SSACI

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)

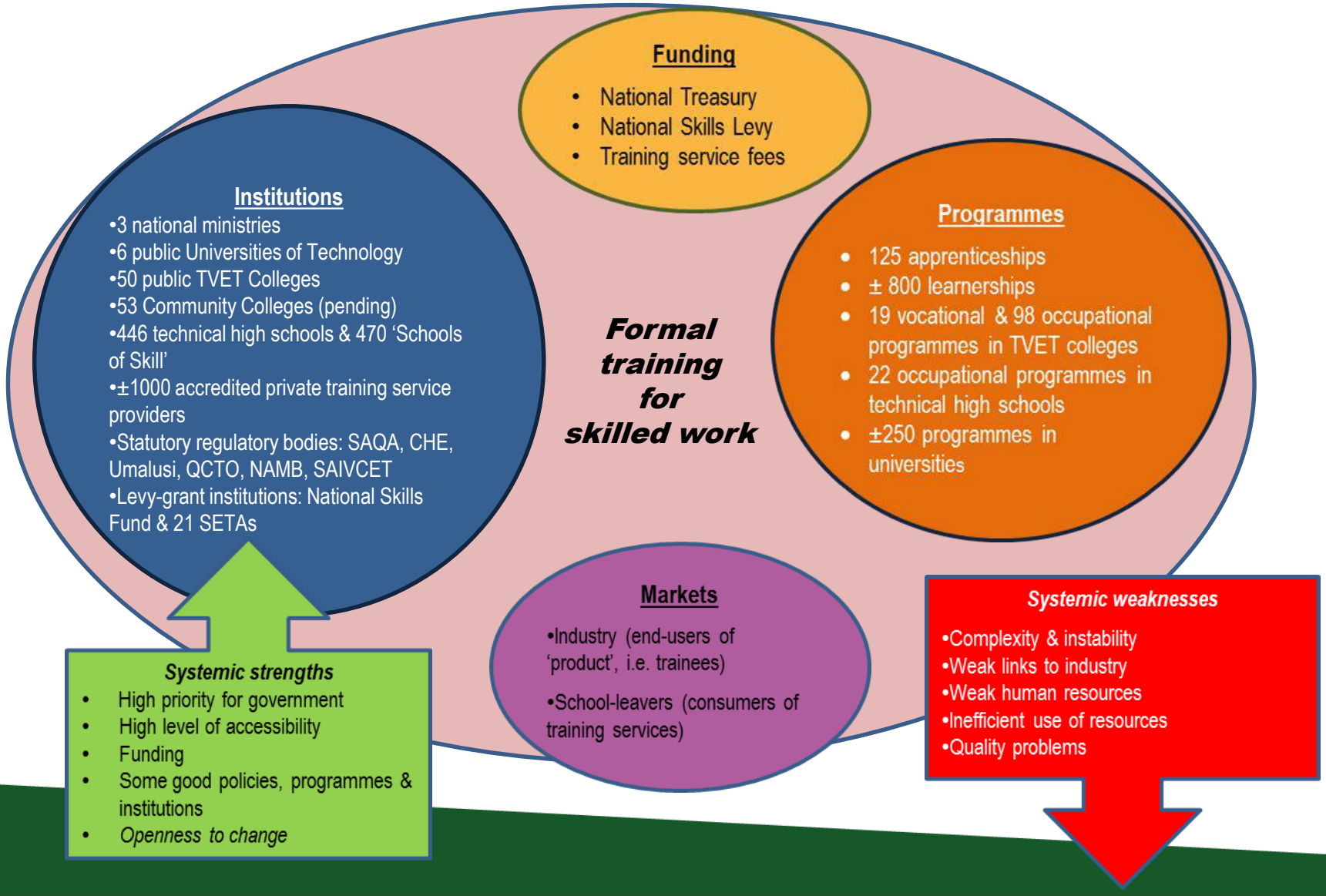
Rating skills development in SA

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:

