



**Western Cape
Government**
Economic Development
and Tourism

Sub-programme 7.1: Provincial Skills and Partnership

Premier's Council on Skills

The Future of Workplace Training in a Post COVID-19 World

Quarter 1

16 April 2021

The objective of the Report is to:

- Summarise the discussion of the day
- Evaluate the feedback from the breakaway sessions
- Craft an action plan that will be rolled out over the next two financial years.

The following methodology will be applied to address the points above:

PART A: Composition of the PCS Plenary Session – 16 April 2021

This section summarises the attendees of the hybrid event and highlights individuals responsible in providing technical and administrative support at the physical venue on the day for the Plenary, as well as the presenters and facilitators for the Breakaway Sessions.

PART B: Summary of presentations and Breakaway sessions

This section Summary of the presentations with reference to the relevant presentations and short discussions that took place during the breakaway sessions.

PART C: Action plan and way forward

This section highlights the focus areas identified from the Plenary and Breakaway Session, which will provide guidance to the Western Cape Government (WCG) through the Sub-programme: Provincial Skills and Partnerships housed within the Department of Economic Development and Tourism (DEDAT) and partners within the skills ecosystem of the intervention needed.

PART D: Appendices

This section provides all the annexures mentioned throughout the report, inclusive of the Attendance Registers, Agenda and Presentations of the event.

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List of Acronyms

4IR	Fourth Industrial Revolution
AI	Artificial Intelligence
AR	Augmented Reality
BPO	Business Process Outsourcing
CAD	Computer-aided Design
CAT	Computer Application Technology
CET	Community Education and Training
CHEC	Cape Higher Education Consortium
CoS	Centres of Specialisation
COVID-19	Coronavirus Disease 2019
DEDAT	Department of Economic Development and Tourism
DHET	Department of Higher Education and Training
FET	Further Education and Training
GET	General Education and Training
HEI	Higher Education Institution
ICT	Information & Communication Technology
IT	Information Technology
MR	Mixed Reality
PSP	Provincial Skills and Partnerships
QCTO	Quality Council on Trades and Occupations
ASETA	Sectoral Education and Training Authority
SMME	Small, Medium and Micro Enterprises
TVET	Technical and Vocational Education Training
VIP	Vision Inspired Priority
VR	Virtual Reality
WCED	Western Cape Education Department
WCG	Western Cape Government
WCP	Western Cape Province

1 Introduction

The Department of Economic Development and Tourism (DEDAT), is committed to the overall vision of the Human Resource Development Strategy 2030: “Nation at work for a better life for all”, by maximising the potential of all South Africans. We believe this can be achieved through providing the acquire viable knowledge and skills to means for citizens, especially the youth, which will allow them to work productively and competitively to improve their quality of life.

There is a need for a deeper and more holistic notion of relationships between training institutions and employers. There is a need for better systems and mechanisms for developing insight into existing labour market demand (in terms of what knowledge, skills, and qualifications are really in demand in the labour market) as well as in terms of where the COVID-induced changes are likely to be (Allais & Marock, 2020). This requires social dialogue with key partners, including all spheres of government, private sector, and other social partners to engage on key skills topics on a provincial level.

A mechanism in achieving the above is the Premiers Council on Skills (PCS), which is a Provincial engagement platform that can drive key issues within the skills landscape. The PCS addresses themes within the priority areas of the Western Cape, of which the focus currently is on Jobs and Well-being.

The convening of a PCS allows for a wide range of stakeholder participation to:

- Support the increased alignment between demand and supply and – in some cases, to enable supply to play a catalyst role for demand.
- Ensure that skills planning support and enable major initiatives for economic growth, which have been identified by the Western Cape Government. These include initiatives on major Infrastructure Plans; the Digital Economy; Green Economy; Saldanha Bay; the Special Economic Zones, etc.
- Improve integration and coordination across businesses within sectors, so that the relevant skills are consistently available within communities and that the necessary conditions for economic strategies are both addressed and stimulated.
- Establish a mechanism to address blockages that arises in this process (through engagement of the players as well as specific initiatives collaboratively undertaken where required).

The first virtual Premier's Council on Skills took place at the Wesgro offices in Cape Town on the 16th April 2021, where the Premier of the Western Cape, the Minister for Economic Opportunities and Finance and the DDG for Economic Operations were present at the venue. This report will summarise the proceedings of the day.



**Western Cape
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PART A

COMPOSITION OF THE PREMIER'S COUNCIL ON SKILLS PLENARY SESSION

1 Plenary attendance

The hybrid event hosted at the Wesgro offices between 09:00-12:00 on 16 April 2021, hosted one hundred and thirty-three (133) attendees via the MS Teams virtual platform.

Of the one hundred and thirty three (133) individuals, twelve (12) formed part of the Technical and Administrative team responsible for managing the virtual event, which included officials from the Department of the Premier (DotP); Centre for E-Innovation (CEI); and the Department of Economic Development and Tourism (DEDAT). Another ten (10) attendees formed part of the group presenting during the Plenary and/or facilitating during the Breakaway sessions, and included individuals from the German Chamber of Commerce; Cape Higher Education Consortium (CHEC); the TVET Colleges; Manufacturing, Engineering and Related Services SETA (MerSETA); Durban University of Technology (DUT); DEDAT; and Yellowwoods.

Of the one hundred and fifty (150) invites sent, the event had an attendance of one hundred and eleven (111) individuals via the online MS Teams platform, representative of various Industries and Role Players within the Training and Education sector:

Entity	Number of organisations invited	Attendees on the day
TVET Colleges	6	19
Higher Education Institutions (HEIs)	5	7
Sector Education and Training Authorities (SETAs)	11	11
Municipalities (District and Local)	10	12
Economic Zones	2	2
Industry	21	24
National Government Departments	4	8
Western Cape Government Departments	8	25
Unknown		3

The Attendance Register has been attached as **Annexure 1** under the Appendices section.

2 Biographies of PCS Speakers

2.1 Host of the Premiers Council on Skills event

Premier – Mr. Allan Winde

Premier Winde has previously served as the provincial Minister of Finance, Minister of Economic Opportunities and Minister of Community Safety. He was first elected to serve as an MPL in 1999, a position he held for 10 years before the Democratic Alliance was voted into power in the province. His campaign for the premiership was centred on improving economic and household prosperity by getting the basics right, such as education and healthcare, and improving safety and public transport for all the residents of our province. He has further committed to improving the efficiency of government service delivery through innovation and new technology.

Before Alan Winde began his career in politics, he started and successfully operated 10 businesses in his hometown of Knysna. In 1996, he ran as an independent candidate and was successfully elected to the South Cape District Council. Following this, he was approached by the leadership of the Democratic Alliance to run for Provincial Parliament in the Western Cape, a responsibility and challenge he gladly accepted. Between 1999 and 2009, he served in various political roles, including as Chief Whip of the official opposition and Western Cape Provincial Finance Chairperson.

In 2009, following the DA's victory in the provincial election, he became the Western Cape Minister of Finance, Economic Development and Tourism. In 2014, the Democratic Alliance retained the Western Cape. As he took up the position of Minister of Economic Opportunities, in charge of the Department of Agriculture and the Department of Economic Development and Tourism. On 1 November 2018, he became the Western Cape Minister of Community Safety, and on 10 May 2019, following a campaign which spanned communities across the province, he became the Premier-Elect of the Western Cape.

Minister – Mr. David Maynier

David Maynier is the Western Cape Provincial Minister of Finance and Economic Opportunities. A member of the Democratic Alliance, David has served for the past

ten years in the National Assembly as Shadow Minister of Finance and Shadow Minister of Defence and Military Veterans.

David holds a Bachelor of Arts (Honours) degree from the University of Cape Town and a master's degree in Public Administration and Management from Harvard's Kennedy School of Government.

He will be working around the clock over the next five years to grow the economy and create jobs, maintain stable public finances, and promote clean government in the Western Cape.

Head of Department – Mr. Solly Fourie

Mr Solly Fourie is the Head of Department: Economic Development and Tourism in the Western Cape Government. Mr Fourie reports directly to the Minister responsible for Economic Opportunities in the region.

Mr Fourie joined the Department (and the Public Sector) on 15 April 2010 and before that he spent approximately 30 years in the Private Sector, largely in the Financial Services industry, where he held various senior management positions including operating as a CEO for a number of corporates.

As the Head of the Economic Department in the Western Cape Government, Mr Fourie is responsible for the creation of an enabling environment in which businesses can grow and to expand the economy, leading to the creation of opportunities for growth and jobs.

Mr. Fourie holds a Bachelor of Commerce degree (Economics), an Honours and a Master's Degree in Business Administration from The University of Stellenbosch Business School.

Deputy Director General – Mr. Rashid Toefy

Before joining the Department of Economic Development and Tourism, Rashid was the Managing Director of MCI in Africa. The MCI Group is the world's largest conference and association management company, and brings people together through innovative meetings, events and congresses and provides strategic association management consultancy in 60 cities around the world.

He served as the Chief Executive Officer of the Cape Town International Convention Centre (CTICC), the leading convention centre in Africa from 2008 to 2014, positioning it as a global leader in sustainability and has worked extensively in the travel and tourism industry, both in South Africa and abroad. He spent three years based in Amsterdam, developing business and marketing strategies for travel companies and tourism businesses in over 30 countries, working extensively in Central Europe and Latin America.

Rashid is a member of the United Nations Global Compact Advisory Board in South Africa. He has a degree in Economics and Environmental Science, as well an MBA from the University of Cape Town with his Master's Dissertation focusing on Collaborative Leadership, balancing discipline and diversity in effective decision making.

Rashid has become a thought leader on sustainability and implementation of triple bottom line principles within an organisation and hates settling for mediocrity and wants to do profound things that impact positively on all those around him. He says: "We all need to make the following two ancient philosophies part of our lives....the first is the Japanese concept of Kaizen – "continuous improvement" and the second is the uniquely African concept of Ubuntu meaning "I am because we are".

2.2 Presenters at the event

Yellowwoods Holdings – Ms. Nicola Galombik

Nicola is a business leader and social innovator, driving multi-sector partnerships for systems change and inclusive economy. As Executive Director of Yellowwoods Holdings she leads the group's efforts to drive system inclusion and sustainability through, and with, its portfolio of businesses that include financial services (e.g. Hollard Insurance), restaurants (e.g. Nando's) and eco-tourism (&Beyond) businesses. Nicola also manages Yellowwoods' innovative social financing and grant making.

Under her leadership, Yellowwoods has incubated a portfolio of African non-profit social enterprises, including the Harambee Youth Employment Accelerator for which she won the Skoll Award in 2019 and most recently the World Economic Forum Schwab Foundation 2020- Corporate Social Intrapreneur award. She is a McNulty Prize awardee for her work in the Aspen Global Leadership Network, a member of the Ministerial Task Team on Post School Education and Skills in the context of 4IR and sits on the Advisory Board of Africa Leadership Group.

Nicola's diverse career prior to Yellowwoods spans management consulting, senior executive positions in television broadcasting, policy, and regulation and in education, being a business entrepreneur, and a documentary filmmaker and an anti-apartheid activist. Nicola was a full-bright scholar and holds an MA from New York University.

German Chamber of Commerce – Ms. Isabella Nomusa Hlagangu

Isabella completed a Dual Vocational Programme in Business Administration through the German Chamber of Commerce in 2004. A product of Dual Vocational training in herself in South Africa, she knows first-hand the doors such opportunities can open and the lives it can change.

She holds a BCom: Human Resources Management and Post Graduate Diploma in Educational Management, with more than 15 years Human Resources experience in the Engineering and Energy Industries.

Isabella has been part of the Chamber since 2016 and has served as Head of Department: Training and Corporate Service Responsibility (CSR), where she can change one life at a time. She is passionate about skills development and training and sees this as her true Vocation.

West Coast TVET College – Mr. Gerhard Coetzee

Gerhard is the Senior Academic Manager for West Coast TVET College and was Project Manager for the implementation of the Centre of Specialisation (CoS) at the Vredenburg Campus.

He was also part of the OTC that were responsible for evaluating and identifying the Centre of Specialisation for the Welding trade. Gerhard is passionate about Engineering and is currently involved with several Renewable Energy Projects for the College.

merSETA – Mr. Henri Mafoumba

Henri Mafoumba is a Skills Development Practitioner with considerable experience both in the Education and Training sectors and previously worked for more than 10 years, as the Acting Head of Department and Electrical Program Manager at Northlink TVET College before joining the merSETA as the Client Liaison Officer.

He is currently the Project Manager for three (3) Centres of Specialization relating to the Boilermaker; Electrician; and Fitter and Turner trades at Northlink College.

Economic Development and Tourism – Ms. Elspeth Sheldon

Elspeth Sheldon is a Deputy Director in the Programme: Skills Development and Innovation housed within the Department of Economic Development and Tourism (DEDAT). She holds a B.A. Degree; Higher Diploma in Education; and Postgraduate Degree in Future Studies.

Elspeth started out her career as an Educator and continued this trajectory by designing and managing Sector focused skills development initiatives for the last 15 years. She has managed to forge crucial partnerships with key role players across academia and industry players in support of the Skills Development mandate of the Province.

2.3 Facilitators of the Breakaway Sessions

merSETA – Ms. Bronwin Abrahams

Bronwin Abrahams, the Western Cape Regional Manager for merSETA, one of the twenty-one (21) SETAs in South Africa. Ms. Abrahams has worked in the training environment over the last 20 years; currently serves as a Council Member of College of Cape Town (CoCT); forms part of the Work Integrated Learning (WIL) Forum for the Technical Vocational Education and Training (TVET) sector; and serves on various other Advisory Forums.

She holds an Honors degree in Management and is currently completing a Master's at UWC in the field of Adult Education and Global Change.

Durban University of Technology (DUT) – Mr. Surendra Colin Thakur

This session, facilitated by Professor Colin Thakur from the Information Technology division at the Durban University of Technology (DUT); serving as Research in Digitalization Chair for the Insurance SETA (InSETA) to thirteen (13) Masters and PhD students; and former National Exco member of the Institute of Information Technology Professionals South Africa and served on the 4IR Ministerial Task Team.

He is a Digital activist who lives by the mantra “One-person, one-connected-device” and is a prolific media and journal writer on Technological matters, covering principles

of e-Democracy; Social Media; and Data Science. He believes in making technology useful and usable.

3 Welcome and overview: Mr. Rashid Toefy

The Programme Director welcomed everyone to the first hybrid PCS event and indicated that it was an honour to have both the Premier of the Western Cape and the Minister for Finance and Economic Opportunities in the room.

The concept of the Premier Council of Skills is part of the province's commitment to the National Human Resource Development Council (HRDC) to host a social dialogue between partners within the Skills eco-system. This event has become part of the skills ecosystem and form an important platform for provincial government to interact with various stakeholders.

The PCS Agenda has been attached as **Annexure 2**.

4 Opening address: Minister David Maynier

Attendees to the event was welcomed by the Minister, who advised the focus is on workplace training in the post COVID-19 world. The aim of the event is to strengthen partnerships and share ideas, on how all parties involved can develop new workplace training models to provide young people with skills to become more employable.

It's important to identifying opportunities for all stakeholders to collectively shape and support new workplace training models that will provide opportunities for young people in the Western Cape. The impact of COVID-19 pandemic on the workplace training has been severe, and its time to look at solutions to this aspect of training.

The Western Cape may have the lowest unemployment rate in South Africa and the lowest youth unemployment rate in the country, but there are still many young people who do not have jobs, and who have given up looking for jobs in the province. It's one of the top priorities of Western Cape Government to create opportunities for growth and jobs.

The Programme: Skills Development and Innovation, is focused on creating more opportunities for young people to get the right qualifications, the right skills, and the right experience. The skills programme has partnered with various host companies in the past across a range of sectors including the Agri-processing, Security, Wholesale

and Retail, Tourism, Health, ICT, Automotive Manufacturing, Logistics and Financial. They have all provided meaningful work experience for youth on the various skills programmes.

Further collaborations are welcomed to leverage funding that will allow the Skills Development Programme to continue to support and expand programmes.

5 Keynote Address: Premier Alan Winde

The Premier shared the reason and purpose for the event, is for stakeholders to come together to discuss how the skills demand side and supply side can be more aligned. It's imperative that more time is spent thinking about the long-term skills planning. Also, to determine if the right skills are being supplied by the system and if there is a fit with what is expected from the demand side.

