



Western Cape  
Government  
**FOR YOU**

Department of Education

# Premier's Council on Skills

## Business and Education Meet

28 October 2021

# INTRODUCTION AND OVERVIEW

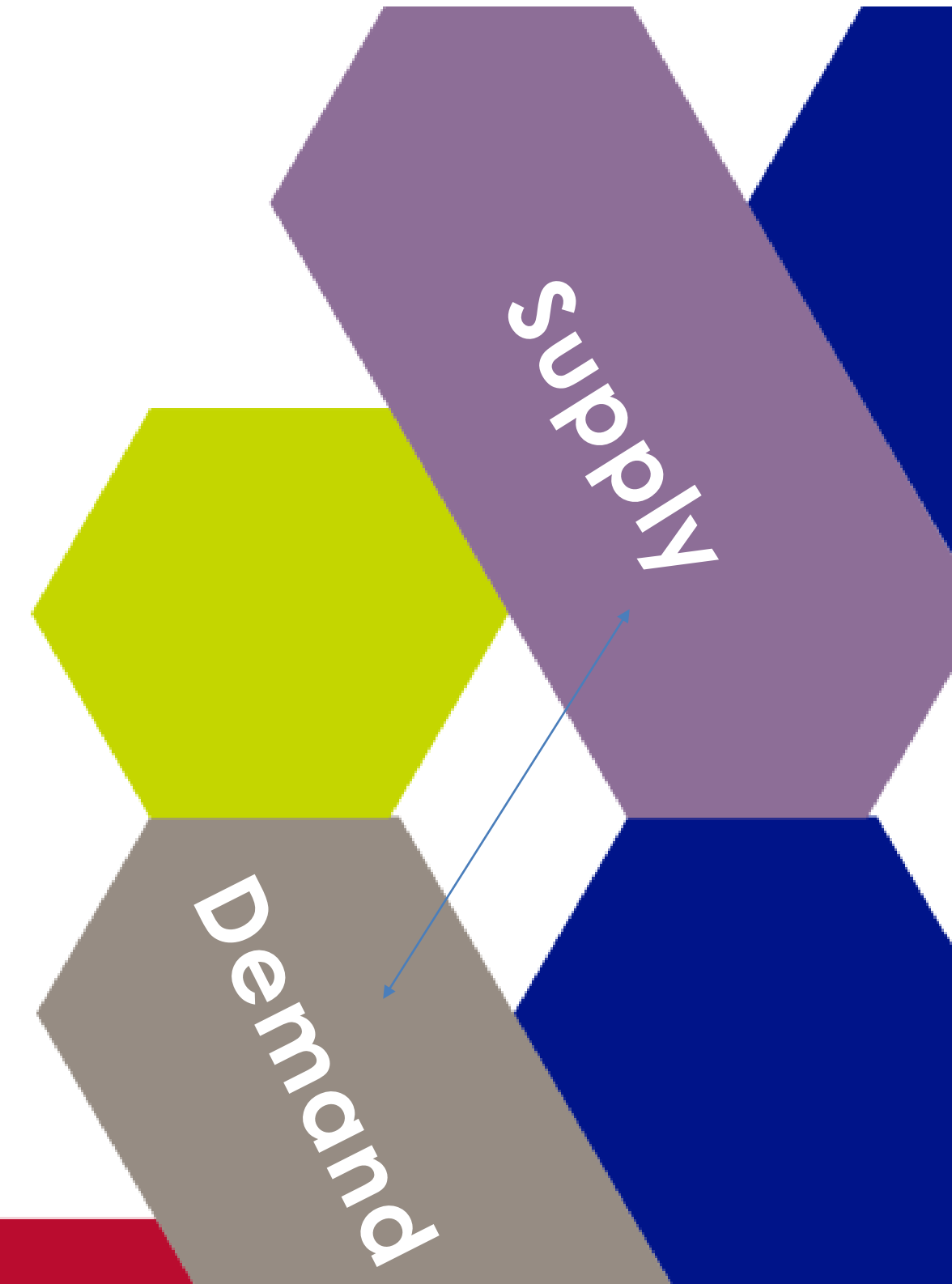


The Premier, Mr Alan Winde, MEC Debbie Schafer, MEC David Maynier, HOD Mr Walters, HOD Mr Fourie,

All officials from Embassies, senior officials and representatives, officials and colleagues from all the sectors present, Private, SETA, College and HEI , All protocols observed

Greetings, wishes of solidarity and thanks very much for the opportunity to discuss this very important topic:

“Education and Skills Development - Working better together“



# CONTEXT

Our aim is to contribute further to the VIP (Vision Inspired Priority) on Economy and Jobs and find stronger linkage with the VIP on Empowering People

## VISION

**A safe Western Cape where everyone prospers**

**Economy  
and Jobs**

**Empowering  
People**

**Mobility,  
Spatial  
Transformation  
& Human  
Settlements**

**VISION- INSPIRED PRIORITY  
INNOVATION AND CULTURE**

# CONTEXT

If there is a punchline for us, it should be  
“MOB mentality”; not of the unruly kind but  
one that reads:

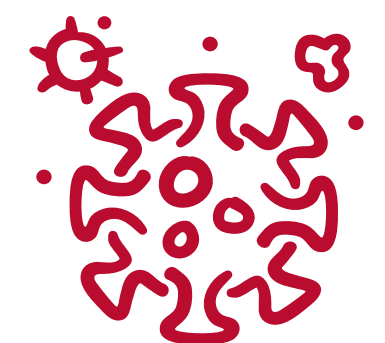
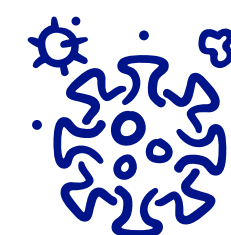
## **MORE, OTHER, BETTER**

We use this acronym because this aim

- business and education aiming to produce more learners who can fit quickly and well into the WOW has a long and rich history

That history shows good stories of brilliance, but  
also that we must do

## **More, Other, Better**





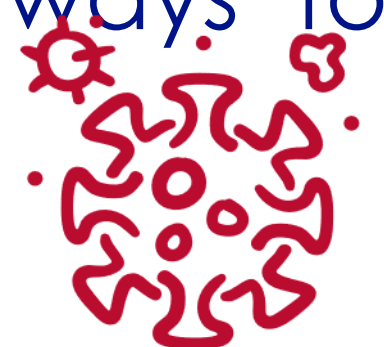
# CONTEXT

The pandemic with all its disruptive effects provides us with its challenges, but also **opportunities** to do MORE, OTHER and BETTER this

In broad terms

We have to produce **MORE** learners, **MORE** quickly to adapt from school into the WOW which is evolving rapidly (4IR) and affected profoundly by the pandemic

We have to have MORE partnerships, work in OTHER and BETTER ways to achieve the above



# WHERE WE WANT TO GO ?

## VISION

All citizens in the province can participate meaningfully and equitably in economic and social activities

## AS IT STANDS:

- We have high unemployment,
- Within the economically active, there is high-income inequality,
- There are skills supply and demand mismatches, with shortages and over-supply in respective areas

As a collective, **EDUCATION** and **BUSINESS** communities need to come at it again, and again, to increase good news stories.

