National Skills Conference 2013
10 – 11 October 2013
Commission 1 Report Back

Theme: “Turning Every Workplace into a Training Space”

Aim: To fast track and enhance placement of learners into workplace
Progress on Implementing WIL in the Public Service

Key Issues
Government Policy Frameworks namely, SDA, SDLA, NSDS, NDP, New grant regulations and their intentions.
Progress made regarding placement of students at a glance
FET Graduates: 6391 placed, 45430 not placed
UoT: 9981 placed, 1637 not placed
The challenges leading to such a huge non-placement
Benefits of turning a workplace into a training space
Recommendations

Strong focus on the placement steering committee

Directive on the utilization of budgets for training in the public service: 20% of the budget should go for the unemployed youth. This needs to be implemented

The progress made on the placement of learners across the country is noticeable, much more attention should be given to this to improve placements

The implementation of the service level agreements with all SETAs on various learning programmes, regarding WIL should be monitored and reported on
Implementation of WIL in Institutions: SASCE

Key Issues

WIL current practice
Common understanding of WIL (about learning not working), work is used as a vehicle for learning
WIL has been assessed for fitness of purpose and a set of recommendations drafted
Recommendations
There has to be Legislation and policy to strengthen WIL, CD in DHET should be capacitated
A national framework on WIL should be developed in order to embrace national definitions, entrench WIL in institutions, address funding model for various aspects, address provisioning of incentives to make every workplace a training space (not just pivotal grants)
Reduce bureaucracy, standardize procedures for all SETAs.
Implement national skills accord
All partners should see training of students as an investment.
Implement national strategies for WIL, ensure quality assurance and support the entire WIL cycle
Career guidance should be championed by all of institutions
SAGDA/TETA Partnership

Key Issues:

Partnership on the placement of unemployed graduates: Prestigious Internship Programme

Pillars of the prestigious internship: NSDS111, PPP, NSA, YE Accord, Business Unity SA, SAGDA board and management

Uniqueness of the project: Graduate empowerment and resource provisioning, Top up partnerships/innovation

Lessons learned: Monitoring of evaluation of graduates and management of exit opportunities
Recommendations
Best practices of the prestigious internship 1000: Recipient of the inaugural youth employment award
The blue print for this partnership should be documented and circulated to relevant stakeholders
The partnership should be used as a communication tool to inspire and motivate a range of stakeholders
Employability Improvement Project: JICA

Key Issues
This is a pilot project on the improvement of productivity and problem solving mind sets in preparation for work readiness. It is as a result of the Japan/SA partnership.

Different concept between TVET and NQF
Considerable elements for skills development
Shared lessons learned from the Japan EIP: Employment Improvement Project.
Recommendations
The model to improve productivity and problem solving mind sets in preparation for work readiness should be transformed from pilot to implementation. Building implementation, improvement and innovation as core cognitive abilities should be incorporated into skills development programmes.
Work Based Experience for FET College Students: SSACI

Key Issues
SSACI FET college support project – 2008 to present
15 colleges, 2256 students, 172 employers from public and private entities
The values for students
   Value for colleges
   Value for employers
Project results: increased college engagement with employers as well as students placement
Recommendations
The case study should be used as best practice to inform other similar projects
Key learning points should be incorporated in WIL policy development
Lessons should be taken from the study with regard to definitions, planning, stakeholder engagement
Other Recommendations
Special programmes for people with disabilities
Harmonise TVET and Higher Education, an integrated framework is critical
Community colleges for students who exit basic education before grade 12
PSETA should play a critical role in implementation and integration of WIL
Institutionalizing WIL and graduate placement (needs a different strategy)
Other Recommendations

Greater participation of the private sector should be encouraged
Framework for WIL to take into account the role of the private sector
Career guidance in linkage with WIL
Funding mechanisms should support WIL
Boards of SETAs should be engaged on the implementation of the recommendations, since this needs partnering like the SAGDA/TETA partnership
THANK YOU