

# “Tandem Training”

Piloting dual-system apprenticeships in South Africa



**SSACI**

*Ken Duncan*

Development Support

# ***Why Change?***

**SA has a long and successful history of implementing British-style apprenticeships, *but...***

- They “withered on the vine” after 1980s, partly owing to flaws in curricula & delivery systems
- Through-put rate never above 50%
- Internationally, apprenticeships are being reviewed & revised
- DHET currently overhauling national public TVET system, including apprenticeships & colleges

***So, it's a good time to consider other experience!***

# ***Why look at the Dual System?***

- Consistently high through-put rate (95%)
- Consistently high-quality outputs (Swiss & German apprentices always tops at WorldSkills contest)
- Leads to high levels of youth employment (95%)
- It suits employers (Switzerland has ±80'000 apprentices in 70'000 companies)

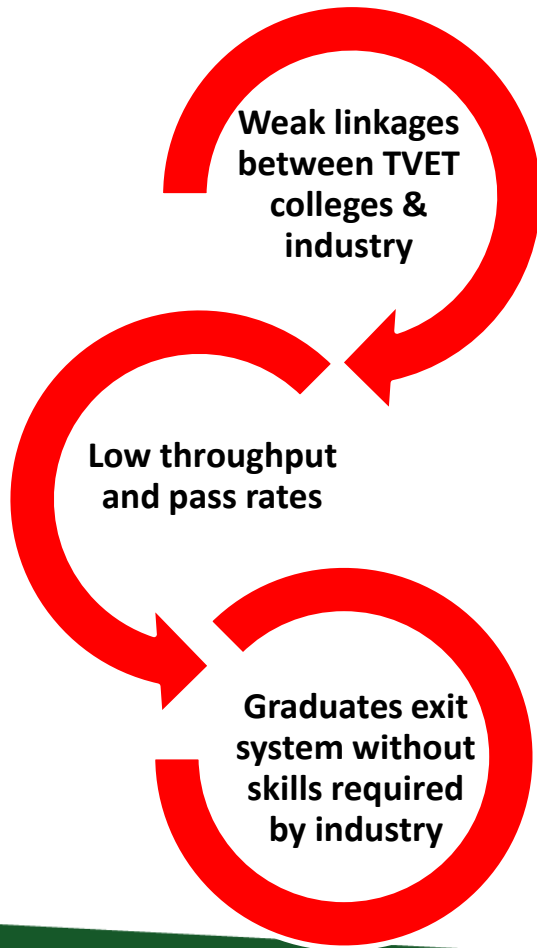
# ***The DS pilot programme in SA***

- **Time split between college and employer:**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
<b>College</b>	<b>Company</b>	<b>College</b>	<b>Company</b>

- **Curriculum shaped by company and college**
- **The tandem: shared power, shared risk & shared responsibility**

# ***Project proposition:***



**A dual system will foster closer links between college and industry & thereby:**

- **Improve teaching & learning**
- **Increase pass and throughput rates**
- **Ensure that graduates have skills required by industry**
- **Improve their employment rate**

# ***Potential advantages***

## **For college:**

- Regular interaction with companies
- Professional development for college staff

## **For apprentice:**

- Close integration of theory & practice
- Real-life working conditions, including technology, work processes & ethos (e.g. discipline, timekeeping, quality standards)

## **For employer:**

- Early acculturation of apprentices
- Closer alignment of curriculum with industry

# ***Current status***

- 2 sites: Port Elizabeth & West Coast, involving 44 apprentices & 5 employers
- 2 trades: mechatronics technician & welder
- Apprentices drawn from NC(V) programmes
- First trainees scheduled to complete NC(V) in Dec 2015 & trade tests shortly thereafter
- 2 new sites & trades scheduled to commence Jan 2015
- Annual competency tests (COMET)