From Homelessness

Supporting Spaza Shops

Food Production

Through to

All the Primary,  
Secondary sectors  
High tech  
Space Travel

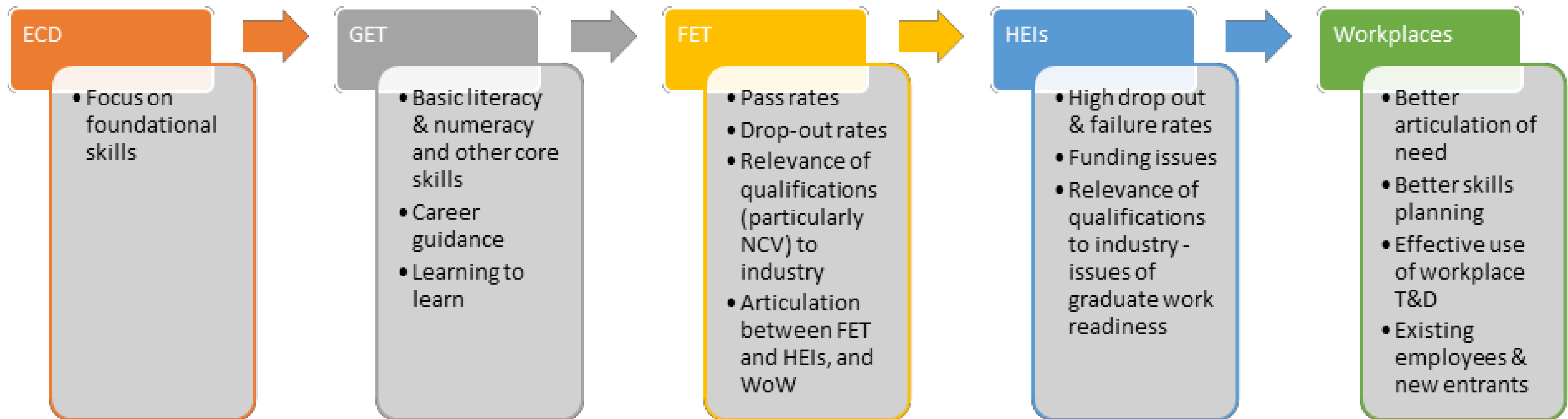
competitions in this regard.



FESTO



# Where we want to go - **STRENGTHEN THE SKILLS PIPELINE – WOMB TO TOMB**



- More exposure from youth to prepare to participate in WoW
- Direct Information from WOW
- Work experience
- Entrepreneurial societies at schools



# WHERE WE ARE - WC – 3-PRONGED APPROACH TO STRENGTHEN SKILLS FORMATION



**Tech/Voc  
(STEAMAC)  
- 3 Streams**

**BUSINESS, HEI, TVET, SETA  
INVOLVEMENT IS CRUCIAL**

**E3**

**Focus  
(27)  
Schools**



# APP TARGETS

Outcome	Outcome Indicator	Baseline 2018/19	Five Year target
Increase access to Technical, Agricultural, Vocational and Skills subjects and schools	Percentage of learners who offer at least one subject in the technical, agricultural, vocational and skills fields.	6%	12%