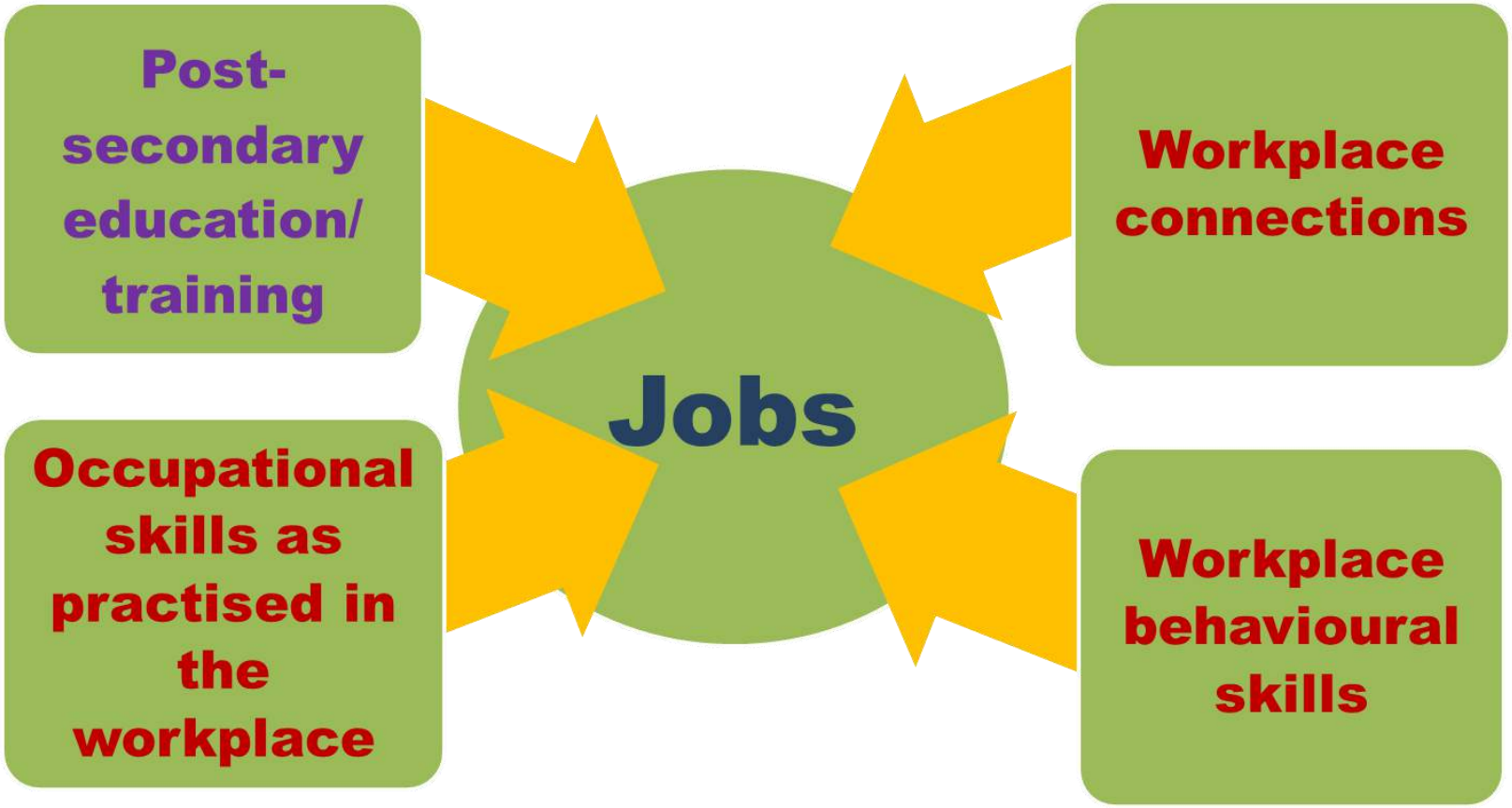


Programme Offerings

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 Development - Lack of Workplaces