Certain sectors, despite the kind of pressure it has been under has performed well and have created jobs, although in other sectors have shed many jobs during the COVID-19 pandemic. The Western Cape Government has put together a Recovery Plan that has highlighted the priority focus areas going forward, which are Jobs, Dignity and Safety. The question that are being asked is: How can jobs that have been lost, be clawed back? How do companies realign and refocus? What are the new opportunities globally and locally and do our youth have the right skill sets take advantage of these opportunities?

One of the most important mandates of the Province is to coordinate efforts across various sectors and departments. Education is seen as one of the core mandates of the province and the question around alignment between demand and supply in a post COVID-19 world is critical.

The Western Cape Province will focus a lot on Energy, since the dependable supply of Energy is a major problem for business in South Africa. It has been reported that in the power outages due to a shortage of electricity will be a reality for a few more years. The Province and some Local Municipalities would like to become the first load shedding free areas in the country. The Department of Economic Development and Tourism has been focusing on the skills pipeline for this new Energy Transition to ensure that the Province see the goal of load shedding free areas are realised. The Province must also identify other Energy activities that needs to be pursued in the province to build on the current initiatives.

There are many skilled workers that need to be reskilled right now to earn a living during the recovery phase post COVID-19, and as the vaccine roll out continues, the economy might change in the near future which means more reskilling of workers. Industries such as Hospitality that has been hit very hard will take many months to recover from the pandemic and its important to identify other areas where the Hospitality skills can be utilised or how people in Hospitality sector can be reskilled to earn a living in the meantime.

COVID-19 has provided the opportunity to realign skills to what is needed in the industry and this challenge needs to be accepted with vigor and energy by all stakeholders to ensure the skills that are being trained are the skills that industries need.



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PART B

SUMMARY OF PRESENTATIONS AND BREAKAWAY SESSIONS

1 Setting the scene

Presented by Mrs. Nicola Galombik

The Harambee Youth Employment Accelerator is a great example of multisector collaboration around trying to unlock and unleash Human Capital in South Africa. There is a large human resource in the country, but there are many systems and constraints that have been placed on that human resource, which has not enabled it to be unleashed for the economy. There are millions of young people who are bright and resourceful, but do not have access to the kinds of opportunities that are needed to make them productive citizens.

On the other side, there's the business sector that is sitting with vacancies and human resource challenges, and workplaces are not agile enough to respond to the changing needs in the economy.

It's time to think about human resources. When referring to workplaces as "the place where people work", then an Uber driver's car is a workplace and a creche that is operating out of a shack is a workplace. The Call Centre Operator operating in a Khayelitsha house servicing a global client in the UK, is a workplace. The above mentioned are very important workplaces, as they are the workplaces that have the potential of a lot of growth in opportunities as they are situated in the social economy. Other areas for growth will be in the Tech Economy and the Green Economy, but these workplaces do not have traditional employment relationships, as they are ever evolving and changing.

The Education and Training systems and the way people think needs to adjust and shift to what the new world of work is, and the new idea of what a workplace is. It is very important to understand how to tackle challenges today. The present is the future and right now there are both challenges and opportunities that must be responded to.

Currently there are two sectors that are growing locally and globally: Agriculture and the Technology Industry. It's important that the country takes advantage of this opportunity, but that the present challenges of human resource capacities needs to be addressed if real growth is to be experienced.

It's necessary to shift the way the system works and its important to look at linking up and creating common purpose initiatives between business, government, industry sectors, and other social partners, to unlock opportunity in particular sectors for job growth and also for youth to access those opportunities in an inclusive way.

The shift in the system that is needed can start with re-evaluating the way in which the funding and incentive system works. Funding is too linked to qualifications as a pathway, and that is significantly hindering government's ability to really encourage, finance and incentivize the corporate sector. This affects SMME's, to pursue agile, smart human resource development solutions, that address immediate needs in a short space of time and that are demand led and outcomes driven.

There is a need to rather match people's assets and capabilities to opportunities without looking at their qualifications. By doing this, the system will become naturally more inclusive, as youth from the poorest communities, and who have no qualifications, are highly resourceful.

It will be instrumental, should the system start to read human capacity in a different way and understand what young people's assets are and how they match current competency requirements. This will eliminate the need to put youth through expensive long training programs, and in doing so, create an inclusive system, an open system, and a system that addresses the growth opportunities in our economy.

2 Dual Vocational Model

Presented by Ms. Isabella Hlabangu

The German Dual Vocational model was used to model the current South African Dual Vocational system. The aspects that worked the best in the German Model was then taken and incorporated into the South African System.

Dual Vocational training has been around since 1985 and started off as the CAT programme, where the Business Administration program was the foundation of the German Chamber in Education in South Africa. The Dual Vocational System is based on a 30% split of theory at a TVET college and the other 70% at a company where the young people learn under real life conditions with the support of a Mentor within the company to allow for relevant on the job training.

The Advisory Training Committee was established in 2017 to coordinate, expand and develop Dual Vocational training to ensure it is industry led. Through this committee, the Mechatronic training was implemented in 2019. This was based on the German Dual Vocational Training Program in South Africa. In 2020 the training started within the Freight Forwarding and Logistics dual vocational space and was based on the South African and German qualifications.

In general, a training programme that is based on the Dual System, is between 2 – 3 and a half years in duration, depending of the program that's being implemented. Once completed, learners receive the German and South African Certificate. The Mechatronics program is also structured using both the German qualification but also the South African Mechatronic Trade test Red Seal certificate. This was led by industry to support the certification as well as their qualification registration with MerSETA, NAMB and QCTO. Candidates will rotate within their companies in the different departments with a Mentor using a Logbook as well as a Portfolio of Evidence. Most of the candidates on the program are young and come from previously disadvantaged communities.

The presentation is attached as **Annexure 3**.

3 Centres of Specialization

Presented by Mr. Gerhard Coetzee

Centres of Specialization (CoS) started off three years ago and is a ground-breaking Skills Development Initiative that aligns to and supports the Artisanal skills needs of industry and the economy at large.

The Centre of Specialization Program is a Department of Higher Education and Training (DHET) initiative designed to meet two objectives simultaneously: Firstly, to address the demand for priority trades needed, and secondly to improve relation between TVET and Industry partners. This process is supported with the implementation of a new QCTO occupational qualification relevant to both the college sector and the industries partners.

CoS is a national program aimed at producing a skilled and capable workforce to support inclusive economic growth; increase availability of critical technical artisanal skills, increase delivery of qualified artisans in 13 priority trades and substantively enhanced capacity of public TVET colleges to deliver critical skills in demand by the economy.

The key features of the CoS is a Dual System Occupational Qualification Apprenticeship that combines the theoretical education that the artisan will get at the college with simulated practical training in the college workshops. This is also integrated with lots of authentic workplace experience. The Host Companies play a very important role in giving the student that necessary on the job exposure so that

it's not just theoretical training. Core stakeholders are DHET, TVET colleges, employers, SETA's and NSF, but the main focus is the Apprentice.

The benefits of employers to be part of the CoS:

- Employer participation in reference groups at the CoS college to meet industry & employer requirements.
- reduced recruitment cost of already qualified artisans by getting involved in the dual system apprentices training.
- strong company partnership with and support from CoS TVET College and the relevant industry association.

Out of the 26 CoS trades listed, 10 of those trades are implemented in the Western Cape.

The status is as follows: 5 Colleges have 10 CoS centres which have been upgraded to meet industry & CoS standards in Western Cape. Equipment has been ordered, received and has been installed in all colleges, admin support teams have been put in place. Project Managers have been appointed in all CoS, Facilitators have been appointed and are receiving facilitation & technical skills advanced training. Industry / Government partnerships in technical skills development initiatives is becoming more solidified and accepted, 4 employer organisations (RMI, SEIFSA, IOPSA and SAIW) are implementing the programme using subject matter experts & project managers referred to as Occupational Team Conveners (OTCs).

The presentation is attached as **Annexure 4**.

4 Dual Higher Education Programme

Presented by Dr. Antoinette Smith-Tolken

The Dual Higher Education project is initiated and managed by the Cape Higher Education Consortium (CHEC). The project was prompted by the escalating concerns about graduate unemployment. It's known that graduate unemployment is still lower than the rate amongst those with other educational levels, however, it is escalating. Data shows that 31% of graduates under 24 are unemployed.

The reasons why there is such a high level of unemployment can be numerous, it's suspected that graduates seem to be able to find jobs, but some of the time they find

jobs for which they are under employed. The other factor is the mismatch between academic programs and the expectations of employers.

The purpose of the project is to enhance the employability of graduates through higher education. The aim is to ensure Universities are ready to look at workplace-based learning as part of achieving the academic outcomes. Industry needs to get onboard to work closely with Universities and to supervise students and give them the opportunity for workplace experience. The Policy Framework needs to be revisited to sanction and support the implementation and the accreditation of this model.

The most important factor would be a good working relationship between industry and the University. At University, students will learn conceptual knowledge including theory concepts and theoretical procedural knowledge and when the students step into industry, they will then apply the knowledge they have learned at University in a very integrated way.

The project is now at the phase where industry needs to become involved and express their interest in participating in this project.

Academic programs are evaluated, and the shortcomings are identified that affect the employability of graduates in the industry. The programmes will be restructured and then endeavour to find a way so that students have more of the skills required by industry once they complete their graduate program. The implementation of the new programmes will take place between 2022 to 2024 and beyond 2024 it is envisaged that the model will be adopted by all the South African Higher Education Institutes.

University graduates normally become the leaders in the industry, so there is a lot more expected from them and the pressure on them is really to transform their procedural skills that they learned in theory to competence within the context of what is expected in the workplace.

One of the important contributors to making this kind of programme a success is Mentors or supervision in the workplace. Sometimes there is a disjuncture between University expectations and the expectations of industry, this results in students being confused and so prior knowledge of the company is very important to prepare these graduates. The coaching in soft skills such as communication, relationship building, understanding the policy are some attributes that are important in the workplace.

The presentation is attached as **Annexure 5**.

5 ICT Training Model driven by DEDAT in collaboration with WCED

Presented by Ms. Elspeth Sheldon

The Digital Economy, even more so with COVID-19, has become the real buzz word and although it has been around forever, traction was only gained during the last year.

The pandemic has necessitated everyone to make use of technology more than ever before and highlighted the importance of being equipped and adaptable to it. The divide between the demand and supply of skills in the digital economy is now more critical than ever. For years now, it's clear that traditional pathways are not addressing the market demand and supply. There was a need to look at alternative ways to get the skills that industry needs quicker into the market, but also to ensure the students get the appropriate skills. Universities and tertiary institutions were not responding quickly enough to what industry demanded.

Schools were looked at to answer this demand and found there was a pool of IT learners which could be tapped into. There were schools that specialized in IT as a subject and this was the best trajectory identified to get the demand and supply right.

So how was this achieved? A group of people got together that had a common interest in developing the skills for the IT sector. WCED assisted in identifying the pool of learners that were already on an ICT pathway, also the IT teachers and the relevant infrastructure in terms of the computer labs. It was to DEDAT's interest to grow the economy and feed the economy with the relevant skills that it needed. Oracle SA, the vendor that came on board also had an interest in growing the IT pool so that they could also feed their businesses with relevant skills that are required. Oracle also trained the teachers; they made the curriculum available free of charge and they also had Technical Support throughout this period for the teacher.

The next step was to take a group of teachers, equip them with vendor certified skills in order to train and teach in ICT industry relevant content. One of the aims of this project was to spread the message of ICT as a career choice amongst learners.

Grade 10 learners were identified to start with the Java fundamentals in Java programming and they did it over two years until grade 12. It was an extracurricular program, and teacher had to make time amongst all their other responsibilities to teachers this after hours. To make sure the learners had ample time to understand the concepts, the programme was spread over two and a half years.

The post school technical training component was the most difficult component because this is where the pilot model was really being tested. It was important to see that the learners received the appropriate set of skills in the appropriate amount of time to make sure that they exit into industry. This model has changed over the last 4-5 years. It was changed from a technical training component from three months to six months, simply because it was realized that the curriculum was too technical of nature and it couldn't have been done in three months. It was then discovered that the six months technical training had to be coupled with a six-month internship program to expand their skills sets.

When putting the matriculants (who went through this training model) with graduates, it was found that the matriculant were doing a lot better than the graduates because they have the skills pipeline built from school already that came with a base technical knowledge. The students were able to grasp the curriculum a lot quicker than the graduate learners.

Soft skills such as time management was also part of the curriculum as the students received very strict deadlines in terms of when and how they needed to deliver prototypes. The students experienced working in an actual development team where they had to work on a product and then present it to evaluators. The ICT program is one programme where the balance between demand and supply from a school level was successful.

The presentation is attached as **Annexure 6**.

6 Breakaway Sessions

Two (2) breakaway sessions were scheduled to address Industry and Workplace training opportunities and Alternative Workplace training opportunities. Attendees to the event were randomly allocated to these sessions, to encourage robust discussions.

6.1 Breakaway Room 1: What will make industry open their doors for more workplace training opportunities?

Facilitated by Ms. Bronwin Abrahams

Three (3) Administrators were responsible for the technical aspects of this breakaway session, which held forty-four (44) of the attendant's and representative of

Municipalities; Training and Development experts; Government officials and SETA representatives.

One of the things addressed during the session related to the stipends of learners. There needs to be some standardization, as there is an obvious disparity with regards to Apprenticeship, Learnerships and other interventions like Interns.

In Skills Development there are Buyers, Builders, Borrowers and Hybrids of Skills in the industry. Companies who are Builders can provide skilled labour to companies that are Buyers. It's important to understand where each organisation play to ensure that skills that are developed are not lost, but there are also skills that need to be developed for specific fields. The other area that came up was contributions to BBBEE, where companies are spending the money on building the skill, but not necessarily taking on those learners. There is a need that smaller companies can absorb these learners.

It's important that companies that have not opened their door for artisan training before must be assisted, as they might find it challenging. More companies must open their doors to become workplace training areas. Greater collaboration is also needed to ensure that the youth that are trained are fit for work. Employability skills need to be addressed.

Tax incentives - if your business is not making a profit, you are unable to claim back from Tax. That is also something that needs to be addressed to make sure more companies open their doors as training sites.

6.2 Breakaway Room 2: Other alternative workplace training models – future world of work:

Facilitated by Prof. Surendra Thakur

Five (5) Administrators were responsible for the technical aspects of this breakaway session, which also held forty-four (44) of the attendant's and representative of Municipalities; Training and Development experts; Government officials and SETA representatives.

There is currently technology that is being used in terms of training people in the workplace and include: Onboarding Application, Simulation, Chat Box, Augmented Reality, Virtual Reality and Animations. These are the types of tools that companies have available at their disposal. There are companies that train 10 or 10,000, or more

of the staff using each one of these technologies. One of the recommendations would be that training institutions such as Colleges and Universities contact these companies that have these massification employment training programs and partner with them and replicate the work that they do in other areas within the country.

The gap between graduates and what is expected from the workplace seems to be widening and therefore the level of frustration with potential employers is increasing. It's important to reduce the gap and support employers to train their workers.

One of the questions that can be asked is: How can we train people who work in a gig economy to remain in the gig economy, because any employment is useful. People in the gig economy can also work nationally and this can be a source of foreign revenue for the country.

There is a need to train academics and teachers, because if you train the teacher and academic, you train a university or a school and that might mediate and redress challenges that employment is finding. Four IR (4IR) is continuously disruptive and the reality is that people will need to be continually trained. One of the ways in which this can be addressed is to teach people to self-train.

The presentation is attached as **Annexure 7**.



**Western Cape
Government**
Economic Development
and Tourism

PART C

ACTION PLAN

AND

WAY FORWARD

1 Summary and way forward: Mr. Solly Fourie

Economic growth is dependent on investment, and investment is highly dependent on job creation and the competitive and a capable skill set of a workforce that can attract that investment.

It's important to remember that Experiential Learning and Workplace Training approaches is critical and is in the DNA of DEDAT and Provincial Government, but it would not be possible without partnerships.

It's important to be reminded that the balance between demand and supply needs to be correct. It's not feasible to push out supply of skills which is mismatched or that supply of skills are not necessarily where the demand is. It's important to remember to address the long-term skills demand that this economy is going to face. It is a challenge for both the Academic side and the Workplace side and for Government to always keep the focus on the changing trends of where the work is moving towards. This will demand a very different set of skills. It's necessary to be able to adapt and respond to the economic and environmental challenges that the Province face.