3 Streams - Emergent Policy Implementation aiming to move 97% Academic to 40% with Technical/ Vocational @ 60%

## ACADEMIC (97%)

General, formative, well - rounded Post School Education & Training studies

## VOCATIONAL

Focus Schools such as Technical, Agricultural, and Art high schools

## OCCUPATIONAL

Preparing learners for the workplace

SoS etc

# 3 STREAMS POLICY DEVELOPMENT & IMPLEMENTATION

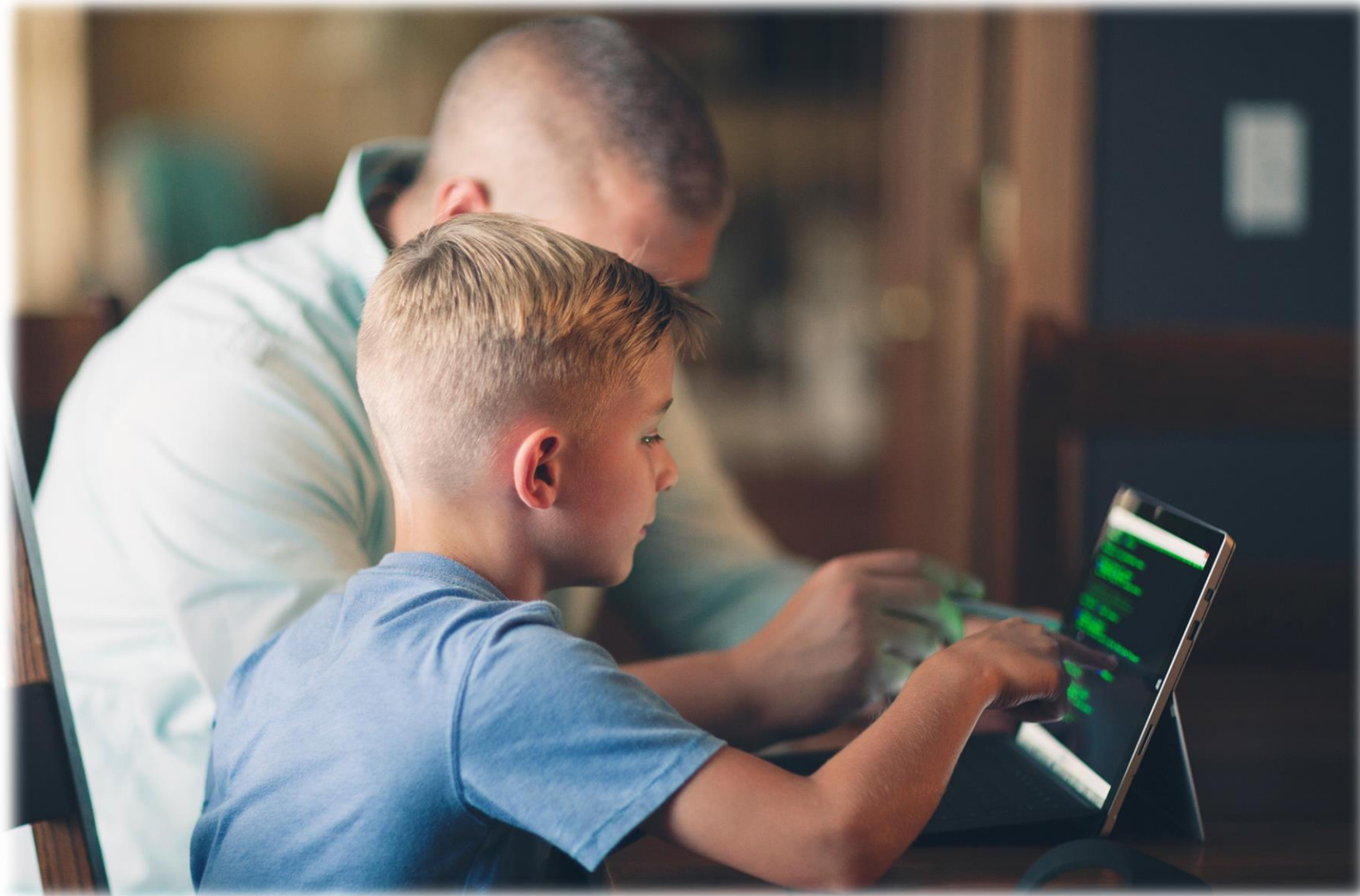


- Pilot in the Occupational “Stream” in Schools of Skill has been completed between 2017-2019 with 21 Tech subjects;
- Pilot in public ordinary schools in Grade 8 in 2021 and 9 in 2022 underway in 13 Subjects
- WCED –Added most technical schools to the list – to address articulation / infrastructure / person power needs
- Pilot of GEC with proposed GEC implementation in 2023- Exit point at Grade 9

SUBJECT	Sch s		SUBJECT
Agricultural Studies	5	12	Personal Care: Beauty and Nail Technology*
Art and Crafts	4	13	Personal Care: Ancillary Health Care *
Office Administration	15	14	Service Technology: Upholstery
Early Childhood Development*	4	15	Service Technology: Maintenance
Mechanical Technology: Motor Mechanics	7	16	Consumer Studies: Food Production
Mechanical Technology: Body Works / Panel Beating and or Spray Painting	9+7	17	Consumer Studies: Sewing
Mechanical Technology: Welding	24	18	Hospitality Studies
Mechanical Technology: Sheet metal work	3	19	Wholesale and Retail *
Electrical Technology: Electrical	0	20	Civil Technology: Bricklaying and Plastering
Personal Care: Hairdressing*	21		* Not aligned to FET in Basic Education

N O	NEW SUBJECTS PROPOSED FOR GRADE 8 AND 9				
	SUBJECT	Sc h		SUBJECT	School s
1	Agricultural Studies	0	12	Consumer Studies	0
2	Art and Design	0	13	Wholesale and Retail *	0
3	Digital Technology -	0	14	EGD (Not included yet)	0
4	Early Childhood Development *	0			
5	Mechanical Technology	0			
6	Electrical Technology	0			
7	Civil Technology	0			
8	Personal Care: Hairdressing and Beauty	0			
9	Personal Care: Ancillary Health Care *	0			
10	Hospitality Studies	0			

# Schools of Skill LEARNER PATHWAYS



- The 26 Schools of Skill offer a learning pathway that explicitly equips learners (14-18yrs) with the relevant skills to join the world of work.
- Schools are encouraged to have a 4th year school-to-work programme and exit plans for their Year 4 learners.
- Schools have networked and formed partnerships with local companies, and Learners in “job-shadowing in their 4th year are often employed by these companies
- Learners who excel academically have the option of further studies at a TVET college through the RPL process. (Recognition of Prior Learning.)
- Some SoS learners have enrolled successfully at False Bay College, College of Cape Town and Northlink College



# WCED EXPRESSION OF COMMITMENT TO EXPANDED SKILLS OPPORTUNITIES

WCED : expanding the focus from STEM (Science,  
Technology, Engineering, Mathematics) to STEAMAC