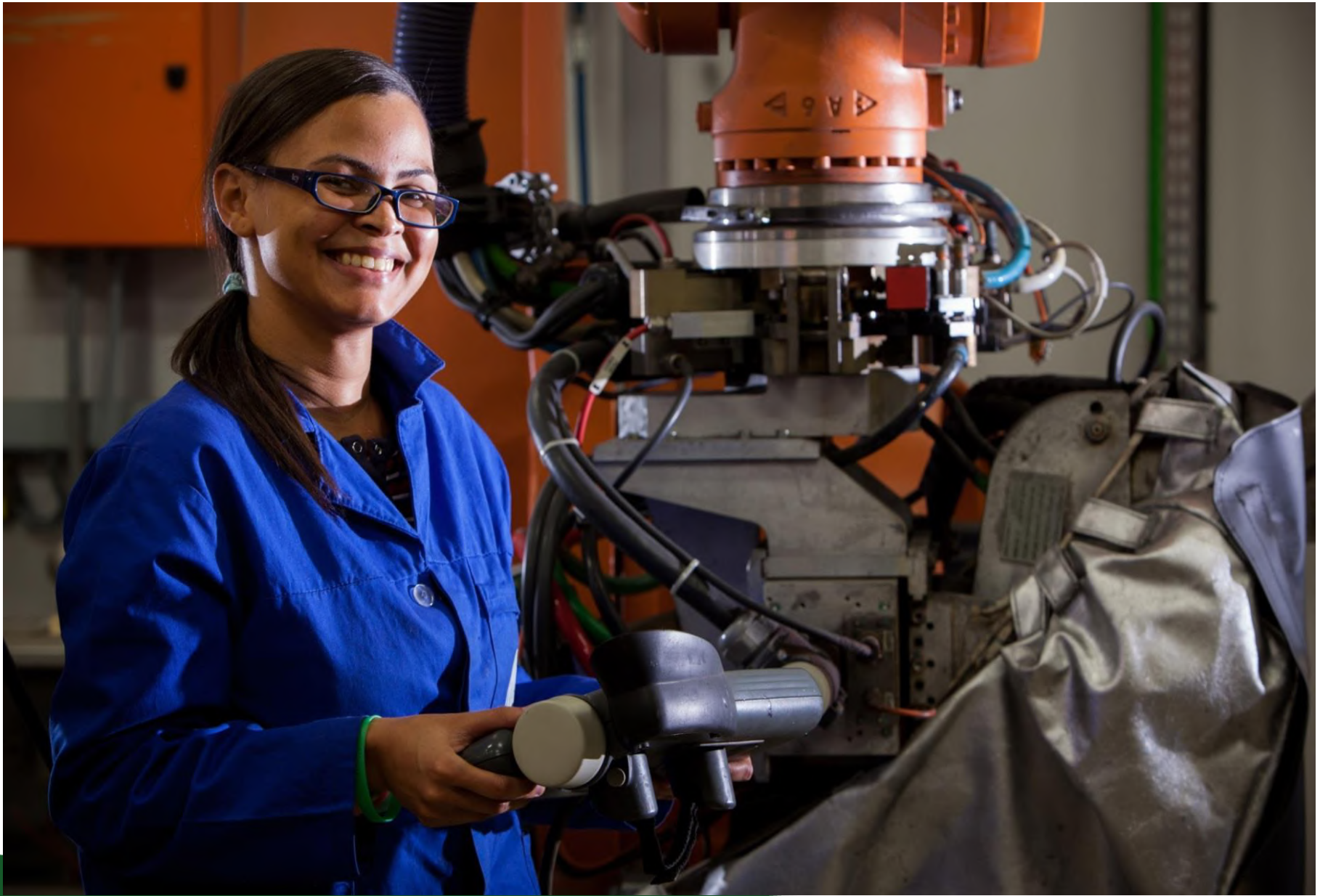


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# ***Some lessons to date:***

- Programme popular with colleges, apprentices & employers:
  - “You can immediately distinguish the DS learners from the rest of the group: Work ethic, tidiness, punctuality – they have taken on the values that are key for success in a workplace.” (Lecturer)
  - This gave me the experience and confidence to do things that I never thought I'd do.” (Apprentice)
  - “I do find the dual system better... Exposing learners continually to both educational institution & workplace simultaneously affords them a better chance of passing the trade test.” (Employer)
- There is anecdotal evidence of faster & greater development of competence amongst DS learners

## ***But...***

- Colleges and employers find it difficult, though useful, to talk seriously to each other
- The NC(V) can be covered in 6-7 months
- Practical skills within the NC(V) need much more attention
- Performance standards at colleges are generally unrelated to industry
- Administration in colleges, companies & SETAs is alarmingly weak

# And...

- With no cost-benefit analyses of their apprentice training programmes, employers are failing to see that:
  - ❖ Apprentices who do productive work are profitable; those who only do simulated work & other training exercises are an expense
  - ❖ The more training is done in college, as opposed to the workplace, the higher the costs & the lower the income; therefore, both quality & quantity of training suffer
  - ❖ SETA grants protect the employer from making a loss on unproductive training & therefore lead to a decline in quality
- Lack of employer participation is the main constraint on work-integrated training in SA today

***SA's got talent - let's use it!***



***Thank you!***