It's important to look at how skills development and training in our country is being funded and what the incentives are available to promote this in the environment. The success of the Dual Vocational Training system was highlighted, and these projects are largely established within the alignment and the relationship between South Africa and the German models.

Emphasis was given for the need for specialization and the role for employers to become a part of what is done and how Employers and Academia must work together.

It is good to have the academic qualification but are students ready to move into a workspace with that academic qualification if their skill sets are not what the workplace requires. Furthermore, are the students ready from the practical and soft skills aspect.

Three to five practical points from today's discussion needs to be taken forward and between now and the next PCS, progress on these key points must be measured to ensure that this engagement doesn't become a talk shop about skills, but it becomes an impetus to change the landscape for skills. It necessary to make sure that the

young people leave either the school system, TVET colleges or academic institutions with the appropriate set of skills ready to be employed.

2 Focus areas going forward

2.1 Government

1. Identify competitive skills sets that will increase investment in the Western Cape.
2. Evaluate skills development and training in the Western Cape and evaluate what is being funded and what the incentives are for that.
3. In the province there is a focus on energy and to become energy resilient. The IDZ and ASEZ are critical parts in achieving this goal and government needs to support through funding projects that will result in skills sets that will enable energy resilience.
4. Address the long-term skills demand that this economy is going to face.
5. More projects need to be rolled out with WCED to ensure the learners are workplace ready from the day they exit school as learners decide on a younger age to enter the workplace.

2.2 Industry

6. It's important to make the distinction between companies who are Skills Buyers, Skills Builders and Skills Borrowers and research needs to take place in understanding the need of each one of these categories.
7. There are companies that have trained learners (for BBBEE points) but who do not permanently employ the learners. These learners need to be made available to smaller businesses to take advantage of these pool of learners.
8. There is a need to support employers to train their workers through upskilling and reskilling.
9. Need to lobby for policies that allow employers to open their doors as workplaces more and to provide better tax rebates for employers without all the administrative work such as accreditations.
10. Standardisation of stipends are very important as this is a major challenge for companies.

2.3 Academia

11. The TVET Sector needs to improve to create a level of confidence in employers to take on TVET learners. The Human Capital shortages need to be addressed in the TVET sector.
12. There is a need to train Science, Technology, Engineering, Arts, Mathematics, Agriculture and Coding (STEAMAC) teachers and lecturers to improve the quality of students that exit institutions.
13. Focus must be on ensuring sufficient skills are available for the agricultural sector that have grown over the past year.
14. Youth need to be trained in such a manner to ensure they fit into the workplace.
15. Practical skills and emotional intelligence are needed in the modern workplace and academia need to look at how these aspects are part of the training curricula to ensure that the learner is ready for the workplace.

2.4 Overall

16. Partnerships between government, SETA's, academia, and private sector is needed to grow the skills pool of the province.
17. It's important to look at the balance between demand and supply and look at the mismatch on how this can be overcome.
18. Focus on changing trends and identify the changing skills sets needed to keep up with those trends.
19. The Work from Home environment has an impact on the skills needed in the future, and the way in which people will interact with office spaces, the technical environment and other new innovations that will change the way we work.
20. It's important to train people how to self-learn as 4IR will continue to disrupt the way people do things.
21. There must be a focus on reducing the gap between what industry needs and what academia trains youth in.

22. SETA's, Government and Academia need to assist companies that have not opened their door for artisan training before, as they might find it challenging compared to a company that has done it previously.
23. Revisit the idea of a workplace as this has changed over the past year. Workplaces have become transient, fluid, and temporary. The concept of workplace training needs to change. Tap into the GIG economy.
24. Contact companies that are experts in massifying employment training programmes and partner and replicate their work.

3 Action Plans

Activity	Role Players	Timelines
Assist with Green Skills in the ASEZ and IDZ to ensure energy resilience	<ul style="list-style-type: none"> - DEDAT - TVET Colleges - Private Sector 	2021/2022
Lobbying for private companies to open their doors as workplaces	<ul style="list-style-type: none"> - TVET Colleges - Higher Education Institutes - DEDAT 	2021/2022
Research on Skills needs in the Future and possible mismatch of skills	<ul style="list-style-type: none"> - TVET Colleges - Higher Education Institutions - DEDAT 	2021/2022
Identification of projects with WCED to support STEAMAC	<ul style="list-style-type: none"> - WCED - DEDAT 	2021/2022
Identify companies that are Skills Buyers, Skills Builders and Skills Borrowers and create pathways between them	<ul style="list-style-type: none"> - Private Sector 	Ongoing
Take the matter of standardisation of stipends up with DHET	<ul style="list-style-type: none"> - DEDAT - DHET 	2021/2022
Creation of more partnerships between academia, private sector, SETA's and industry	<ul style="list-style-type: none"> - DEDAT - TVET Colleges - Higher Education Institutes - Private Sector - SETA's 	2021/2022



**Western Cape
Government**
Economic Development
and Tourism

PART D

APPENDICES

Appendices

Annexure 1 – Attendance Registers

[PCS Report - 16 April 2021\Annexure 1\(a\) - Attendance register of PCS.xlsx](#)

[PCS Report - 16 April 2021\Annexure 1\(b\) - Attendance Register Breakaway Room 1.xlsx](#)

[PCS Report - 16 April 2021\Annexure 1\(c\) - Attendance Register Breakaway Room 2.xlsx](#)

Annexure 2 – Premiers Council on Skills (PCS) Agenda

[PCS Report - 16 April 2021\Annexure 2 - PCS Agenda for 16 April 2021.pdf](#)

Annexure 3 – Presentation on Dual Vocational Model

[PCS Report - 16 April 2021\Annexure 3 - Presentation 1 Dual Vocational Programme.pdf](#)

Annexure 4 – Presentation on Centres of Specialisation (CoS)

[PCS Report - 16 April 2021\Annexure 4 - Presentation 2 TVET Presentation COS.pdf](#)

Annexure 5 – Presentation on Dual Higher Education Programme

[PCS Report - 16 April 2021\Annexure 5 - Presentation 3 DHEP Programme.pdf](#)

Annexure 6 – Presentation on ICT Training model driven by DEDAT in collaboration with WCED

[PCS Report - 16 April 2021\Annexure 6 - Presentation 4 SWD@Schools Programme.pdf](#)

Annexure 7 – Presentation on Future of work-based training

[PCS Report - 16 April 2021\Annexure 7 - WC Future of work based training Talk 16 April 2021.pdf](#)

Meeting Summary
Total Number of Participants

133

Meeting Title Premier's Council on Skills
Meeting Start Time 4/16/2021, 8:24:15 AM
Meeting End Time 4/16/2021, 1:48:00 PM

#	Full Name	Join Time
1	Chantell Van Niekerk	4/16/2021, 8:24:15 AM
2	Rashidah Wentzel	4/16/2021, 8:24:23 AM
3	Kallie Louw	4/16/2021, 8:26:35 AM
4	George Hamman	4/16/2021, 8:28:46 AM
5	Anthony C Van Rooyen	4/16/2021, 8:29:50 AM
6	Shaun Fortuin	4/16/2021, 8:33:23 AM
7	Caushiem Ahmed	4/16/2021, 8:55:16 AM
8	Melissa Parker	4/16/2021, 8:36:14 AM
9	Elsbeth Sheldon	4/16/2021, 8:39:20 AM
10	Gerhard Coetzee	4/16/2021, 8:39:22 AM
11	Isabella Hlabangu	4/16/2021, 9:15:22 AM
12	Lungisa Mbulawa	4/16/2021, 8:56:18 AM
13	Hennie Cronje	4/16/2021, 8:56:19 AM
14	Pierre Voges	4/16/2021, 8:56:19 AM
15	Ramjugernath, D, Prof	4/16/2021, 8:56:24 AM
16	Candice Perumalsami	4/16/2021, 8:56:26 AM
17	Daniels, Jolandi	4/16/2021, 8:56:26 AM
18	Stanley Matthews	4/16/2021, 8:56:31 AM
19	Shaheed Hendricks	4/16/2021, 8:56:36 AM
20	Haroon Mahomed	4/16/2021, 8:56:45 AM
21	Rene Theunissen	4/16/2021, 8:57:05 AM
22	Delcia Moses	4/16/2021, 8:57:24 AM
23	E Gillion	4/16/2021, 8:57:31 AM
24	Marco MacFarlane	4/16/2021, 8:57:54 AM
25	Boitumelo Mokgosi	4/16/2021, 8:58:21 AM
26	Lieza Blom	4/16/2021, 8:58:25 AM
27	Tilly Reddy	4/16/2021, 8:58:32 AM
28	Solarie, Nasir	4/16/2021, 8:58:32 AM
29	Roderick Thyssen	4/16/2021, 8:58:46 AM
30	Christelle Vosloo	4/16/2021, 8:58:46 AM
31	shannon Ryan	4/16/2021, 8:58:50 AM
32	Zoran	4/16/2021, 8:59:01 AM
33	Linda Mqikela	4/16/2021, 8:59:04 AM
34	Fiona Tabraham	4/16/2021, 8:59:32 AM
35	Gareth Hawkey	4/16/2021, 8:59:33 AM
36	Estian Behrens	4/16/2021, 8:59:40 AM
37	Yohan, Tanya	4/16/2021, 8:59:44 AM
38	Nobuzwe Mangcu	4/16/2021, 8:59:45 AM
39	Caylin Roubain	4/16/2021, 8:59:45 AM
40	Rahima Loghdey	4/16/2021, 8:59:45 AM
41	Johan March	4/16/2021, 9:09:07 AM
42	Chandre Pienaar	4/16/2021, 9:00:22 AM
43	Antoinette Smith-Tolken	4/16/2021, 9:00:25 AM
44	Kirk Adams	4/16/2021, 9:23:04 AM

45	Wray, Janine	4/16/2021, 9:00:30 AM
46	Pieter de Villiers	4/16/2021, 9:00:51 AM
47	Tim Parle	4/16/2021, 9:00:54 AM
48	Matthias Boddenberg	4/16/2021, 9:00:56 AM
49	Christine Winberg	4/16/2021, 9:00:58 AM
50	Andre Muller	4/16/2021, 9:01:05 AM
51	Hester Carolissen	4/16/2021, 9:01:10 AM
52	Fikile Machimana	4/16/2021, 9:02:21 AM
53	Naadia Ismail	4/16/2021, 9:02:21 AM
54	Ruth Manning-Doetz	4/16/2021, 9:02:25 AM
55	Freddie Kleynhans	4/16/2021, 9:02:25 AM
56	Roger Adriaanse	4/16/2021, 9:02:31 AM
57	Hendricks, Karin	4/16/2021, 9:02:43 AM
58	Theresia Boshoff	4/16/2021, 9:03:19 AM
59	Nwabisa Matoti	4/16/2021, 9:03:27 AM
60	Mamokgethi Phakeng	4/16/2021, 9:04:14 AM
61	Elizabeth Walters	4/16/2021, 9:04:21 AM
62	Martwill Hartman	4/16/2021, 10:59:49 AM
63	Seamus Needham	4/16/2021, 9:04:34 AM
64	Peters, Ebrahim	4/16/2021, 9:05:59 AM
65	Bontle Lerumo	4/16/2021, 9:06:38 AM
66	Samantha May	4/16/2021, 9:06:51 AM
67	Lindsey Davids	4/16/2021, 9:07:20 AM
68	Ilse Van Schalkwyk	4/16/2021, 9:07:36 AM
69	Glynis Schreuder	4/16/2021, 9:07:50 AM
70	Francine Higham	4/16/2021, 9:08:13 AM
71	Ray van Rooy	4/16/2021, 9:08:19 AM
72	Cavin Leibrandt	4/16/2021, 9:08:53 AM
73	Adrian Strydom	4/16/2021, 9:10:19 AM
74	Rikesh Harikaran	4/16/2021, 9:10:45 AM
75	Anel Detering	4/16/2021, 9:12:17 AM
76	Neil Simons	4/16/2021, 9:12:55 AM
77	Jolé Le Roux	4/16/2021, 9:13:10 AM
78	Odwa Mtati	4/16/2021, 9:21:44 AM
79	Aneeka Jacobs	4/16/2021, 9:13:52 AM
80	Antoinette Steyn	4/16/2021, 9:14:13 AM
81	Henri Mafoumba	4/16/2021, 9:14:55 AM
82	Renecia Wilson	4/16/2021, 9:29:14 AM
83	Noma	4/16/2021, 9:15:03 AM
84	Cayla Murray	4/16/2021, 9:16:59 AM
85	Marlon Sobotker	4/16/2021, 9:17:18 AM
86	John Constable	4/16/2021, 9:17:44 AM
87	Cassie Kruger	4/16/2021, 9:17:56 AM
88	Paul R Benting	4/16/2021, 9:49:25 AM
89	Lincoln de Bruyn	4/16/2021, 9:19:14 AM
90	Ammaarah Martinus	4/16/2021, 9:19:31 AM
91	Moloko. Solomon	4/16/2021, 9:24:02 AM
92	Nicola Galombik	4/16/2021, 9:26:07 AM
93	south cape college	4/16/2021, 9:27:24 AM
94	Zanele Mtyoko	4/16/2021, 9:28:14 AM
95	Warren Robertson	4/16/2021, 9:28:23 AM
96	Leigh Hayes	4/16/2021, 9:28:56 AM

97	Keith	4/16/2021, 9:29:18 AM
98	Van Der Westhuizen, Lana	4/16/2021, 9:34:24 AM
99	Achmat Gafieldien	4/16/2021, 9:37:33 AM
100	Brenda Maasdorp	4/16/2021, 9:39:36 AM
101	Theo Thelander	4/16/2021, 9:40:05 AM
102	Eb	4/16/2021, 9:42:18 AM
103	Shuaib Parker	4/16/2021, 9:42:41 AM
104	Ryan March	4/16/2021, 9:48:14 AM
105	Hannelie Kreuser	4/16/2021, 9:49:15 AM
106	Hadley Blake	4/16/2021, 9:51:34 AM
107	Trevor Rammitlwa	4/16/2021, 9:52:39 AM
108	Mymoena Abrahams	4/16/2021, 10:06:49 AM
109	Jo-Ann Johnston	4/16/2021, 10:07:44 AM
110	Lekay, Monica	4/16/2021, 10:10:53 AM
111	Abuobayda Shabat	4/16/2021, 11:14:26 AM
112	Professor Annelie Jordaan	4/16/2021, 11:20:35 AM
113	Annelie Rabie	4/16/2021, 11:32:44 AM
114	Denver Beech	4/16/2021, 11:43:55 AM
115	Majodina, T	4/16/2021, 11:57:15 AM
116	Schalk van Eeden	4/16/2021, 8:40:09 AM
117	Ndipe Ntusikazi	4/16/2021, 8:43:55 AM
118	Rashid Toefy	4/16/2021, 8:45:32 AM
119	Jacobus du Plessis	4/16/2021, 8:47:22 AM
120	Juanita Moller	4/16/2021, 8:47:27 AM
121	Amelie Volk	4/16/2021, 11:30:33 AM
122	Schuster, Jeremy	4/16/2021, 8:52:24 AM
123	Nel, Christiana	4/16/2021, 8:52:36 AM
124	Agnew De Nicker	4/16/2021, 8:53:06 AM
125	Surendra Thakur	4/16/2021, 8:53:47 AM
126	Cathy Sims	4/16/2021, 8:53:48 AM
127	Carina Niemandt	4/16/2021, 8:53:52 AM
128	Dederick Ross	4/16/2021, 8:54:45 AM
129	Fredericks, Shaafig	4/16/2021, 8:54:50 AM
130	Louise Minnaar	4/16/2021, 8:55:08 AM
131	Bronwin Abrahams	4/16/2021, 8:55:14 AM
132	Nezaam Joseph	4/16/2021, 8:55:18 AM
133	Sharman Wickham	4/16/2021, 8:55:22 AM