**S - SCIENCES**

**T - TECHNOLOGY**

**E - ENGINEERING**

**A - ARTS**

**M - MATHEMATICS**

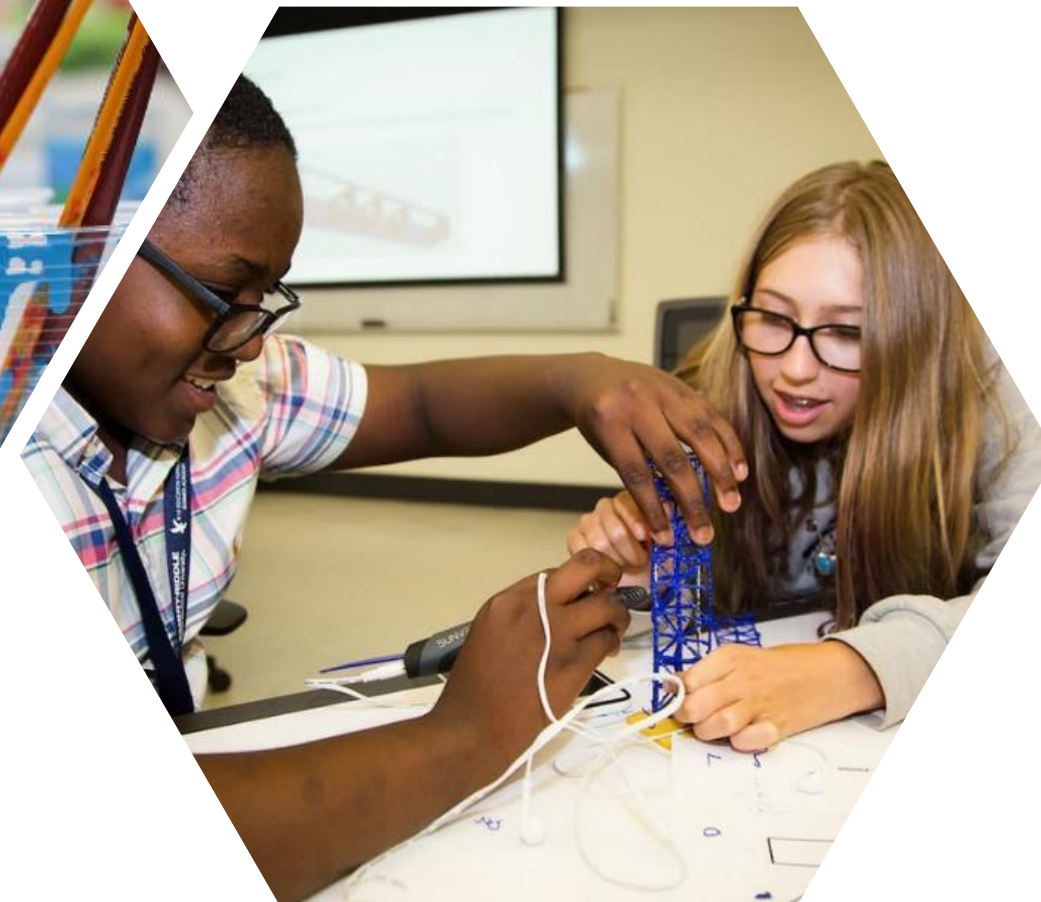
**A - AGRICULTURE**

**C - COMPUTING /CODING**



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# STEAMAC





# SECTORS IDENTIFIED

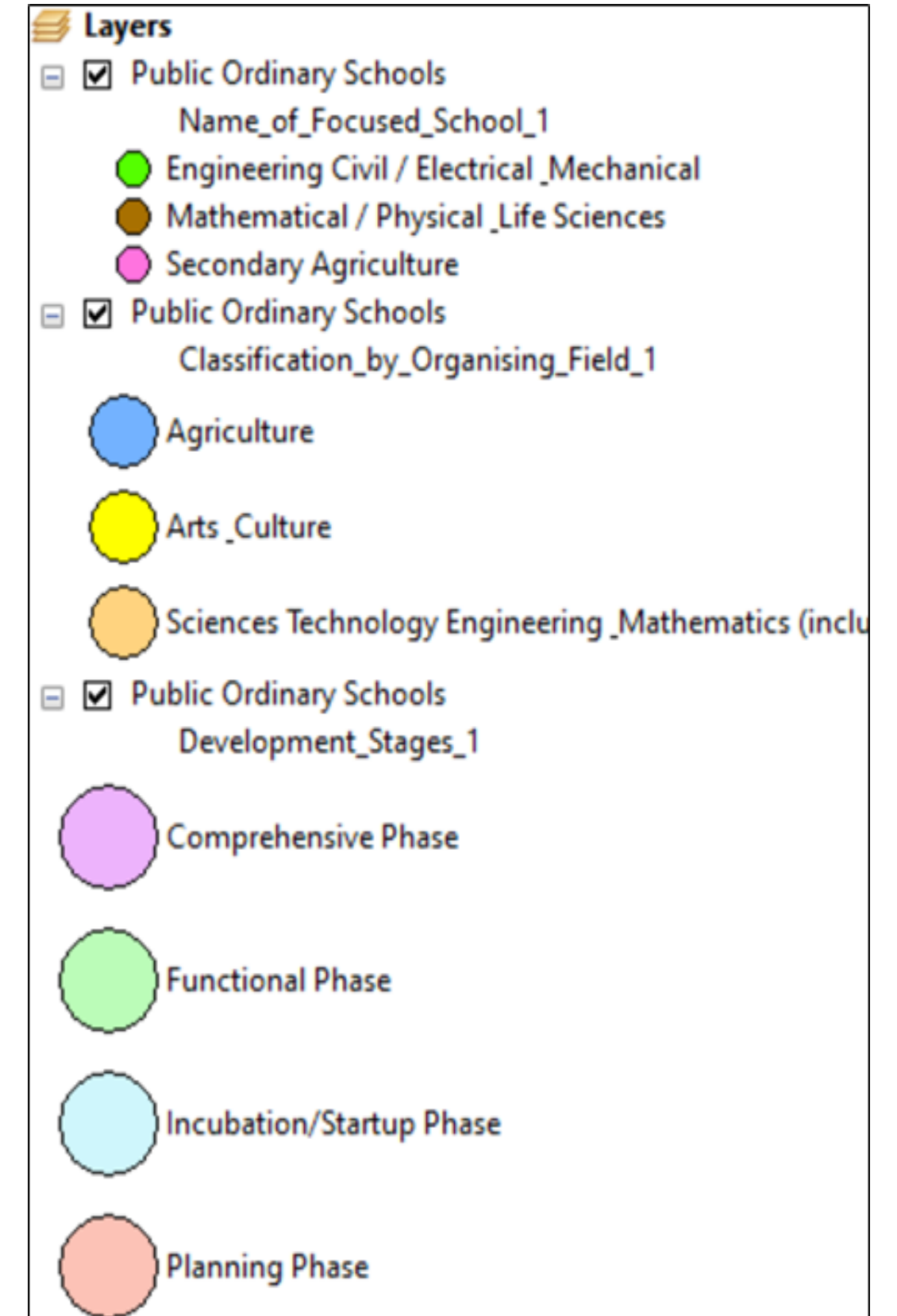
- **IT Technology & Communication**
- **Agriculture**
- **Manufacturing**
- **Tourism**
- **Textiles and apparel**
- **Wholesale and Retail**
- **Real Estate, Finance and Business Services**
- **Green Jobs**





# WCED FOCUS SCHOOLS PLAN

27 Schools already in place  
Others in the indicative plan



# GOOD NEWS STORIES



**Software Development with Oracle**– responding to the needs in the ICT sector – learners were exposed to Java fundamentals at school level as an extra curriculum to obtain a Certificate and provide a base for further learning.