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

Curriculum Design vs Employment



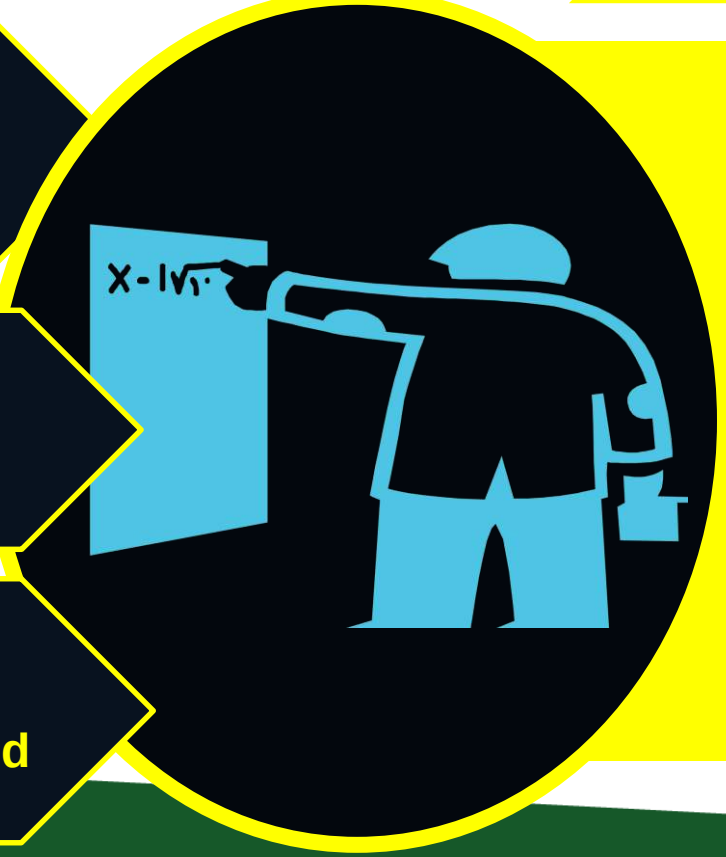
Value of Industry to TVET

Industry inputs → *lead to….* → *improved outputs*

Instructors:
- Industry-experienced

Curricula:
- Industry-aligned

Students:
- Workplace experienced

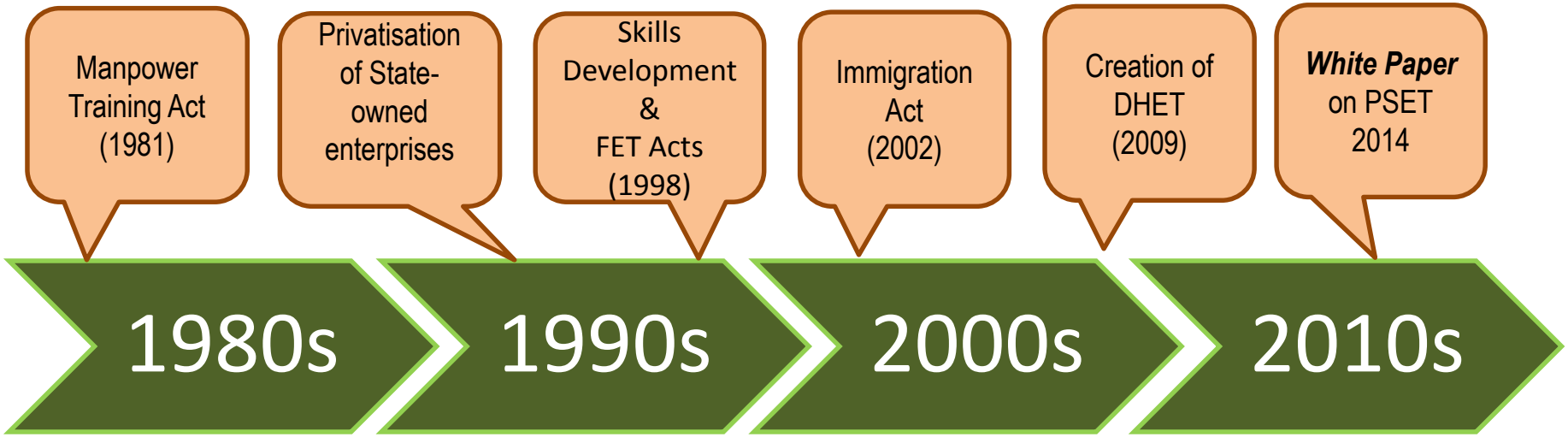


Pass rate

Throughput rate

Employability

Industry Involvement Trajectory



"The Easy Years"