Meeting Summary**Total Number of Participants**

51

Meeting Title

Meeting Start Time

Meeting End Time

Room 1: Industry**workplace training**

4/16/2021, 11:13:21 AM

4/16/2021, 11:29:47 AM

#	Full Name	Join Time
1	Nwabisa Matoti	4/16/2021, 11:13:24 AM
2	Bronwin (Guest)	4/16/2021, 11:13:29 AM
3	Hendricks, Karin	4/16/2021, 11:13:30 AM
4	RAshidah Wentzel	4/16/2021, 11:13:30 AM
5	Melissa Parker	4/16/2021, 11:13:30 AM
6	Hadley Blake	4/16/2021, 11:13:30 AM
7	tHEO tHELANDER	4/16/2021, 11:13:30 AM
8	Candice Perumalsami - NSA	4/16/2021, 11:13:30 AM
9	Elspeth Sheldon	4/16/2021, 11:13:31 AM
10	Estian Behrens	4/16/2021, 11:13:31 AM
11	BRENDA MAASDORP	4/16/2021, 11:13:31 AM
12	Solarie, Nasir	4/16/2021, 11:13:31 AM
13	Lindsey Davids	4/16/2021, 11:13:31 AM
14	Schuster, Jeremy	4/16/2021, 11:13:31 AM
15	CLLR KALLIE LOUW (Guest)	4/16/2021, 11:13:32 AM
16	Yohan, Tanya	4/16/2021, 11:13:32 AM
17	Rikesh Harikaran	4/16/2021, 11:13:32 AM
18	Gerhard Coetzee	4/16/2021, 11:13:32 AM
19	Daniels, Jolandi	4/16/2021, 11:13:32 AM
20	Samantha May	4/16/2021, 11:13:32 AM
21	Ramjugernath, D, Prof [dereshr@sun.ac.za]	4/16/2021, 11:13:32 AM
22	Tim Parle	4/16/2021, 11:13:32 AM
23	Anthony C Van Rooyen	4/16/2021, 11:13:33 AM
24	Antoinette Steyn	4/16/2021, 11:13:33 AM
25	Agnew De Nicker	4/16/2021, 11:13:33 AM
26	Elizabeth (Guest)	4/16/2021, 11:13:33 AM
27	Marco MacFarlane	4/16/2021, 11:13:33 AM
28	Wray, Janine	4/16/2021, 11:13:33 AM
29	Hannelie Kreuser	4/16/2021, 11:13:33 AM
30	Rene Theunissen	4/16/2021, 11:13:33 AM
31	Van Der Westhuizen, Lana <lanavdw@bolandco	4/16/2021, 11:13:33 AM
32	Cavin Leibrandt	4/16/2021, 11:13:33 AM
33	Sharman Wickham	4/16/2021, 11:13:33 AM
34	Kirk Adams	4/16/2021, 11:13:34 AM
35	Leigh Hayes	4/16/2021, 11:13:34 AM
36	Fiona Tabraham	4/16/2021, 11:13:34 AM
37	E Gillion	4/16/2021, 11:13:34 AM
38	Pierre Voges	4/16/2021, 11:13:34 AM
39	Isabella Hlabangu	4/16/2021, 11:25:47 AM
40	Cayla Murray	4/16/2021, 11:13:34 AM
41	Cathy Sims	4/16/2021, 11:13:35 AM
42	Stanley Matthews	4/16/2021, 11:13:35 AM

43	Jolé Le Roux	4/16/2021, 11:13:37 AM
44	Seamus Needham	4/16/2021, 11:21:59 AM
45	Noma (Guest)	4/16/2021, 11:13:46 AM
46	hennie (Guest)	4/16/2021, 11:13:54 AM
47	Professor Annelie Jordaan	4/16/2021, 11:18:08 AM
48	Cassie Kruger (Guest)	4/16/2021, 11:27:07 AM

Meeting Summary**Total Number of Participants****50**

Meeting Title	Room 2: Alternative workplace options
Meeting Start Time	4/16/2021, 11:13:21 AM
Meeting End Time	4/16/2021, 11:29:51 AM

#	Full Name	Join Time
1	Ilse Van Schalkwyk	4/16/2021, 11:13:21 AM
2	Nezaam Joseph	4/16/2021, 11:13:21 AM
3	Bontle Lerumo	4/16/2021, 11:13:22 AM
4	George Hamman	4/16/2021, 11:13:30 AM
5	Anel Detering (Guest)	4/16/2021, 11:13:30 AM
6	Rahima Loghdey	4/16/2021, 11:13:31 AM
7	Antoinette Smith-Tolken	4/16/2021, 11:13:31 AM
8	Marlon Sobotker	4/16/2021, 11:13:31 AM
9	Rashid Toefy	4/16/2021, 11:13:31 AM
10	Moloko. Solomon	4/16/2021, 11:13:31 AM
11	Paul R Benting	4/16/2021, 11:13:31 AM
12	Zanele Mtyoko	4/16/2021, 11:13:31 AM
13	Naadia Ismail	4/16/2021, 11:13:31 AM
14	NDIPHE GIVEN NTUSIKAZI	4/16/2021, 11:13:32 AM
15	John Constable (Guest)"	4/16/2021, 11:13:32 AM
16	Haroon Mahomed	4/16/2021, 11:13:32 AM
17	Neil Simons	4/16/2021, 11:13:32 AM
18	Caylin Roubain	4/16/2021, 11:13:32 AM
19	Juanita Moller	4/16/2021, 11:13:32 AM
20	Shaun Fortuin	4/16/2021, 11:13:32 AM
21	TILLY REDDY	4/16/2021, 11:13:33 AM
22	Lungisa Mbulawa	4/16/2021, 11:13:33 AM
23	Martwill Hartman	4/16/2021, 11:13:33 AM
24	Nel, Christiana	4/16/2021, 11:13:33 AM
25	Fikile Machimana	4/16/2021, 11:13:33 AM
26	Lekay, Monica	4/16/2021, 11:13:34 AM
27	Trevor Rammitlwa	4/16/2021, 11:13:34 AM
28	Caushiem Ahmed	4/16/2021, 11:13:34 AM
29	Andre Muller	4/16/2021, 11:13:34 AM
30	Jacobus du Plessis	4/16/2021, 11:13:34 AM
31	Renecia Wilson	4/16/2021, 11:13:35 AM
32	Pieter de Villiers	4/16/2021, 11:13:35 AM
33	Fredericks, Shaafig	4/16/2021, 11:13:35 AM
34	Lincoln de Bruyn	4/16/2021, 11:13:35 AM
35	Trade Fairs Boardroom	4/16/2021, 11:13:35 AM
36	Carina Niemandt	4/16/2021, 11:13:36 AM
37	Gareth Hawkey	4/16/2021, 11:13:36 AM
38	Henri Mafoumba	4/16/2021, 11:13:36 AM
39	Mamokgethi Phakeng	4/16/2021, 11:13:36 AM
40	Zoran (Guest)	4/16/2021, 11:13:36 AM
41	Surendra Thakur	4/16/2021, 11:13:36 AM

42	Dederick Ross	4/16/2021, 11:13:37 AM
43	Adrian Strydom	4/16/2021, 11:13:37 AM
44	Theresia Boshoff (Guest)	4/16/2021, 11:13:37 AM
45	Terblanche, Kelsey	4/16/2021, 11:13:38 AM
46	Roger Adriaanse	4/16/2021, 11:13:41 AM
47	Abuobayda Shabat	4/16/2021, 11:15:54 AM
48	Rikesh Harikaran	4/16/2021, 11:18:36 AM
49	Shaheed Hendricks	4/16/2021, 11:22:56 AM
50	Schalk van Eeden (Guest)	4/16/2021, 11:13:32 AM



PROGRAMME: PREMIER'S COUNCIL ON SKILLS, 16 APRIL 2021 AT 09:00-12:00, VIRTUAL EVENT

Programme Director – Mr Rashid Toefy, DDG: Economic Operations, Department: Economic Development and Tourism

Time	Agenda Item	Speaker/ Facilitator	Format
09h00 – 09h05	Welcome and Overview of the day	Mr. Rashid Toefy	
09h05 - 09h15	Opening Address	Minister David Maynier	Welcoming message from DEDAT
09h15 - 09h30	Keynote Address	Premier Alan Winde	Objective of PCS: The Future of Workplace Training in a Post-COVID-19 World Premier Winde to outline strengthening of established joint partnerships between private sector, academia and social partners to support such initiatives and collectively shape new training models that will provide more opportunities for youth to access skills initiatives to increase their employability.
09h30 – 09h45	Setting the scene	Mrs. Nicola Galombik	Industry perspective on the current state of training and development in South Africa, challenges experienced, and possible opportunities identified
09h45 – 10h00	Dual Vocational Model	Ms. Isabella Hlabangu	German Chamber initiative in Logistics and Mechatronics

10h00 -10h15	Centres of Specialisation	Mr. Gerhard Coetzee Mr. Henri Mafoumba	TVET Colleges in collaboration with private partners shaping the training landscape of the future
10h15 – 10h25		BREAK	
10h25 – 10h40	ICT Training Model driven by DEDAT in collaboration with WCED	Ms. Elspeth Sheldon	Collaboration model to train Software Developers from school to industry
10h40 – 10h55	Dual Higher Education Programme	Dr. Antoinette Smith-Tolken	The Higher Education Programme which will improve linkages with industry to the HEI's.
10h55 - 11h10		Question and Answer Session	
11h10 - 11h30	Breakaway Sessions	Room 1: Facilitator: Ms. Bronwin Abrahams Room 2: Facilitator: Prof. Surendra Thakur	Room 1: What will make industry open their doors for more workplace training opportunities? Room 2: Other alternative workplace training models- future world of work
11h30 - 11h40	Report Back on Breakaway Sessions	Facilitators of Rooms	Brief update by each facilitator
11h40 – 11h50	Summary and way forward	Mr. Solly Fourie	Summary on how we plan to integrate the collective efforts from the PCS to strengthen joint partnerships between private sector, academia and social partners to support skills initiatives that increase youth employability and meet industry skills needs.
11h50 – 12h00	Closing off the PCS	Mr. Rashid Toefy	Thanks to all stakeholders for attending the sessions



DUAL VOCATIONAL TRAINING IN SOUTH AFRICA BASED ON THE GERMAN MODEL

South Africa



AHK

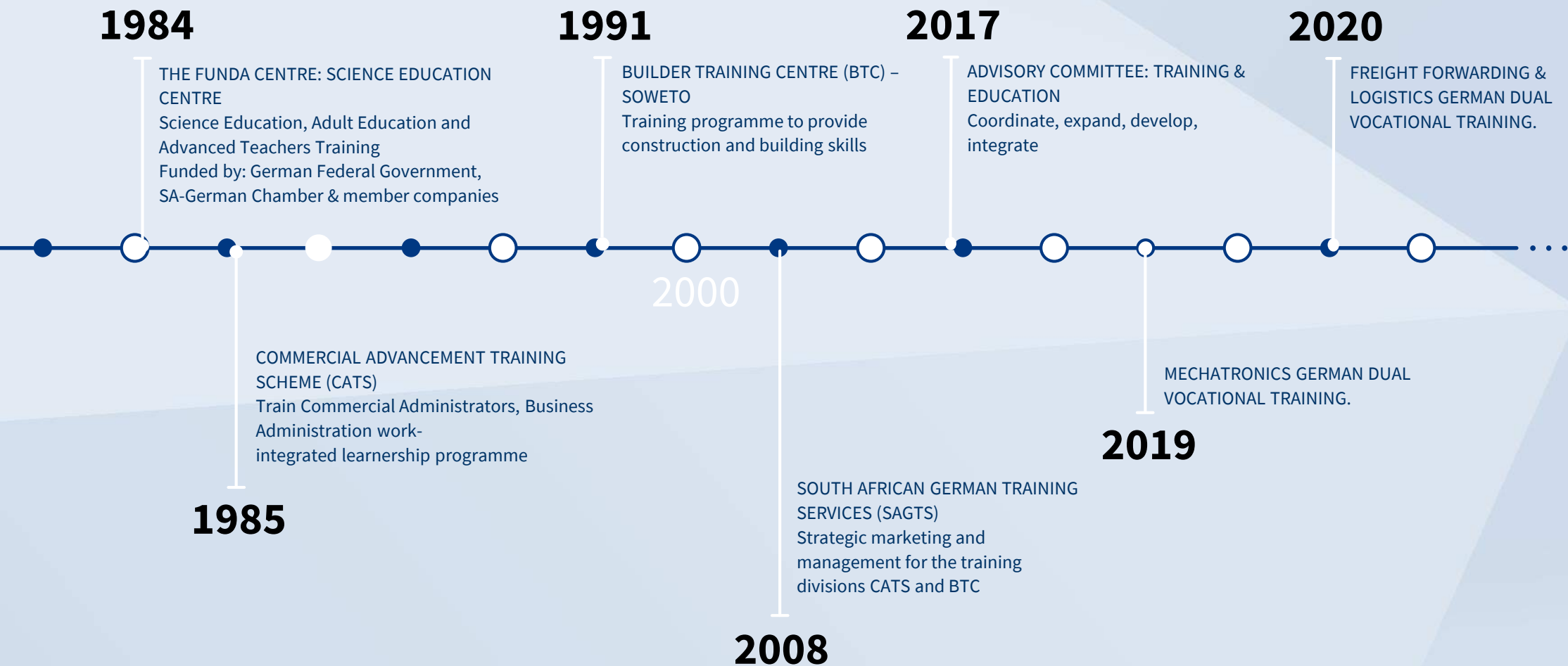
Deutsche Industrie- und Handels-
kammer für das südliche Afrika
Southern African-German Chamber
of Commerce and Industry



Bundesministerium
für Wirtschaft
und Energie

 **Partner For SADC**

HISTORY SA-GERMAN CHAMBER IN LOCAL EDUCATION



Committee Structure

Appointed Chairman

Dr. Markus Thill, President
of
Africa



Appointed Deputy Chairman

Mr. Nico Landman, Head on
Inland Sale at

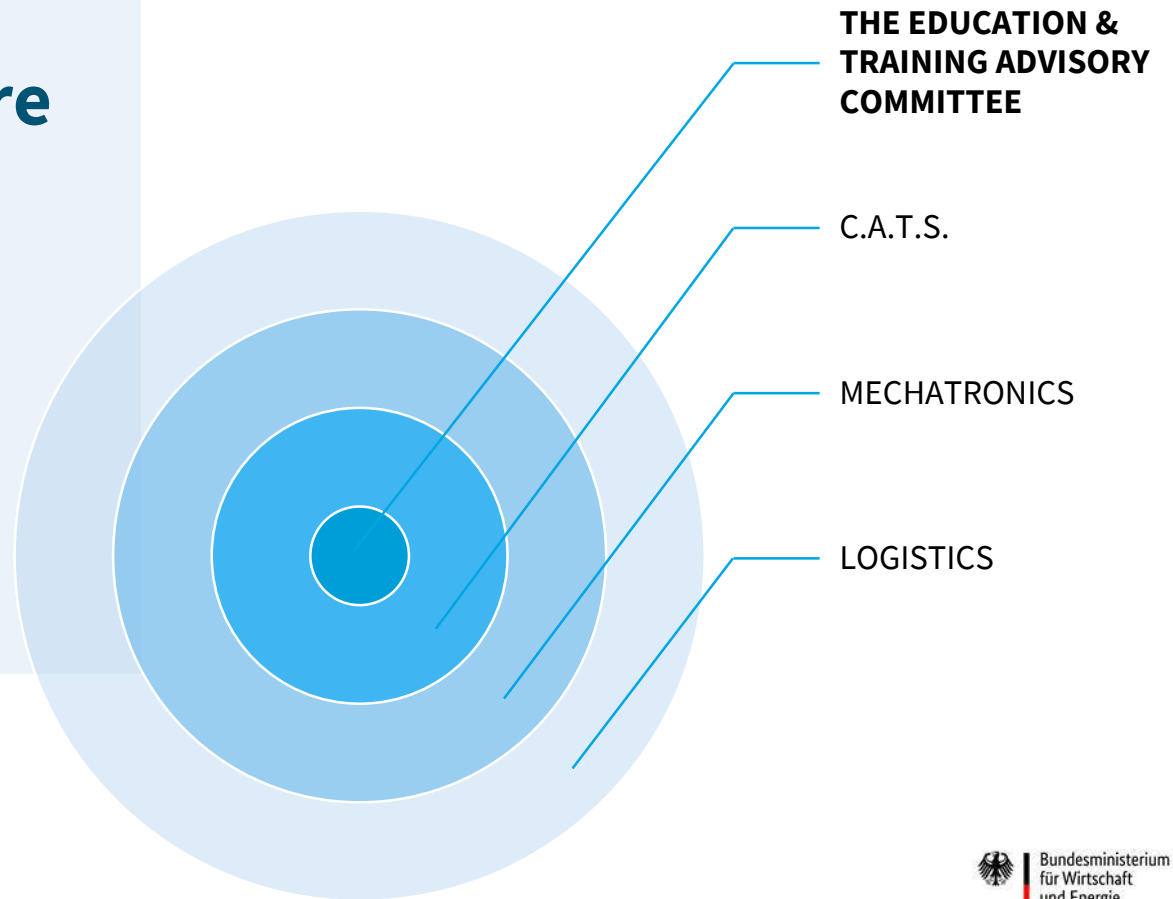


Appointed Secretariat

Ms. Isabella Hlabangu, Head
of Training & CSR



Dual Vocational Training Programme - Committee Structure



GERMAN DUAL V.E.T. AT THE CHAMBER



BUSINESS ADMINISTRATION

2 year C.A.T.S. programme



MECHATRONICS

3.5 year programme



LOGISTICS

3 year programme

Dual Vocational Training for and with South Africa

Business Administration –

2 year CATS programme

- Introduction Course
- Office administration
- Business and Office Administration 1
- Bookkeeping
- Marketing Mgmt. & Public Relations
- Business Law & Admin Practice
- Cost & Management Accounting