**Food Gardens** – 517 food gardens have been established which form part of the National Food Nutrition Programme in the province. The food gardens are supplementing the school feeding scheme while also providing an educational resource to learners.



**merSETA Educator Development Program** – 78 Teachers were trained in subject-specific content knowledge and Assessment Techniques. This program yielded various successes.



**Festo schools:** were actively engaged with the Techo Buzz weeks. Arranged Hydraulics section, design of the mechanical arm and training for learners.



# WCED SKILLS COMPETITION



- The province conducted a Provincial Skills Competition in 2018 and 2019.
- The province is planning to have the Skills Competition during 2022.
- The focus is on subjects with a practical component.
- Many industry partners have supported the competition.
- Greater collaboration from SETAs, other professional bodies, and industry needed
- Partners to support and improve the standard of the competition are invited

**Full Video clips below**

[Skills Competition 2018](#)

[Skills Competition 2019](#)

Skills Competition  
Video Trimmed  
2019





# AGRICULTURAL SUBJECTS: LEARNER ENROLMENTS

Subject	Grade 10			Grade 11			Grade 12		
	2019	2020	2021 target	2019	2020	2021 target	2019	2020	2021 enrolled
Agricultural Sciences	902	860	900	905	814	860	721	822	814
Agricultural Management Practices	302	477	730	186	305	477	145	171	305
Agricultural Technology	376	673	1030	273	361	673	190	250	361

# TECHNOLOGY SUBJECT: LEARNER ENROLMENTS 2021

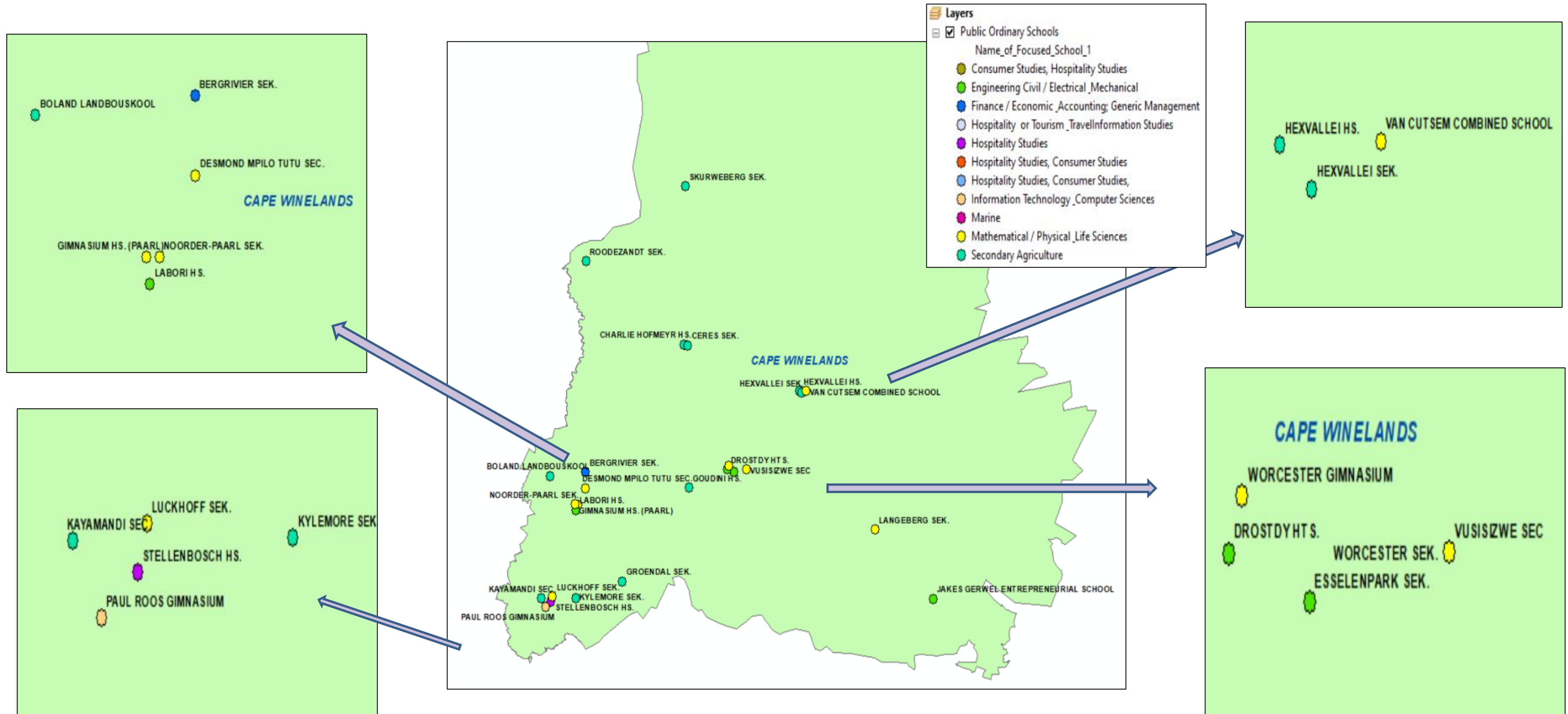
Subjects		Grade10	Grade 11	Grade 12
Civil Technology	Civil Services	60	23	24
	Construction	416	459	243
	Woodworking	162	149	124
Total Civil Technology		<b>638</b>	<b>631</b>	<b>391</b>
Electrical Technology	Digital Electronics	20	8	19
	Power Systems	442	388	454
Total Electrical Technology		<b>462</b>	<b>496</b>	<b>473</b>
Mechanical Technology	Automotive	407	330	202
	Fitting and Machining	237	183	173
	Metalwork and Welding	308	253	138
Total Mechanical Technology		<b>952</b>	<b>766</b>	<b>513</b>

# PROVINCIAL OVERVIEW: DATA SETS



School Name	Education District	EMIS number	Classification by Organising Field	Stage of Evolution/development where "P" = In the planning phase; "I" = Incubation/Start up phase; "F" = Functional Phase and "A" = Comprehensive phase (Refer to annexure A)	Focus subjects offered (List only specialised subjects)	Current enrolment in Grade 8.	Current enrolment in Grade 9.	Current enrolment in Grade 10.	Current enrolment in Grade 11.	Current enrolment in Grade 12.	Total Enrolment
Alexander Sinton HS	Metro Central	0105483311	Arts & Culture	F	Dance, Dramatic Arts, Design Studies, Music, Visual Arts	237	269	248	284	183	1200

