



SSACI

**An International Perspective
On
Skills Development & TVET**

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A public-private partnership aimed at improving the national skills training system by:

SSACI

Linking TVET colleges to industry

Catalysing government initiatives

Informing policy development

Implementing 'proof of concept' projects

It's a competitive world!



And 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 TVET in 20 countries. OECD, 2010)

TVET is being given higher priority

- By 2020 two-thirds of all new jobs will be for technicians & ‘associate professionals’, requiring a medium-level qualification that will usually be achieved through some form of TVET (European Centre for Development of VET, 2011)
- SA policy emphasising TVET:
 - 2014 ***White Paper on Post School Education & Training*** envisages increased enrolment in public TVET colleges, from ±800’000 currently to 2.5 million, by 2030
 - Increase in training of artisans, from ±15’000 p.a. currently to 30’000 p.a. by 2030
 - Creation of NAMB & standardisation of trade test regulations, SETA grant regulations, workplace approval regulations, etc.
 - “Decade of the Artisan” initiative

... especially workplace learning

- "A comparison of data from 18 countries indicates that the time students spend in workplace-based learning, the better their labour-market trajectories and the greater the involvement of employers in the VET value-chain."

Renold, U (2016) *"Comparative Analysis of VET systems"* (Institute of Economic Research; Zurich)

- "Work-based learning is essential to an effective VET system. The operative word here is 'work', which means that the trainee is doing productive work, not merely observation, simulated work or practice-exercises... The difference in the level of skills developed and the labour-market outcomes between those that do and those that don't is very striking."

Roseveare, D (2016) *"From Skills to Prosperity: Best Practices and Challenges in Work-Based Learning across 20 countries"* (OECD; Paris)

Why workplace learning is vital:

”A genuine workplace teaches both general and specific work-skills more effectively than any education-based simulation can, however hard it tries; and... employers use employment records as signals that individuals have acquired important character traits and ways of behaving.”

Wolf, A. (2011): *“Review of Vocational Education in England”*

“A weak basic education system creates difficulties for any VET that follows, but these can be overcome if the VET programme is strongly work-based. On the other hand, a college-based VET system simply reinforces the learning deficits created by a weak school system”.

Moukagni, F. & Gonin, M. (2016): *“Introducing dual-track education programmes within an existing education system: challenges & achievements in Gabon”*.

SA's policy intention:

- “Workplace training and work-integrated learning must be a central part of our training system.”
- “Work-integrated learning should be a central component of the college programmes... The extent to which students are able to get placements in the workplace will be used as an important indicator for assessing the performance of the management of institutions.”

(DHET: ***White Paper***, 2014)

SA's work-based learning situation:

Currently:

- Neither the N courses nor the NC(V) require any workplace experience
- This is a critical weakness in SA's current TVET system (OECD, 2008 & 2014)

However:

- All new QCTO occupational qualifications require work experience
- Apprenticeships are significantly on the increase