Assessed by ICB:

Imbedded Certificate in
Office Administration (NQF4)

- Business and Office Administration 2
- HRM and Labour Relations
- Economics

Assessed by ICB: Imbedded in Higher
Certificate in Office Administration (NQF5)

- Project Planning and Evaluation
- Purchasing and Financing
- Logistics and Production

Assessed as per DIHK standards:
Imbedded in the Dual Vocational Training for
Industrie Kaufmann/-frau

Mechatronics

3.5 year programme

- Mechatronics Technician: German Dual Vocational Training as per current German Curriculum.
- MerSETA Mechatronics Technician Apprenticeship

Assessed as per DIHK standards:

Imbedded in the Dual Vocational Training for
Mechatronics Technician

AND

MerSETA/ QCTO/ INDLELA as per
Mechatronics Trade Test Red Seal (NQF5)

Logistics and Supply Chain

3 year programme

Introduction course
Fundamental literacy
Fundamental mathematics
Geography
The training company
Organizational behavior
Freight forwarding
Warehousing
Customs

Assessed by RIA: National Certificate in Freight Forwarding
& Customs Compliance (NQF 3)

Process-oriented service provision
International trade
Purchase management & controlling
Contracts, liability & insurance
Marketing

Assessed by TP: FET Certificate in Freight Forwarding &
Customs Compliance (NQF 4)

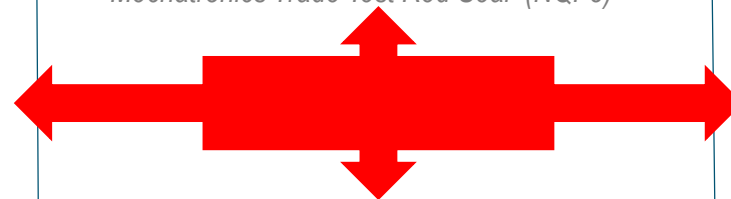
Freight forwarding & logistic services
Forwarding & transport
Groupage
International freight forwarding
Logistic services
SCM

Dangerous goods, protection & safety

Assessed as per DIHK standards:

Imbedded in the Dual Vocational Training for Industrie
Kaufmann/-frau Spedition- & Logistikdienstleistungen

Assessed by TP: National Certificate: Supply Chain
Management (NQF 5)



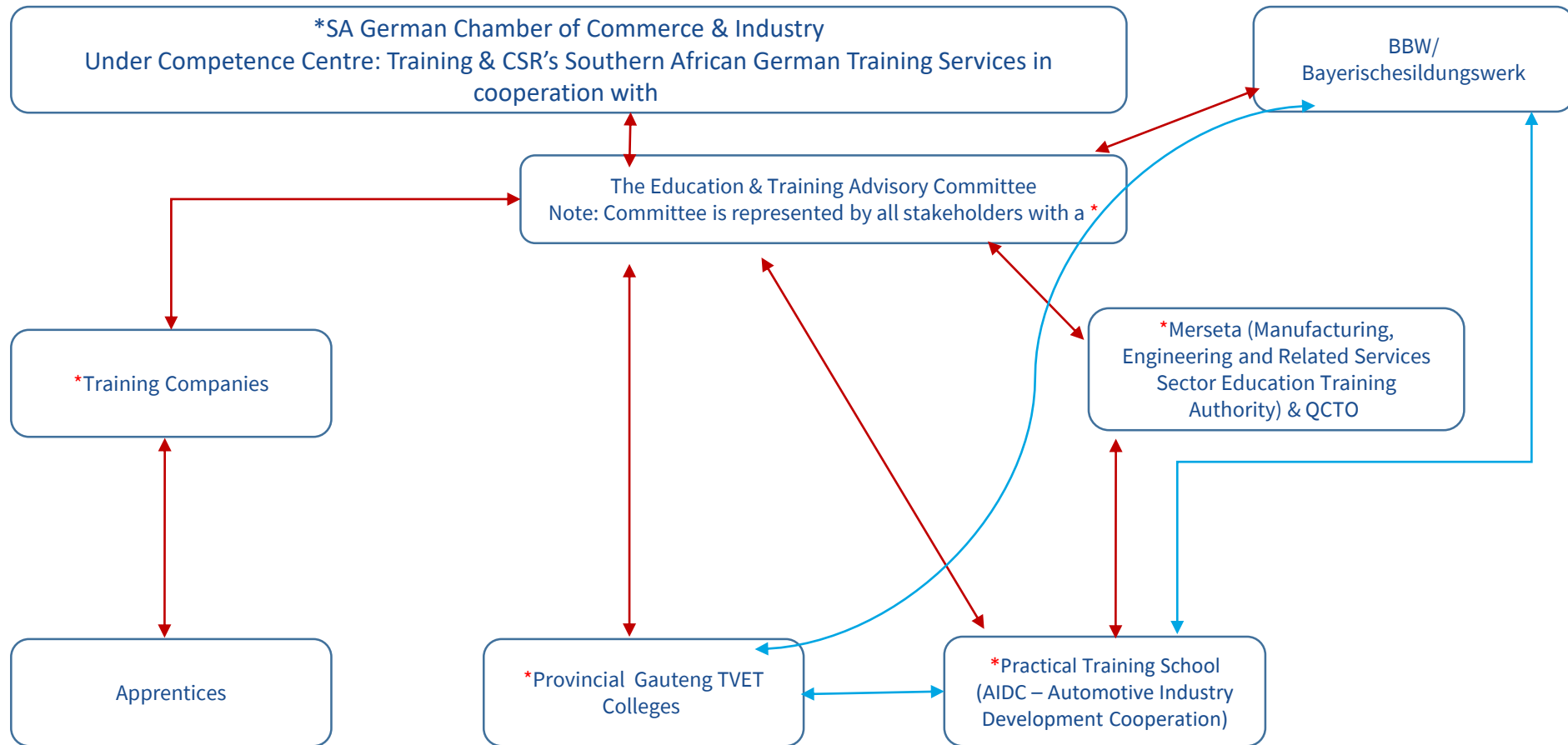
**Dual Certification : South African and
German for all Programmes**



Deutsche Industrie- und Handels-
kammer für das südliche Afrika
Southern African-German Chamber
of Commerce and Industry

Partner For SADC

Current Structure for Mechatronics Dual VET in Gauteng



Note: different coloured arrows

- Relationship for Training of Mechatronics Lecturers
- Structure for training of Mechatronics Apprentices

Mechatronics Apprenticeship German & South African aligned Curriculum

Modules covered	
PC Skills	1st Year
Basic Lifting	
Basic Hand skills	
Metal processing	
Basic Machine processing	
Basic Pneumatics	
Basic Hydraulics	
Basic PLCs	
Basic Electrical principles	
Basic electronics	
Basic electrical principles	
Hydraulics	2nd Year
Pneumatics	
PLCs	
Analogue technologies	
German Mid Term Examinations: Theory & Practical : Phase test 1	
Basic technology	
Intermediate metal & machine processing	3rd – 3,5 years
Pneumatics, Hydraulics, PLCs	
Assembly & disassembly of mechatronics systems 2	
CNC basics incl. projects	
Assembly & disassembly of mechatronics systems 2	
Mechatronics Projects	
Merseta Trade test & the German Final Examinations	

Programme Structure Logistics

College *Theory: 1 day / week*

Year 1

Introduction Bridging Course

6 Learning Areas

Freight Forwarding & Customs Compliance

Certificate (NQF3)

Year 2

6 Learning Areas

Freight Forwarding & Customs Compliance

Certificate (NQF4)

Year 3

5 Learning Areas

Supply Chain Management (NQF5)

DE: Freight Forwarding & Logistics Agent

Tests, Assignments & Formal Exams



*Meetings between
Lecturers and
Mentors*

*TETA &
Metro minds
Support*

Company *Practical Experiences: 4 day / week*

*Rotation through departments / functions;
e.g. Administration, HR, Operations, Procurement,
Finance, Export, Import, Warehouse, Marketing,
Sales*

Assessment against specific Criteria

- *Metro Minds Portfolio of Evidence*
- *Logistics LogBook*

*Workplace Reports
Oral Exams: Exit Interview*



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Companies & Institutions represented in our Training Initiatives



SIEMENS



Automotive Industry Development Centre
Your partner in becoming globally competitive
A subsidiary of the Gauteng Growth and Development Agency



Transport Education Training Authority
Heart of Skills Innovation



SIEMENS
energy



PLASTOMARK

FESTO



BOSCH
Invented for life



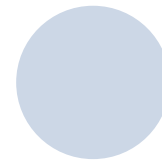
NOVOTRANS
International Freight Forwarders



AHK Deutsche Auslandshandelskammern



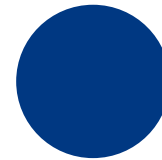
COMPANY BENEFITS



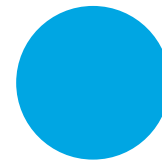
Provide your own or choose from pre-selected candidates



Get young, motivated and skilled employees



Employee that is familiar with the workplace & decrease cost of employment



Increase productivity and efficiency

What makes the SAGCCI Dual Vocational training unique?

1

Theory in classroom - creating positive energy between students

3

Certification based on RSA & German standards - comparable to a German apprentice

5

Based on industry specifications & immediately accessible employee

2

Continuous and institutionalized education and training

4

Extended curriculum - Germany & South Africa

6

Unified training for the industry

Meet the SAGCC Training Team



Isabella Hlabangu

Head of Training & CSR



Boitumelo Mokgosi

Training Assistant



Amelie Volk

Skills Expert



Taurai Gumbo

Senior Lecturer

THANK YOU!



Deutsche Industrie- und Handels-
kammer für das südliche Afrika
Southern African-German Chamber
of Commerce and Industry

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SA-German Chamber of Commerce and Industry



Deutsche Industrie- und Handels-
kammer für das südliche Afrika
Southern African-German Chamber
of Commerce and Industry

 **Partner For SADC**



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Centres of Specialisation (CoS)

16 April 2021





Centres of Specialisation (CoS)

**A ground breaking Skills
Development Initiative that aligns to and
supports the Artisanal skills needs of
Industry and the Economy at large.**





Presentation Outline

1. Introduction
2. What is a CoS?
 - Key features
 - Core Stakeholders
 - Key Responsibilities
 - Project Governance
 - Benefits to Employers
3. Current CoS trades in the Western Cape
4. Current status
5. Emerging Challenges
6. Way Forward
 - Employer participation with 2021 intake
7. Q&A



Introduction

- The **Centre of Specialization Program** is a **Department of Higher Education and Training (DHET)** initiative designed to meet two objectives simultaneously: Firstly to address the demand for priority trades needed and secondly to improve relation between TVET and Industry partners(Employers).
- This process is supported with the implementation of a new **QCTO occupational qualification** relevant to both the college sector and the Industries Partners



What is a Centre of Specialisation?

A national programme aimed at producing:



A skilled and capable workforce to support ***inclusive economic growth***



Increased availability of critical technical artisanal skills



Increased delivery of qualified artisans in 13 priority trades



Substantively enhanced capacity of public TVET colleges to deliver critical skills in demand by the economy

Employer Based Apprentice Training program in Partnership with Public TVET Colleges – Funded jointly by DHET and SETAs



Key Features of CoS

'Dual system' Occupational Qualification apprenticeships that combines

Theoretical **education** at a TVET college applied with..

Simulated **practical training** in college workshops and...

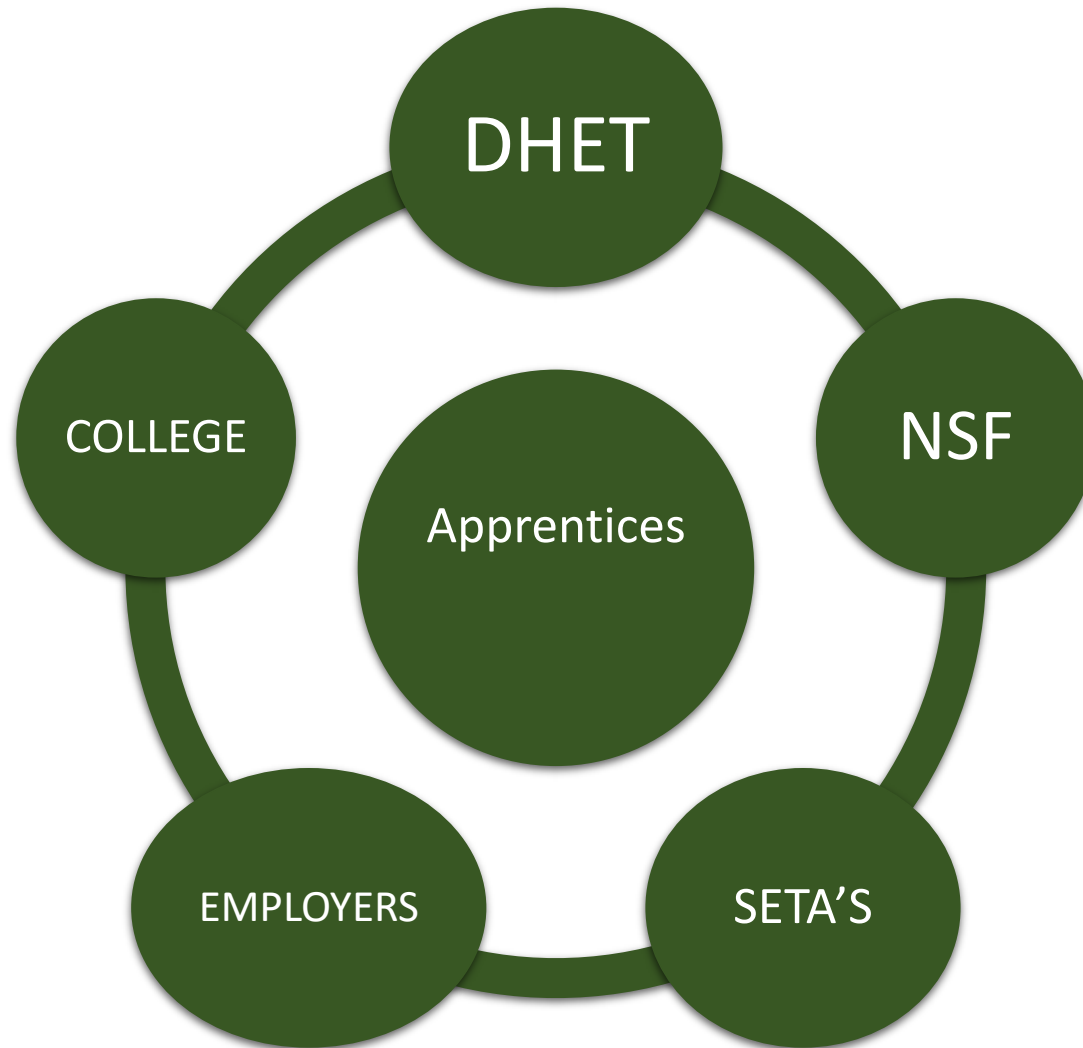
Integrated with lots of authentic **work experience**

In a **single, seamlessly combined & delivered learning programme**

With employers in the driver's seat!



