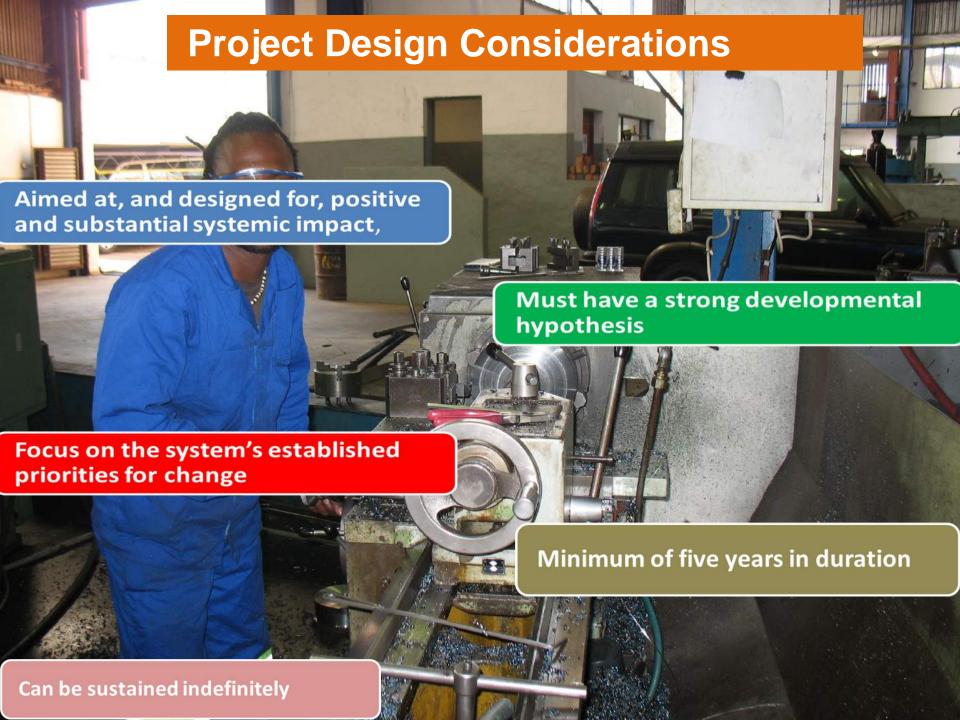
- Supply of 'free' skills ends
- · Industry cuts back on training
- Apprenticeships discarded in favour of short learnerships
- Occupational courses delinked from work-experience
- ITBs replaced by SETAs

"The Opportunity Years"

- Occupational courses redesigned with mandatory work experience
- Apprenticeships restored under uniform standards
- SETAs restructured?
- Every workplace a training space?

Drivers of systemic change







Someone is sitting in the shade today because someone planted a tree a long time ago.

Warren Buffett

So what is our responsibility?