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

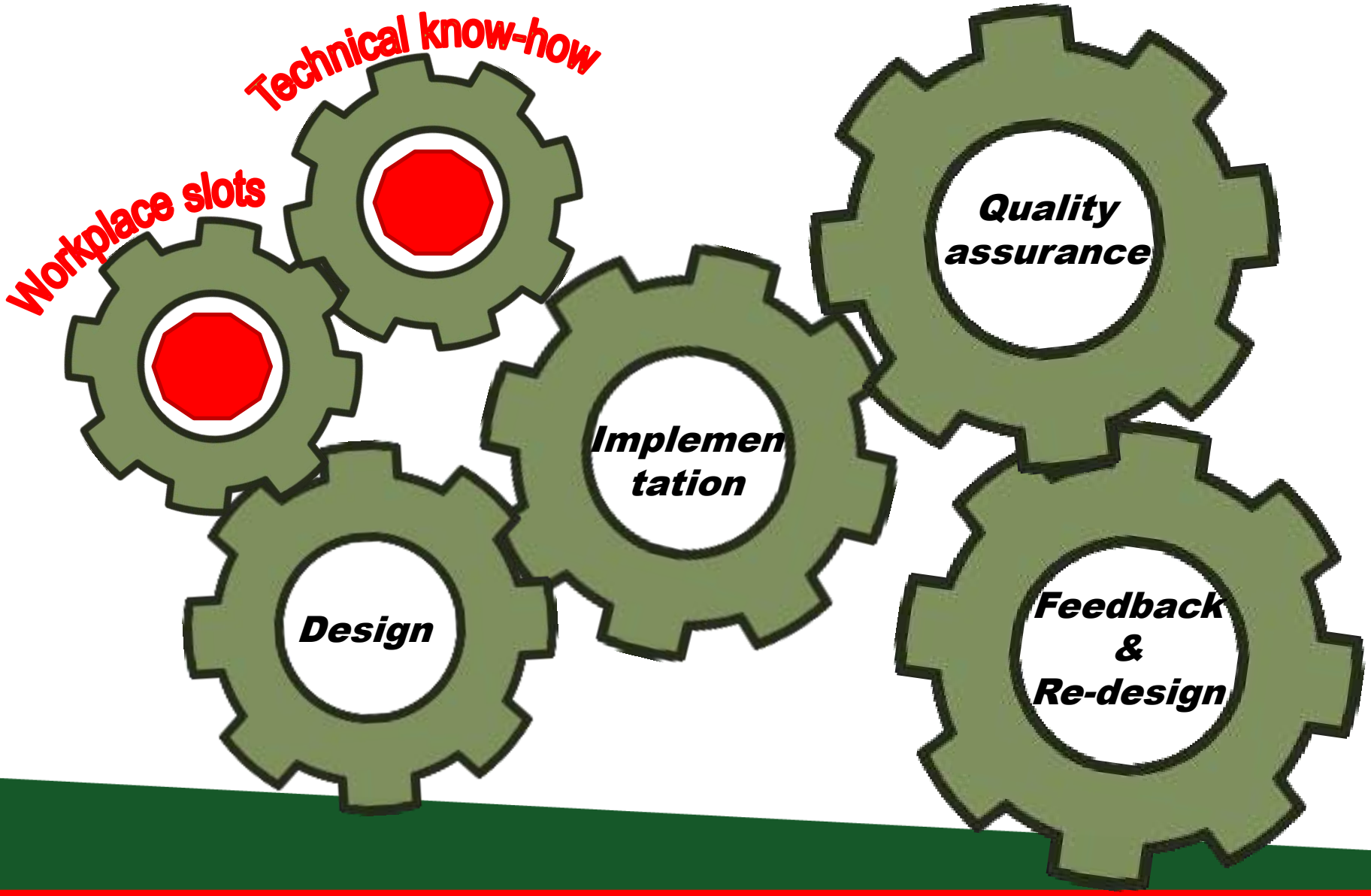
"The Lost Years"