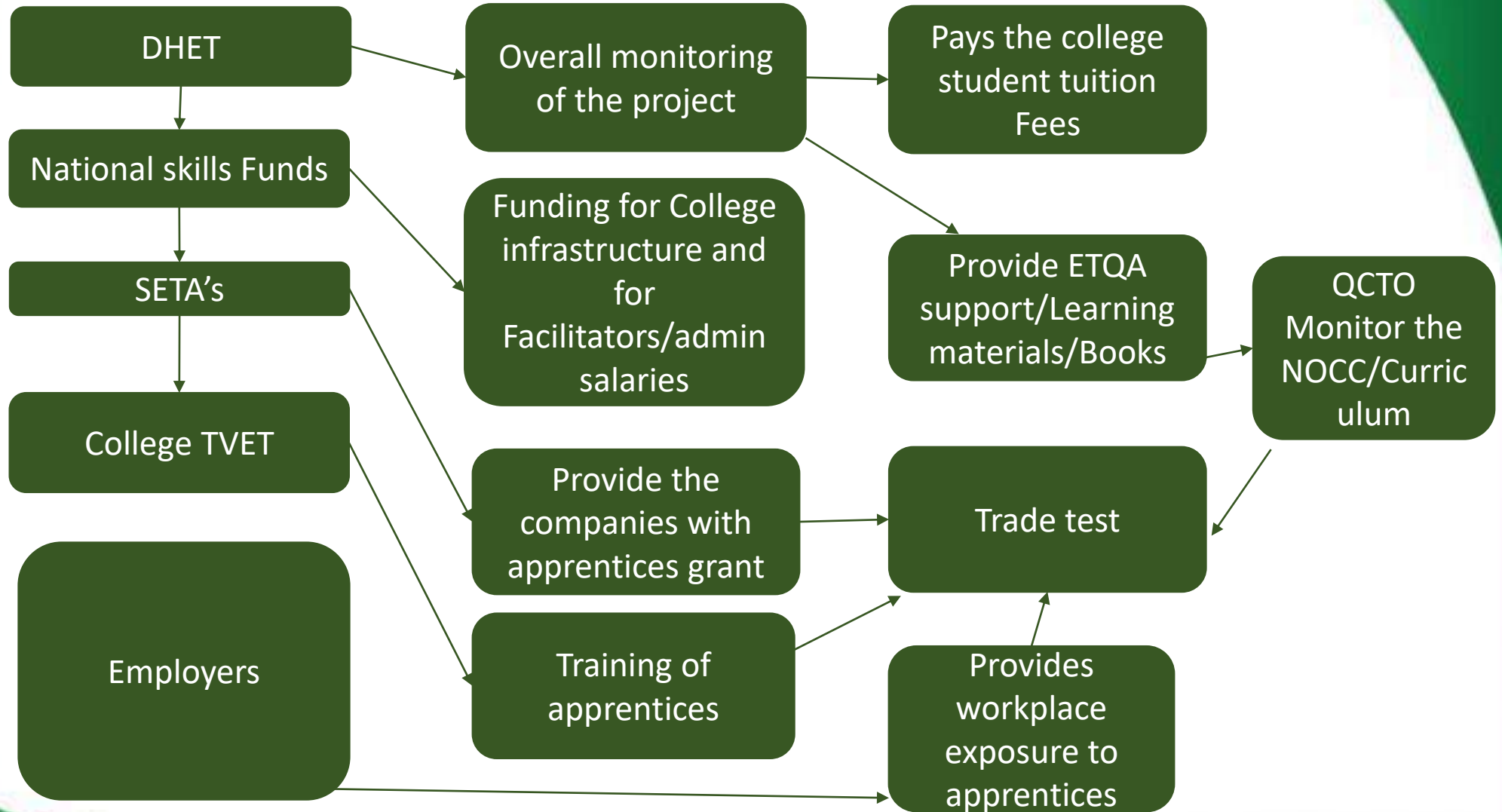
Core Stakeholders





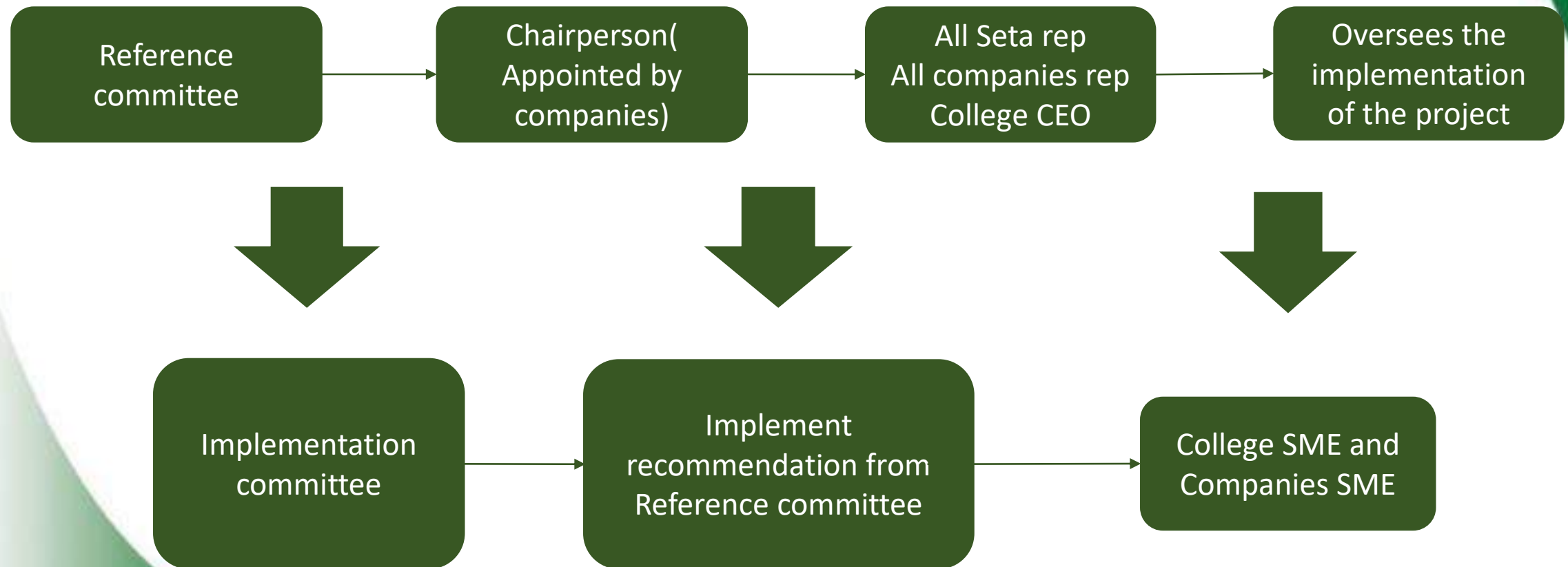
Apprentice

Key Responsibilities





Project Governance





Benefits to Employers

- Employer participation in Reference groups at the CoS college to meet industry & employer requirements:
 - Shape the programme & roll-out
 - Ensure continuous improvement and updating of syllabus
 - Conduct ongoing monitoring & evaluation
- Reduced recruitment cost of already qualified artisans by getting involved in the Dual system apprentices training
- Strong company partnership with and support from CoS TVET and the relevant industry association



Financial Benefits to Employers

- SETA grants value- R165 000 per apprentice paid directly to CoS apprentice employers - in tranches
- Free Institutional Training at the CoS TVET College paid for by DHET as part of the Ministers Budget
- Tax rebates to qualifying employers

Subsidy	Value	Note
SETA Apprentice Grant	R165 000	Paid in 3/4 installments over 3 years against attainment of milestones
SARS Training Allowance	Up to R44 800	Claimed in 3 instalments
SARS ETI	R18 000	i.e R100 p/m for Year 1 and R500 p/m for Year 2



10 CoS Trades and Colleges in Western Cape

Trade	College	Campus	Contact person	Contact details
Automotive Motor Mechanic	College of CT	Athlone	Ryan Marsh	rmarsh@cct.edu.za +2776 391 6568
Boilermaker	Northlink	Bellville	Henri Mafoumba	henri.mafoumba@northlink.co.za 082 378 6880
Bricklayer	South Cape	Mossel Bay	Willy Matthee	willy.matthiae@sccollege.co.za 082 413 9598
Electrician	Northlink	Belhar	Henri Mafoumba	henri.mafoumba@northlink.co.za 082 378 6880
Fitter and Turner	Northlink	Wingfield	Henri Mafoumba	henri.mafoumba@northlink.co.za 082 378 6880
Mechanical Fitter	False Bay	Westlake	Nasir Solarie	nasir.solarie@falsebay.org.za 072 808 6257
Pipe Fitter	West Coast	Vredenburg	Gerhard Coetzee	gcoetzee@westcoastcollege.co.za 082 453 3231
Plumbing	College of CT	Thornton	Ryan Marsh	rmarsh@cct.edu.za 076 391 6568
Rigger	False Bay	Swartklip	Nasir Solarie	nasir.solarie@falsebay.org.za 072 808 6257
Welder	Boland	Worcester	Adiel Arnold	adiela@bolandcollege.com 082 367 4805



Current Status

The work stream milestones that have been completed are as follows:

- 5 Colleges & 10 CoS centres upgraded to meet industry & CoS standards in WC.
- Equipment has been ordered, received and has been installed in all colleges.
- Admin support teams have been put in place.
- Project managers have been appointed in all CoS centers.
- Facilitators have been appointed, and are receiving facilitation & technical skills advanced training.
- Industry / Government partnerships in technical skills development initiatives is becoming more solidified and accepted
- 4 Employer organisations (RMI, SEIFSA, IOPSA and SAIW) are implementing the programme using subject matter experts & project managers referred to as Occupational Team Convenors (OTCs)



Current Status

- About 200 apprentices recruited in 2019 in the Western Cape
- Employers have accessed CoS grants from SETAs
- All colleges have commenced with apprentice training for 2019 Intakes



Challenges

Companies

- Qualified Artisans leaving Host Companies.
- Companies does not cover complete spectrum of NOCC requirements.
- Ease of transfer of Apprentices where companies cannot cover full trade requirements, have closed due to Covid-19, retrenchments or relocation etc.
- Signing off Logbooks by Qualified Artisan vs SME.
- SMME Employers struggle internally due to lack of administrative support.
- Lack of trained mentors

Funding

- Training of Mentors
- Different SETA Models, Processes and Support. Some do 3 year committed funding upfront, others do year on year according by means of funding windows which is not guaranteed
- Alignment of DHET funding versus SETA funding.
- Lack of available bursaries for Accommodation & Travel Cost due to radius of apprentices outside of Workplaces, etc.
- Funding for mainstreaming of QCTO Occupational Certificates beyond the CoS PROJECTS

NAMB/QCTO

- Simplifying of Workplace Approval process (Easing of approval criteria)
- FLC requirements for access to EISA (Trade Test)



CoS: Way Forward

- Standardised artisan process - same grant amount and standardized CoS approach.
- SETAs to treat CoS as special project and ringfence approved grants.
- Expanding the CoS programme to more TVET Colleges, more employers and recruiting more apprentices.
- Opportunity to meet company BBBEE and SETA SLA targets.
- Artisan programmes aligned to 4IR developments.
- Model to deliver quality apprentices ready for the 21 century world of work – A21 .
- Model to increase uptake of occupational programmes beyond trades.



How can employers participate in 2020 CoS intake(1)

Trades Currently being implemented as COS

TRADE	Artisan/Mentor to Apprentice ratio
Bricklayer and Carpenter & Joiner	1:5
Boilermaker, Welder, Millwright, Mechanical Fitter, Fitter & Turner and Pipe Fitter	1:4
Rigger	1:3
Electrician	1:2



How can employers participate in 2020 CoS intake(1)

- **Companies complete the expression of interest form**
- **Indicate number of apprentices and trades required**
- **Employers need to have Qualified Artisans (Trade tested red seal)**
- **Qualified Artisans to apprentice ratio per trade:**
- **Apply for SETA Grants by completing and submitting SETA application documentation**

In undertaking all of the above you will be supported and assisted by the Occupational Team Convener contracted to DHET



How can employers participate in 2020 CoS intake(2)

- Obtain workplace approval by relevant SETA
- Select and recruit apprentices
- Ensure registration with funding SETA by submitting the relevant documentation and uploading onto the SETA IT registration system
- Pay for apprentice wages from SETA grant allocations
- Provide workplace experience as per curriculum
 - Skills transfer
 - Real work tasks and experience
 - Workplace mentorship & coaching
 - Ensure that apprentices and mentors complete logbooks and sign off
- Partner with your local CoS TVET college
- Sign funding agreement with funding SETA

In undertaking all of the above you will be supported and assisted by the Occupational Team Convener contracted to DHET



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Go to www.menti.com and use the code provided by the presenter

INTRODUCTION TO THE



DUAL HIGHER EDUCATION PROJECT

A directive of the Cape Higher Education Consortium (CHEC)

WHY A DUAL HIGHER EDUCATION PROJECT?

Young people face certain challenges in their work-seeking endeavours, namely:

- Access to postsecondary (university) education
- Mismatch between academic programmes and expectations of employers
- Realities of the digital society and economy (4IR)
- Major changes in the world of work ... and graduate underemployment trends



Statistics South Africa's results for the first quarter of 2019 showed an unemployment rate of 31% among graduates up to the age of 24. The graduate unemployment rate is still lower than the rate among those with other educational levels. This means that education is still the key to these young people's prospects improving in the South African labour market.



BANGANI 2019





DHEP

ENHANCING GRADUATE EMPLOYABILITY THROUGH DUAL HIGHER EDUCATION



Explore the applicability of a DHE model in the South African higher education sector



Initiate innovative and collaborative partnerships between universities and industry



Conduct pilot work on and develop DHE as a specific curricular model for academic programmes



Target all universities (traditional, comprehensive and universities of technology)



Funded by the national Department of Higher Education and Training's (DHET) University Capacity Development Grant (UCDG)

The ultimate outcomes (and ensured success) of the **DHEP** are three-fold:

1

Ensure universities are ready to work with industry on restructuring curricula with substantial workplace-based learning (WPBL).

2

Ensure industry is on board and ready to collaborate with universities and able to accept and supervise students to gain workplace experience needed for graduation and work readiness.

3

Ensure higher education policy frameworks sanction and support the implementation and accreditation of such a model in South Africa.

WHAT IS DUAL HIGHER EDUCATION?

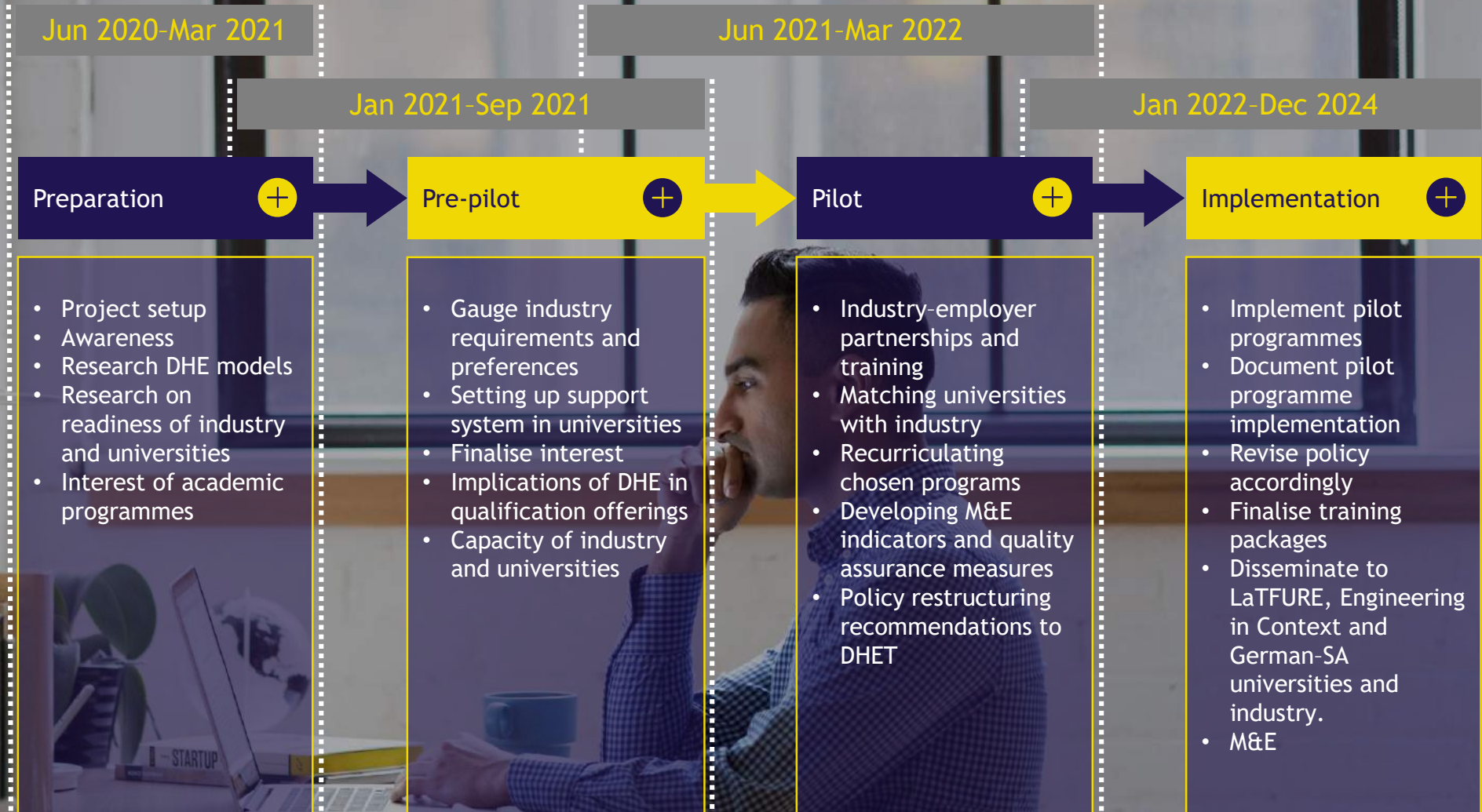


The DHE model involves two distinct “places of learning”, namely: (1) **university** (conceptual or “classroom” setting); and (2) **industry** (contextual or “workplace setting”).