# CAPE WINELANDS FOCUS SCHOOLS – 2021





# CAPE WINELANDS DISTRICT

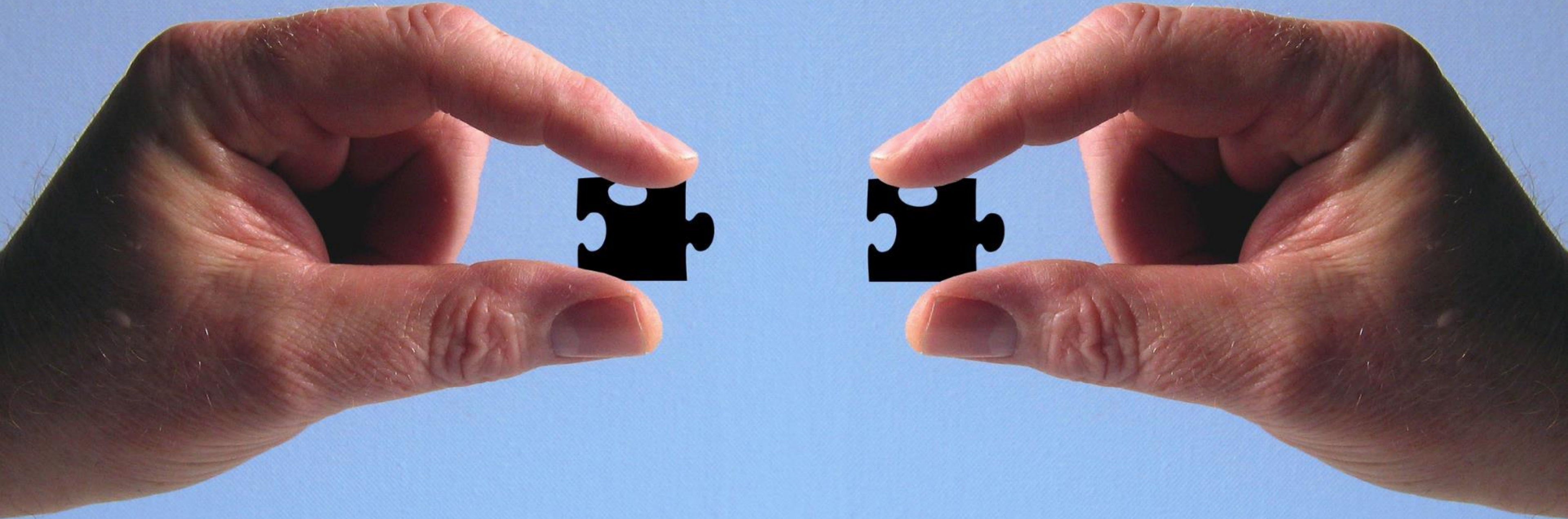
School Name		Name of Focused School (eg Aviation)	D Arts	Design	Dance	Music	Visual Art	Arts	AG Tech	AG Sci	AMP	Agr	Constru ction	Civil Serv	Woodw orking	EGD	Power Syst	Digital Elec	Electro nics	Welding and Metalwo rk	Automot ive	Fitting and Machini ng	Technic al
Charlie Hofmeyr Hoërskool		Services					0.69%	0.25 %								0.67%							0.50%
Desmond Mpilo Tutu Secondary School		Mathematical / Physical & Life Sciences	5.67%					1.31 %															
Drostdy Hts.		Hospitality Studies	0.18%	0.10%			0.35%	0.19 %					3.62%		12.59 %	2.45%	3.77%				5.61%	14.86 %	3.17%
Drostdy Technical		Engineering Gr/ Civil / Electrical & Mechanical	0.18%	0.10%			0.35%	0.19 %					3.62%		12.59 %	2.45%	3.77%				5.61%	14.86 %	3.17%
Esselenpark Secondary		Engineering Civil / Electrical & Mechanical													12.59 %	0.87%				9.70%			1.28%
Esselenpark Sekondêr		Finance / Economic & Accounting;													12.59 %	0.87%				9.70%			1.28%
Gimnasium High School (Paarl)		Mathematical / Physical & Life Sciences	1.17%	0.10%		1.70%	0.06%	0.50 %								1.91%							1.41%
Goudini Hs		Secondary Agriculture							8.46%		8.57%	3.70%											
Groendal Secondary		Secondary Agriculture														0.67%							0.50%
Hexvallei Hs		Secondary Agriculture																					
Hexvallei Secondary		Secondary Agriculture														0.28%							0.21%
Jakes Gerwel Technical School		Engineering Gr/ Civil / Electrical .							7.85%		20.71 %	5.97%				0.69%				3.80%			0.80%
Jakes Gerwel Technical School		Secondary Agriculture							7.85%		20.71 %	5.97%	2.51%			0.69%				3.80%			0.80%
Jakes Gerwel Technical School		Services							7.85%		20.71 %	5.97%	2.51%			0.69%				3.80%			0.80%



# PARTNERSHIPS & AGREEMENTS



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	Directorate	Current Partnerships	Partnership Agreement	Scope for expansion	Beneficiary
1	GET Curr	Word Works	@Home pilot for provision of time resources.	Expand to all schools	100 schools
2	GET Curr	University of Stellenbosch	Teacher development and online-training in Grade 9 EMS about Financial Literacy	Expand to all schools	EMS teachers and learners
3	GET Curr	Growthpoint Properties (Growsmart)	Teacher development, resource development, online opportunities for learners to enrich their skills, Reading, Writing, Mathematical, Entrepreneurial skills are targeted.	Expand to all schools	20 schools
4	GET Curr	Reflective Learning	Mathematics Grade 8 supported by Principal's academy	Expand to all schools	10 schools
5	GET Curr	STEAM & CASME Foundation	Teacher development, online Electricity Course and an Electricity Kit	Expand to all schools	100 schools
6	GET Curr	University of Western Cape (UWC)	Teacher development, Modelling Instruction, online Electricity Course	Include Metropole South	All schools accept in Metro South
7	GET Curr	I AM WATER	Subject adviser, Teacher and Learner development for Marine Sciences	Include all schools	Schools close to sea.
8	GET Curr	Thuma Mina	Development of Interactive and recorded content for selected topics of Grade 9 Natural Sciences	Include all schools	All ASSEST Schools are piloting
9	GET Curr	Funda Wandé	Development of Afrikaans and IsiXhosa HL resources for Foundation Phase.	Include all schools	50 schools (40 Afrikaans & 10 IsiXhosa)
10	GET Curr	Advancing Knowledge NPC	Construction of Science laboratories and Teacher Development	Include all schools	100 schools