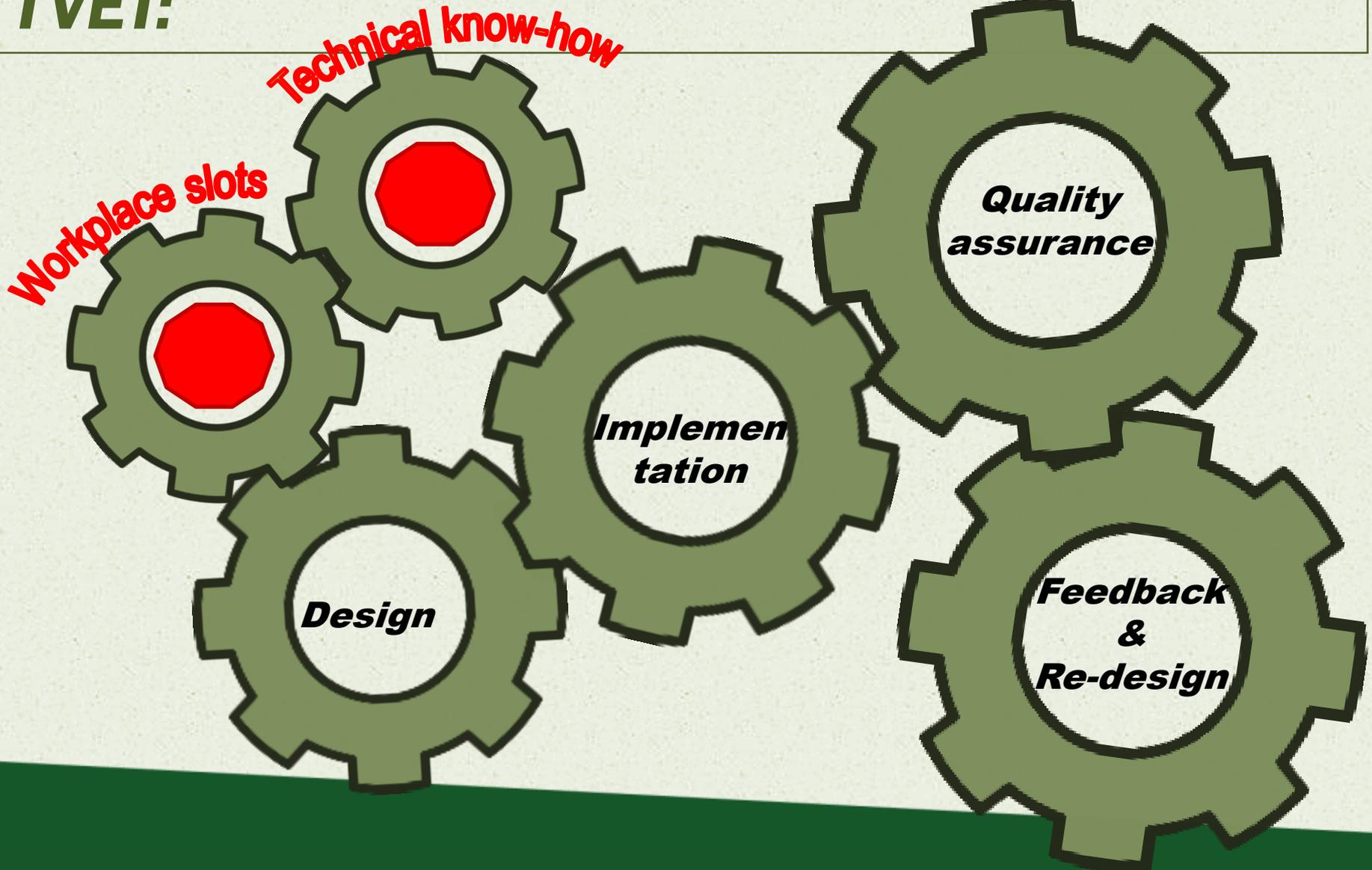
Labour market outcomes:

- Job prospects for a TVET college graduate are comparable to, but not better than, a matriculant's (50%)
- Most college graduates take 6-12 months to find their first job and have 2 or 3 short work placements before getting a contract longer than 1 year
- Job prospects for an N6 or NC(V)4 graduate are about equal at 50% but are very poor for an N3 or NC(V) 2/3 graduate
- On-course work experience significantly improves employment outcomes for all programmes at all levels; e.g. better to have an N3 with work experience than an N6 without it

But...

- Apprentices do best of all: 75% qualify and 73% get jobs; another 6% are self-employed

Employers have the 2 drivers of effective TVET:



So, let's get with the programme:

Industry inputs

lead to....

improved outputs

Instructors:

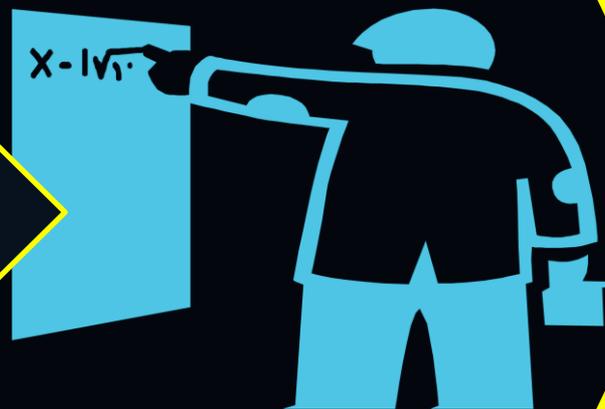
- Industry-experienced

Curricula:

- Industry-aligned

Students:

- Workplace experienced



Pass rate

Throughput rate

Employability