Universities and industry take **co-responsibility** for structuring student activities, reflection in both places of learning, supervision, assessment, and meeting industry and accreditation requirements.



HOW AND WHEN WILL THE PROJECT BE IMPLEMENTED?



WHAT DO STUDENTS SAY?

Structure is very important when students arrive at a workplace - assigned supervisor and ushering into routine

Industry knowledge of academic requirements and assignments

Pre-knowledge of company by students - understanding their role in the company

Clarity about company rules, dress code, relationships and hierarchy

Working in a team - assist the students to alleviate the pressure to perform while learning to be a team player

Coaching in soft skills, such as communication, relationship building, policies and understanding change and its implications in a work environment

University and workplace settings are radically different activity systems, with quite distinct objectives, mediational means, rules, divisions of labour, etc. - which makes transition very difficult.

“

Fostering interdependence between the systematic application of newly learned theoretical knowledge in practical contexts and the theoretical reflection of practical experience is dual study programmers' challenge.

”

WOLTER & KERST 2015 (p. 521)

REFLECTION
REFLECTION

University-level workplace learning needs to involve reflection that moves the student beyond performative competence to understanding and judgement.

Rapid survey of employer perceptions

1. Technical skills competence

How would you rate the technical and business skills competence of newly appointed graduates in your organisation?

Please score the competence in the following skills by indicating:

1 – None, 2 – Low, 3 – Neutral, 4 – High, 5 – Very high

Skills	Score (1 to 5)
1.1 Academic knowledge (Excellent subject knowledge, both expert and specialised; masterful application of knowledge in workplace)	
1.2 People management skills (Teamwork, managing and motivating employees and contractors; management of stakeholder interest and benefit)	
1.3 Information management skills (Data analysis, interpretation of data and efficient record keeping)	
1.4 Critical and analytical skills (Open-minded and dynamic; positive attitude; gather and analyse data in a new context and work environment)	
1.5 Business skills (Planning, supply chain management, marketing and costing)	

2. Social skills competence

How would you rate the social skills and personal development of university graduates to cope with the demands of the work environment in your organisation?

Please score the competence in the following skills by indicating:

1 – None, 2 – Low, 3 – Neutral, 4 – High, 5 – Very high

Skills	Score (1 to 5)
2.1 Leadership skills (Excellent values and virtues; responsibility for own actions; loyalty to staff, clients, and workplace)	
2.2 Communication (Well-spoken and confident communication with different levels of business, both written and verbal)	
2.3 Personal development (Emotional intelligence and respect for colleagues and clients; reliable, practical, willing and keen; diligent; confident)	
2.4 Ethical aspects and accountability (High standards of behaviour, respect, and regard for others)	

3. General perceptions regarding university graduates

What is your experience of university graduates with regards to the following statements? Please indicate if you..

1 – Strongly disagree, 2 – Disagree, 3 – Not sure, 4 – Agree, 5 – Strongly agree

University graduates ...	Score (1 to 5)
3.1 have enquiring minds and are interested in the world around them	
3.2 engage easily with others in the workplace	
3.3 are dynamic professionals who can lead and guide business activities	
3.4 are generally well-rounded individuals	
3.5 find their feet easily once employed in my company	
3.6 need more practical industry training during their studies	

4. Industry assistance with practical training

To what extent would your organisation assist universities with practical work placements?

Please score the following statements by indicating:

1 – Strongly disagree, 2 – Disagree, 3 – Not sure, 4 – Agree, 5 – Strongly agree

My organisation ...	Score (1 to 5)
4.1 will assist the university with student placement for practical training	
4.2 will pay students a stipend if we receive tax rebates and skills levy incentives	
4.3 prefers that the placement is arranged with us by the professor/lecturer and not the student	
4.4 feels that placement should be more structured so we know what is expected	
4.5 will supervise and mentor students during their practical training	
4.6 will evaluate the performance of the students if given a template	

THANK YOU | BAIE DANKIE | ENKOSI KAKHULU | DANKE SCHÖN



SCAN ME

<https://bit.ly/38KVOvf>



Contact us:

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A directive of the Cape Higher Education Consortium (CHEC)



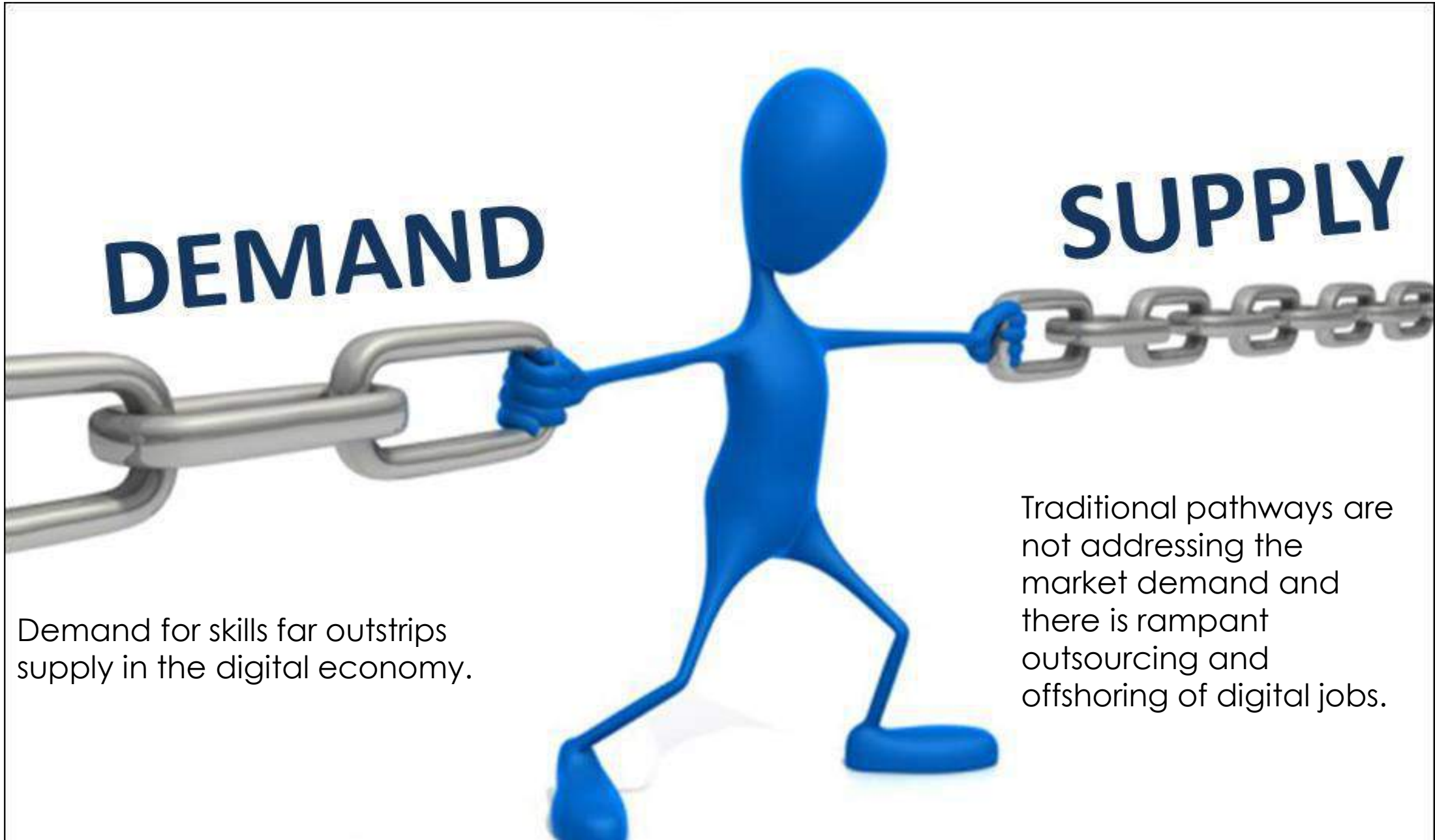
Western Cape
Government

Premier's Council on Skills

Software Development at Schools Programme

Elspeth Sheldon
16 April 2021

Demand vs Supply Conundrum



Demand for skills far outstrips supply in the digital economy.

Traditional pathways are not addressing the market demand and there is rampant outsourcing and offshoring of digital jobs.

Developing an Accelerated Skills Pipeline

The Hypothesis

Learners can be skilled to a level of ICT certification and employability.

The Train the Trainer (Teachers) approach works for the development of ICT skills, given the strained education environment.

Develop awareness of ICT related career choices for Learners.



Phase 1:

Partnerships between
WCED; DEDAT;
Oracle SA;
Implementing Agents
& Industry



Phase 2 :

Grades 10 – 12
Learners across 9
schools

Java Fundamentals
and Java
Programming.



Phase 3: Post-School

Training: Technical
Training & Work
Readiness

Preparing learners for
entry Web Developers
SQL Developers
(Structured Query
Language)
Programmers

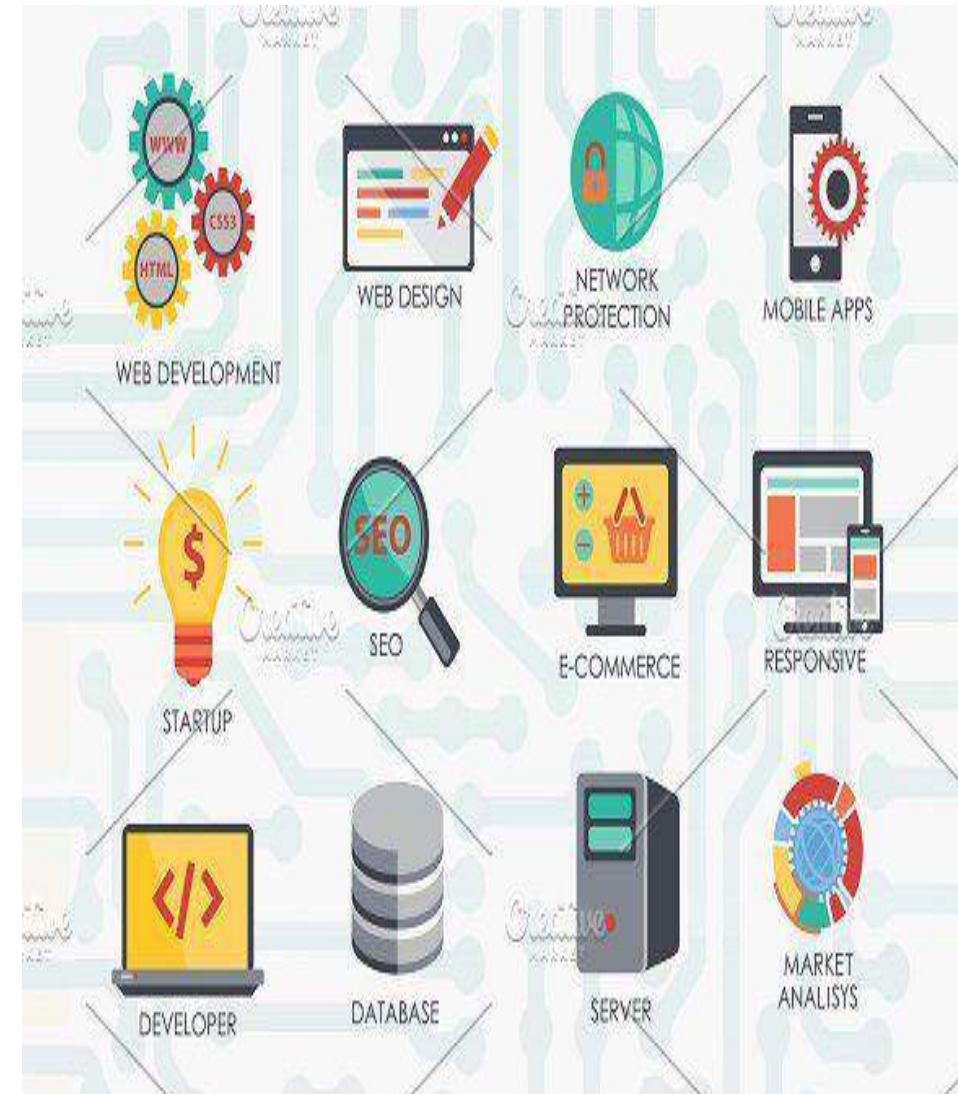


Phase 4:

6 Month internships
for practical
assimilation of
theoretical
content

Achievements

- Success of this model is attributed to industry determining what training is to be delivered on, the Education system were able to respond accordingly.
- We've accommodated 359 Learners, 188 of which articulated from the participating schools within the post school training model.
- Consistently, Learners articulating from the SWD@Schools Programme performed better than other recruits on the post school programme.
- 94.6 % of Learners exiting the Programme went into industry placements.
- Youth demonstrated the capability of developing software. They entered into the ICT industry in the roles of a Web Developer/Junior Software Developer/Engineer/Consultants/Data Steward/SAP Consultant.



Next Steps

- Make the school I.T curriculum more robust, can we claim this, if a language like Delphi is being taught at school? Mapping exercise was done re. Java curriculum in school and Oracle curriculum – 80% match.
- Content was taught as an extra-curricular activity, not ideal. Vendor certified training, with the support of industry, needs to be embedded within the school curriculum.
- Western Cape Government has I.T Focus schools, obtain support from industry to specialize the offering at select schools to feed specific skills the sector requires. This will enable a direct exit into industry post the training intervention?
- There are approximately 1000 Learners taking I.T as a subject per year, we need to leverage on this pool to accelerate talent into the Digital industry. (Data excludes private schools).
- We've tested this model for 4 years, various iterations thereof, we are now at the point where we can/need to scale. It is a high touch model, requiring resources across the value chain, we need partners to make this happen.

Thank you

Premier's Bi-annual Council on Skills The Future of workplace training in a post COVID-19 world

Prof Colin Thakur
InSeta Research Chair Digitalization
Director KZN eSkills CoLab
DUT

- I am not applying for a visa to come to your country
- I am not on an immigration drive

The purpose of this talk is to identify good practice that we can Colinise





Developing workplace training methods through the *new normal*

Now

- Dived and struggle into online engagement (Teams / Zoom)

Medium Term

1. Onboarding
2. Simulation
3. Chatbots
4. Gamification
5. Introduce **AR** and **VR** through proof of concepts

Long term

- Blend e-learning methods
- Use Embedded, augmented and immersive experiences
- Create sandbox environments &
- Digital Twins

L'ORÉAL

SOUTH AFRICA

1. Onboarding App

L'Oréal developed the world's first employee **onboarding** app.
The app reaches **10,000 new staff** each year in **11 languages**.
The app **educates new employees** to better understand, and **master the company culture**.
New employees **complete real-life "missions."** These missions turn into **actual practice**.