	Directorate	Current Partnerships	Partnership Agreement	Scope for expansion	Beneficiary
1	FET Curr	Department of Science and Innovation (DSI) in 2019.	Establishment of Science Clubs, support in entering Competitions and Olympiads.	Expansion to all schools offering Maths & Science.	50 MST schools
2	FET Curr	PIRB – Plumbing Industry registration Board (2022)	Learners will obtain qualified Theory Plumbing Certificate exiting the schooling system. Placement of learners with companies to complete internship before trade test is written.	Expansion to all schools offering Civil Services.	Kuils River THS Beaufort West SS Bellville HTS Strand HS
3	FET Curr	INTERNATIONAL COMPUTER DRIVING LICENSE OF SOUTH AFRICA (“ICDL SA”) in 2020	Provision of E-learning, and Adaptive Training which includes assessments, diagnostics and certification testing to all learners and teachers.	Further engagement with Amazon on STEM etc.	Langa HS, Crossroads HS
4	FET Curr	AGRI-Pedia & BKB – (Agricultural Subjects)	Teacher development to support learners effectively in the subject.	Further engagement on other Agricultural support, particularly modern Agricultural technology.	Kraaifontein HS, Porterville HS, Soneike HS
5	FET Curr	CAD4ALL	AutoCAD educational licensed software to WCED schools; Curriculum Advisors, Teachers and Grade 11 Learners with certified training of AutoCAD 2D essentials; training on AutoCAD Intermediate or advanced and Revit essentials. Training of teachers to setup examinations within AutoCAD.	Making it progressively accessible to all learners doing EGD as part of Multiple Certification.	40 learners at some EGD schools
6	FET Curr	MISPA Foundation and Price Water house Coopers(PWC)	Learner support program(mentoring for Maths and Science, Accounting)	Closer collaboration with SAICA.	30 schools across the districts
7	FET Curr	Nedbank foundation	SA Competition-Bursaries awarded to learners. The best essays are quality assured by Subject adviser, SCP and an Economist at treasury and 15 learners are selected to receive bursaries.	Increase the number of bursaries.	All WCED schools may enroll.



	Directorate	Current Partnerships	Partnership Agreement	Scope for expansion	Beneficiary
1	E-learning	Reflective Learning Mathematics	Reflective Learning Mathematics programme identifies backlogs for each learner and provides a personalised catch-up course to bridge the gaps.	Expansion to more schools	District MEED: Apex HS, Hottentots-Holland HS.
2	E-learning	Coding Clubs - CodeJika	A vibrant ecosystem of student-run coding clubs in secondary schools. Online (platform and partners), Awareness (media & advocacy) and Hands-on (In-school Clubs & Events)	Expansion to more schools.	District MEED: 11 schools
3	E-learning	Nasa Project - XinaBox	Learners building micro sensor to collect data from space from a satellite that was launch into space. Learners are busy collecting real-time data from their sensors.	Expansion to more High Schools.	District MEED: Soneike HS
4	E-learning	Solar Panels -SunXChange	School is selling slices of Solar panels on the open market and create their own solar power stored in battery packs to get completely off the grid of ESKOM.	Expansion to more High Schools	District MEED: Protea Heights Academy
5	E-learning	PACT Prince Albert community Trust	PACT is a non-profit and public benefit organisation, registered as a trust. PACT acts as an umbrella body and bona fide charity, channeling donations towards the welfare of the disadvantaged community of Prince Albert and the greater municipal area of Klaarstroom, Seekoeigat and Leeu-Gamka. As one of their focus areas PACT is engaged in the e-learning space within schools with the focus on interactive teaching and learning.	PACT has plans to expand this project further in Prince Albert with the establishment of a research centre fitted with computers, and the implementation of a coding programme for young people. <a href="http://pactrust.co.za/">http://pactrust.co.za/</a>	District ECKED: 2 Schools: Prince Albert PS / Zwartberg HS Plus / Minus 1500 learners and more (other related community projects)
6	E-learning	Google Schools – Cloud EDU	Assisting schools to register Google Domains and to work within a Google Education environment	Expansion to more High Schools	District MNED: 14 schools completed:
7	E-learning	Vodacom Centre.	Vodacom Online Curriculum.Provides online lessons for various subjects, curriculum based, and it is CAPS aligned.	Expansion to more High Schools	District MEED: 23 Underperforming High Schools

Prospective Partnership	School Names	Benefit for School
<b>Statutory Accounting Principles (SAP)</b>	School offering Accounting	Support with multiple certification
<b>Genesis Community IT Initiative</b>	Schools offering IT	Providing accredited and certified programs. Including SETA and globally/internationally recognized programs to enhance the currency of the NSC and future career and potential job opportunities for the learners
<b>FESTO- Revisit Agreement</b>	MST & Focus Schools	The current agreement must e renewed. Benefits: Interaction with Robotics, Automation, online learning, etc
<b>merSETA- RE-Submit Proposal</b>	MST schools and Focus Schools	Teacher Development for STEM
<b>SchoolNET SA</b>	MST schools	Coding programmes from Gr. 2, offering digital skills curriculum
<b>PANSALIB</b>	All primary schools	To support methodology by presenting and developing resources that will support effective teaching and learning the Afrikaans, English and isiXhosa classes
<b>University of Stellenbosch</b>	All primary schools	To train the EMS Gr 8 teachers in 2022
<b>Agriculture</b>	All schools offering Agricultural subjects	Support for expansion of Agricultural subjects at school
<b>QCTO</b>	All WCED schools	Support for Multiple Certification
<b>AMESA</b>	All MST schools	Bulk registration of teachers as members. Increased participation of teachers in conferences and other activities