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

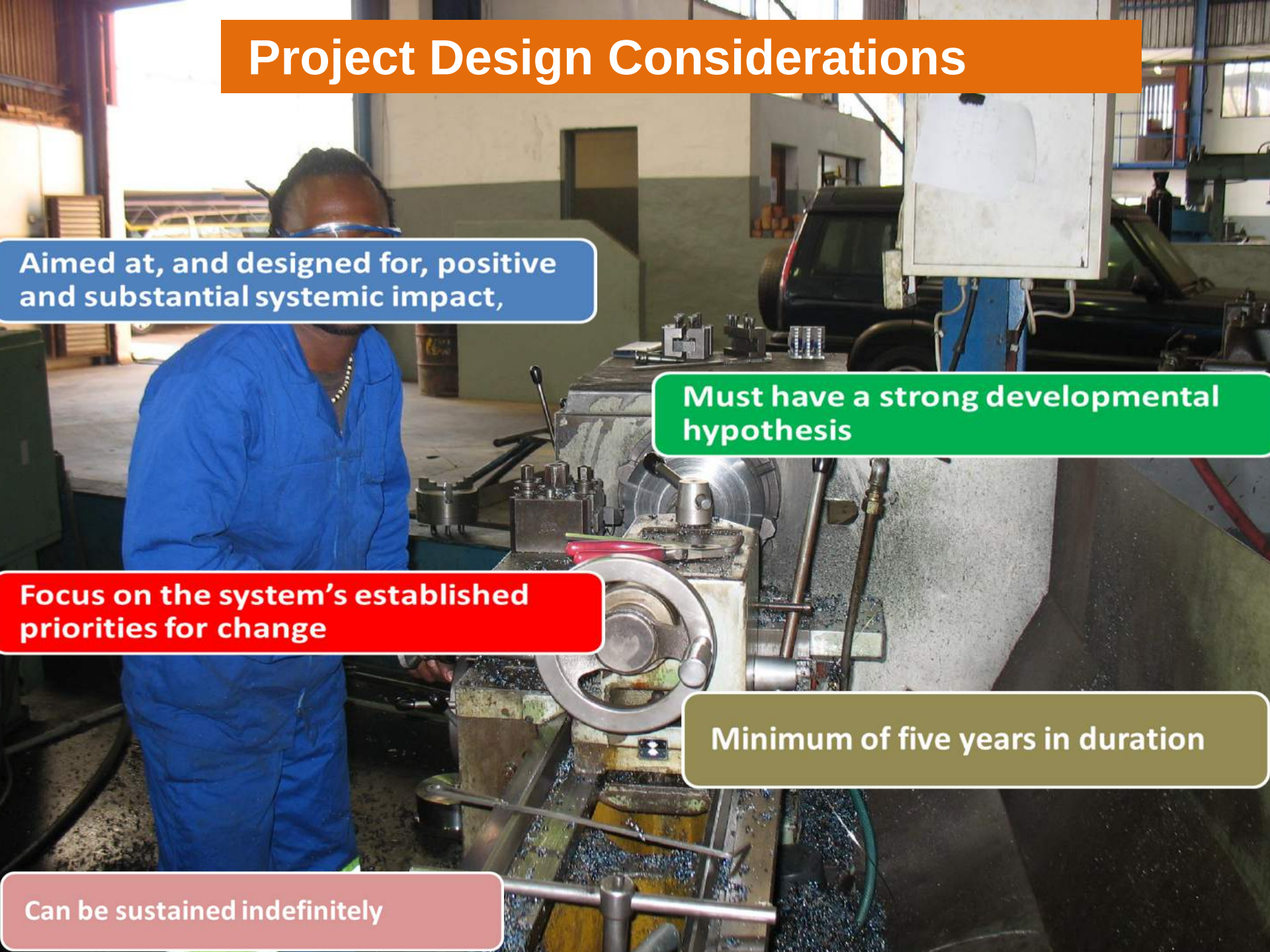
"The Opportunity Years"

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

Drivers of systemic change



Project Design Considerations



Aimed at, and designed for, positive and substantial systemic impact,

Must have a strong developmental hypothesis

Focus on the system's established priorities for change

Minimum of five years in duration

Can be sustained indefinitely

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

Warren Buffett

So what is our responsibility?