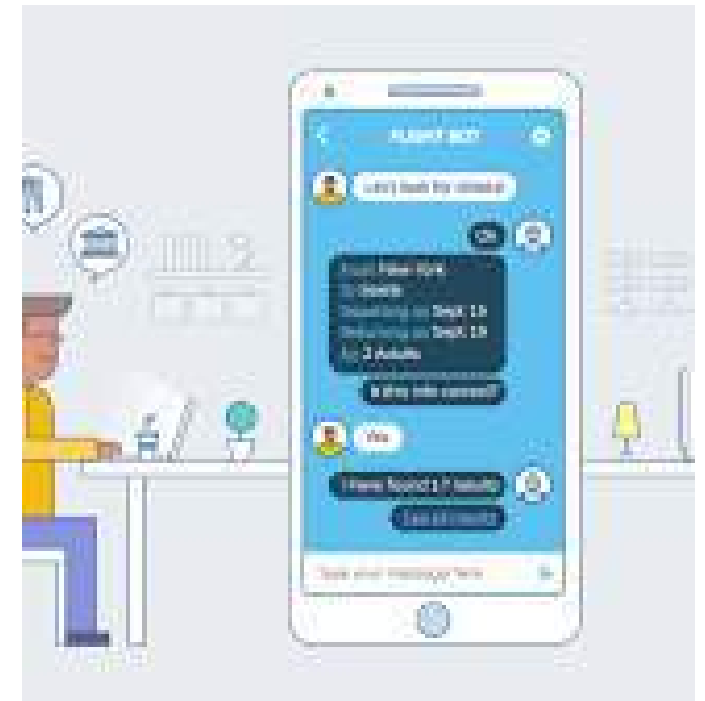


2. Simulation training Airbus in the Hudson river

- Air traffic controllers
- Airplane flight simulation

3. Chatbots: The robotic teacher

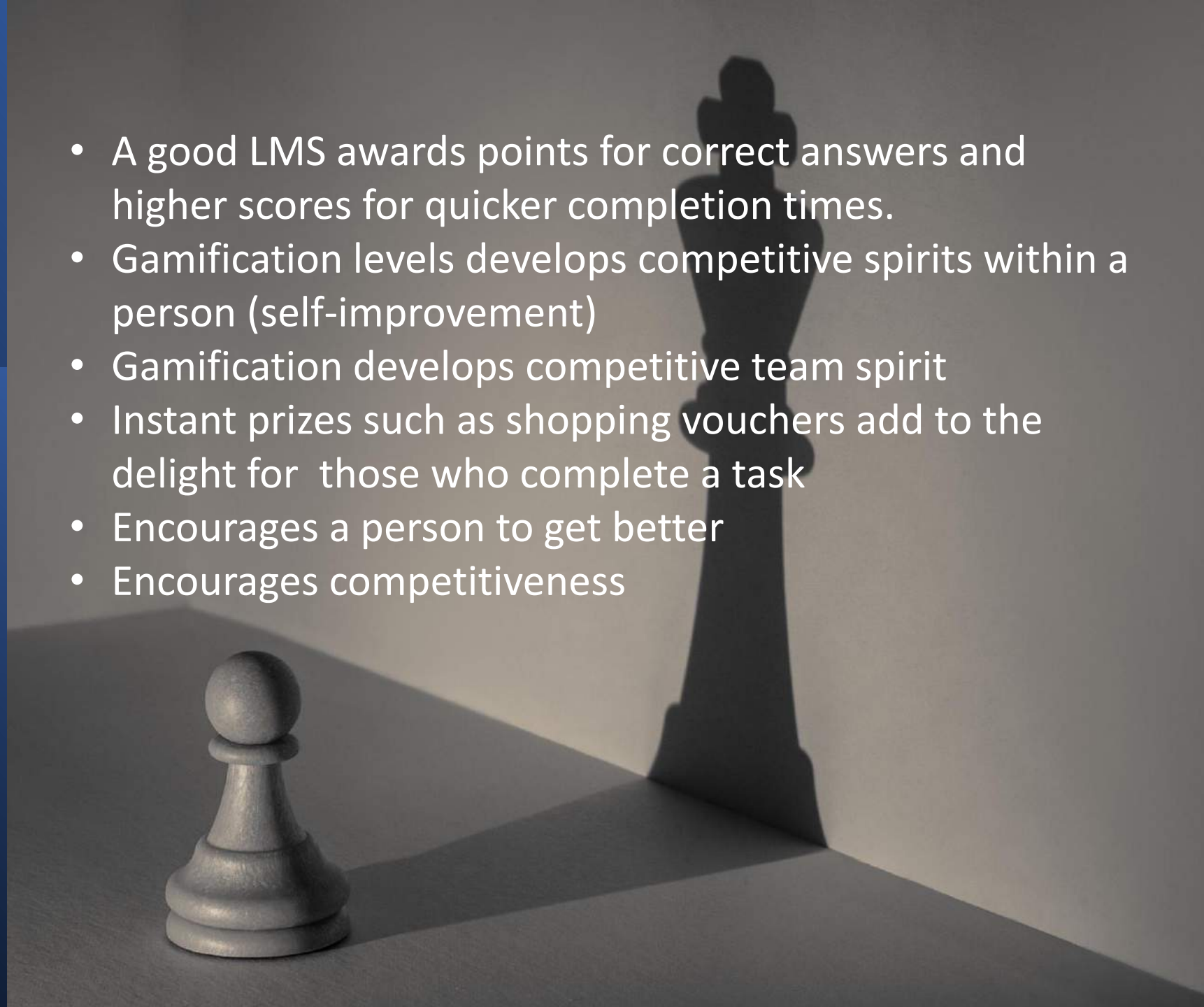
- Chatbots can support current trainers.
- **Chatbots training** are effective, relevant, and accessible to learners whenever they need to the learning. The bot identifies and records learning gaps and its impact on performance. It highlights where real **training is** needed. Analytics are recorded.
- Employees are empowered with a knowledgeable, non-judgemental personal training assistant.
- They do not have human limitations, such as forgetting, recall, cognitive bias, cognitive overload, illness, sleeping 8 hours a day, retiring, dying, etc.
- Chatbots provide a training experience much like chatting with a colleague. It can be very personal, straight to the point, and fun.



Gamification

Tell me and I will forget
Teach me and I may
remember
Involve me and I will learn

- A good LMS awards points for correct answers and higher scores for quicker completion times.
- Gamification levels develops competitive spirits within a person (self-improvement)
- Gamification develops competitive team spirit
- Instant prizes such as shopping vouchers add to the delight for those who complete a task
- Encourages a person to get better
- Encourages competitiveness



Training Using Gamification

- Gamification combines fun, with instructional design, to **hold an employee's attention and motivates them to finish a course.**
- One must place games strategically throughout the entire training process.
- Gamification makes challenges or competition entertaining as it nurture skills.
- One should provide a room for practice and proficiency gain and prevent employees progress until they complete a task.
- Gamify some tasks to play a role in employee onboarding, to mantain continual motivation.
- Gamification builds teams culture as well.



Gamification elements required to enhance training?

- A master narrative/story
- Challenges
- Levels
- Instant feedback
- Scores
- Badges
- Rewards
- Collaboration tasks
- Leaderboards

5. AR, VR and XR in the workplace

- Complement workplace experience
- Augment workplace experience
- Replace workplace experience
- Use online as multiplier
- AR works on smartphones
- VR requires a headset





What is XR (Immersive Technology)?

- XR is a digital simulation which emulates a new reality. It offers a surrounding sensory feeling to the user who feels nearly fully engulfed in the experience.
- XR can be broken down into a few sub-categories: virtual reality (VR), augmented reality (AR), and mixed reality (MR).



Mixed Reality (MR)

Taking a page from both digital books so to speak, mixed reality allows the user to see the real world, just like in AR as well as offering life-like virtual objects as in VR. This provides for a new environment where physical and virtual objects coexist in which can be explored and interacted with.



Walmart and Chipotle

Companies use **AR** to train employees. This gives them a hands-on training experience without the risk of costly real-world mistakes.

AR works on most Smartphones

Hyundai AR App for Repair and maintenance (2016)

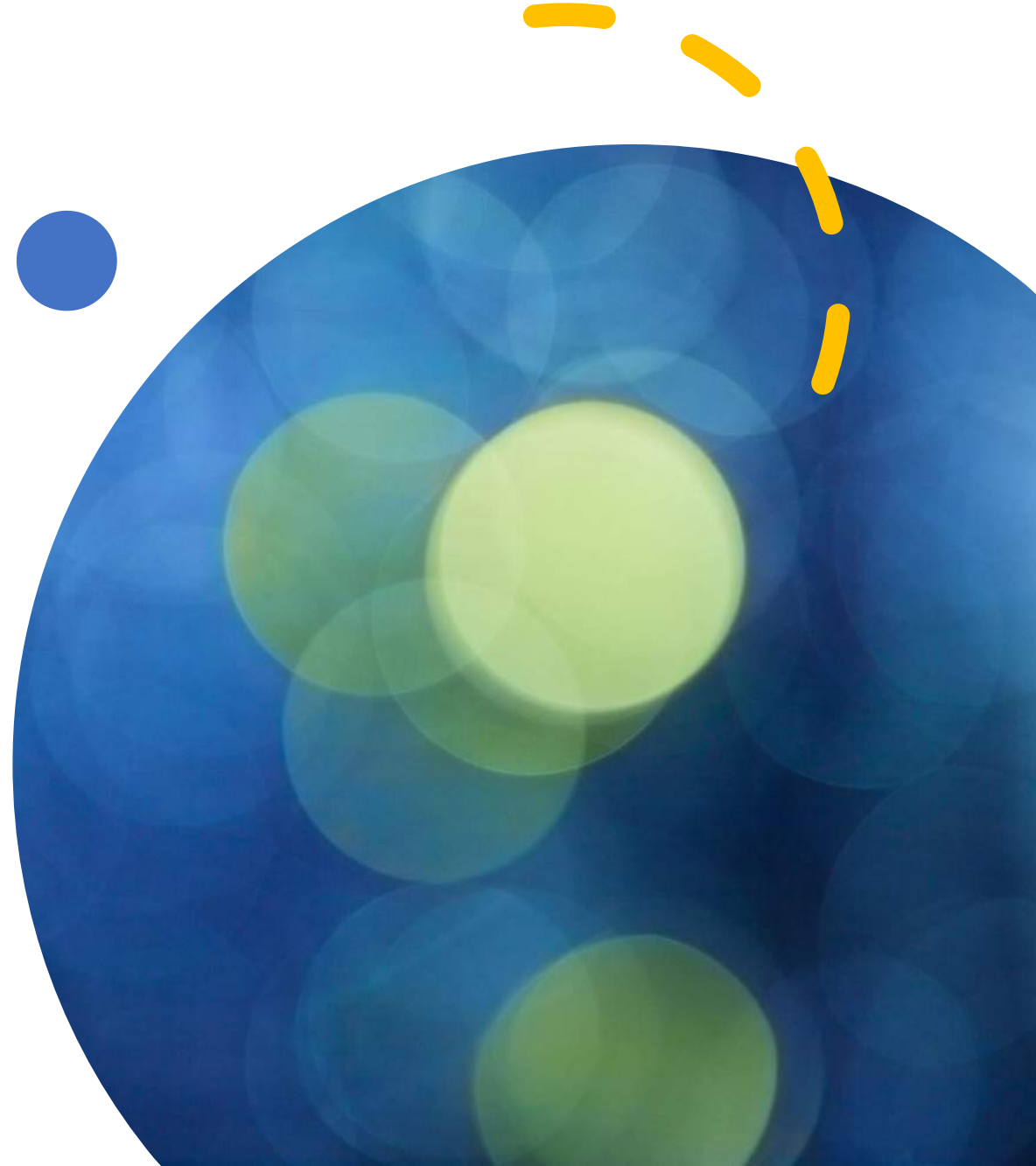
Hyundai is the first automaker to launch an AR owner's manual in 2015.

Using a smartphone, consumers get how-to information for repairs, maintenance and vehicle features.

App has how-to videos, and 3D overlay images that appear when users scan certain areas of their vehicle like the engine bay
And Interactive dozens of informational guides.

Hyundai started the AR owner's manual program in 2016.

AR makes it possible for even inexperienced people to identify problems and perform repairs by following step-by-step instructions using AR overlays.





Other examples

- **Fidelity Investments** uses **VR headsets** to train workers on empathy. Employees are guided through a virtual phone call from a Fidelity "customer" going through a financial crisis.
 - **UPS, VR headsets** are used to help drivers identify potential hazards while "driving" on a virtual road.
 - **American Airlines** uses VR to train new crew members with **safety procedures** before they start their jobs.
 - **Walmart** uses VR to prepare staff for Black Friday stampedes
 - **healthcare industry** has started using VR to train doctors. In one study by Yale, VR learners performed surgeries 29% faster with 6-times fewer errors than the traditional learning group.
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Simulating on-the-job experience

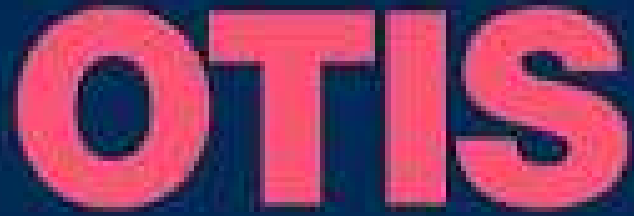
Workers access activities through virtual environments that are accessed through the cloud offers a natural way to interact and communicate with peers or a trainer.

It aims for improving skills retention by 100 percent and reducing training time by 60 percent.

Microsoft HoloLens

Employees wear a Windows Mixed Reality headset. It is the only self-contained holographic computer, to simulate various activities in a plant.

OTIS lifts and elevators “close Door”

The OTIS logo consists of the word "OTIS" in a bold, red, sans-serif font. The letters are slightly shadowed, giving them a three-dimensional appearance as if they are floating above a dark blue rectangular background.

A 170-year old company

- 2m lifts and 2billion users per day
- Elevators in 200 countries
- 12.5 billion with 68 000 employees
- 33 000 technicians who have iPhones with App



Sandbox environments
enable safe experimenting

A **sandbox** can mirror a production environment that an external developer can use to develop an app that uses a web service from **the sandbox**.



Just-in-Time Training vs. Just-in-case

- Distribute engaging lessons just before they are due
- Tax filing
- Malaria safety in summer
- Influenza prevention in winter
- Seasonal alien vegetation at certain times of the year



IoT

Sensors

Tactile feedback

- Haptics is a broad term describing technologies a user experiences through a sense of touch. This include the vibrations of phones, sound waves and wind.
- By introducing sensorial overload—sound, sight, touch, even **pain**—one can addict a user.
- The more immersive the experience, the greater the thrill.

The F word

Funding is a challenge

Fund research a training
outcome

Monitor the training

Convert feedback into
feedforward

Action steps

*Don't get caught in
analysis-paralysis*

- We need swift action-oriented environmental scan specifically for employer training
- Who is doing what in EdTech ***internationally*** and **in ZA?**
- Who are ***willing to share*** their experiences?
- What can we *ethically replicate or use* in other verticals
- How do we document these
- Where can we source technical support? From whom and how?
- How do we create EdTech techies
- Microcredentials?

Action
steps?

- When do we start?
- Fail forward and/or expert driven?
- How about a proof of concept for each theme?
 - Chatbot
 - Gamification
 - IoT and sensors
 - AR and VT?
 - We must document the experience
- Who is doing what with what successes and lessons learnt with AR, VR and MR
- **How do we** evangelize these opportunities to employers?
- CoPs



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Do we need a swift action-oriented environmental scan specifically for employer training?

Who is doing what in EdTech (AR, VR, Chatbots etc) ***internationally and in ZA?***

Who ***will share*** their experiences?

What can we *ethically replicate or use* in other verticals

How do we document, evangelize, celebrate these

Where can we source technical support for each? From whom and how?

How do we create EdTech techies. Documenting the experience will assist.

Microcredentials

When do we start?

Fail forward and/or expert driven?

How about a proof of concept for each theme viz. Chatbot, Gamification, IoT, AR and VR etc.

How do we evangelize these opportunities to employers?

CoPs

A high **feedback** environment is important
when developing new **training** concepts

Whether you plan to onboard employees
through online courses, group projects, or
individual training, **make feedback an essential
step for each staff at every training session.**



OFFICIAL SIGN-OFF

It is hereby certified that this report on the Premier's Council on Skills:

- ❖ Was developed by the Provincial Skills and Partnership Team, under the guidance of the Director: Ms M Parker.
- ❖ Was developed to provide feedback and an action plan that emanated from the Premier's Council on Skills.
- ❖ Was developed based on Stakeholder Engagements on the day.

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Economic Development
and Tourism