# GETTING THERE: UPDATE ON WCED DEDAT COLLABORATION AND ACHIEVEMENT TO DATE



- Established Technical Education Reference Group – To strengthen linkages between WCED, SETA and industry linkages
- School of Skills and public and private college linkages
- WC SETA Cluster – WCED presentation well received & commitment shown by SETAs
- Commitment to partners – unpack the collaborations leading up to, during and post PCS
- Engaging with key industry players across key sectors to support school & post-school activities – Golden Arrow BS, Supergroup, Logistics & BPO sectors
- Tracker – key milestones and progress made to achieve key outputs per collaborative area & sufficient capacity to drive and sustain these partnerships
- DoA linkage with the WCED and the public TVET college, Boland College to be explored

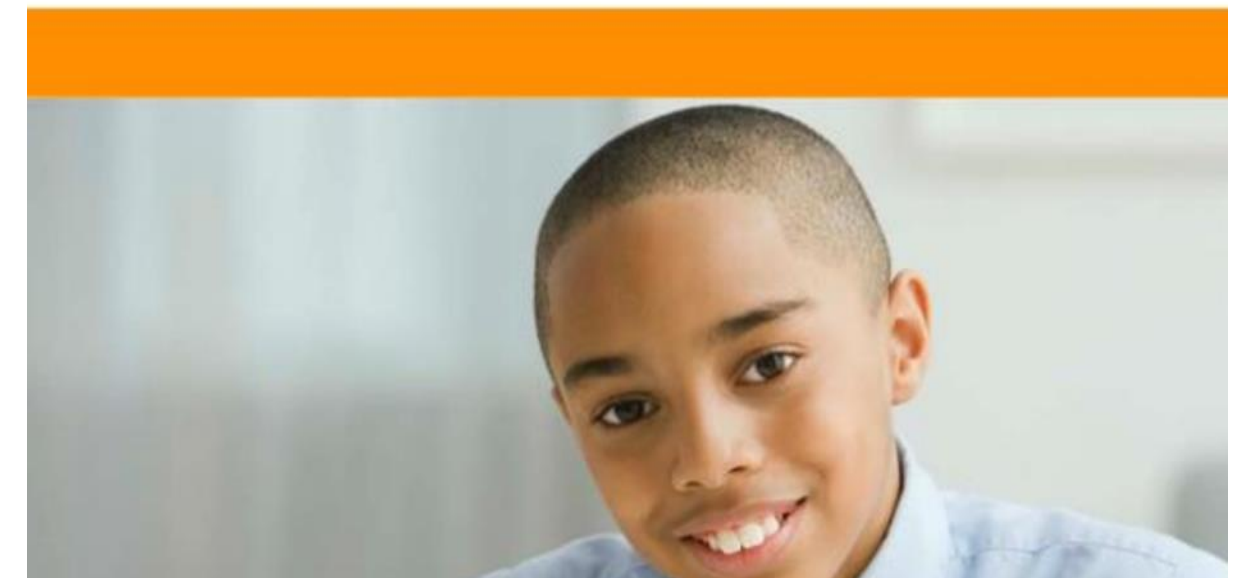
## A SHARED VISION THAT:

- Every part of government and every other stakeholder in South Africa work together towards the single goal of reducing youth unemployment and poverty by 90% by 2035.
- Extensive plan to integrate into the curriculum working with business subjects ( LO, EMS, Languages) and moving into other subjects



Entrepreneurship

in Schools





# E3: ROLL OUT PLAN FOR 2021

**GRADES R – 3: PLAY BASED  
LEARNING**



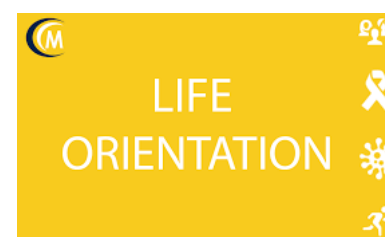
**GRADES 4 – 6: LIFE SKILLS AND  
LANGUAGES**



**GRADES 7 – 9: ECONOMIC AND  
MANAGEMENT SCIENCES**



**GRADES 10 – 11: LIFE ORIENTATION**





# E3: IMPLEMENTATION AND PROGRESS- 89 SCHOOLS

COHORT 1	COHORT 2	GEC
<ul style="list-style-type: none"> <li>• <b>12 PRIMARY SCHOOLS</b></li> <li>• Online training, ready to use projects and coaching support</li> <li>• Implementation in Term 3</li> <li>• Monitoring, evaluation and reflection in progress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>73 PRIMARY AND SECONDARY SCHOOLS</b></li> <li>• Online training, provision of projects</li> <li>• Implementation in Term 3</li> <li>• Monitoring, evaluation and reflection in progress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4 SCHOOLS</b></li> <li>• Implementation in Term 3 &amp; 4</li> <li>• Monitoring, evaluation and reflection in progress</li> </ul>



# DIRECTIONS –E3- ENTREPRENEURSHIP, EMPLOYABILITY AND EDUCATION (LIFELONG) PLAN

Recommendation		It is recommended that:
Collaborate with the Foundational Learning task team	DBE	
Introduce mandatory Entrepreneurship and Social Entrepreneurship education	DBE	Analyse and audit existing Entrepreneurship and Social Entrepreneurship initiatives at all schools nationwide
		Assess the effectiveness of all initiatives
		Analyse options for short-term implementation, such as teacher awards and an Olympiad
		Determine long-term curriculum change strategy to include Entrepreneurship and Social Entrepreneurship education for all
New teacher's education is required for new and existing teachers	DHET	Encourage teachers (new and existing) to understand the need to build an Entrepreneurship and Social Entrepreneurship culture in schools and incentivise via the teacher award
		Analyse current teacher training curriculum and assess appropriateness to develop facilitators and not "chalk-and-talk" teachers
		Develop support structures (provincial and national) for teachers to enable the development of the desired culture.
Actively encourage businesses to engage with local educational institutions	dti	Promote the key role that businesses need to play in the development of an Entrepreneurial and Socially Responsible country

Table 4: Recommendations to implement entrepreneurial education in SA



- 4. Actively encourage businesses to engage with local educational institutions
- to embed a culture of Entrepreneurship and Social Entrepreneurship, **innovative methods and protocols** will need to be developed to encourage the engagement of the private sector in schools by **geographic area**.
- Businesses, particularly **small and medium-sized businesses**, should partner with their local schools to expose learners and teachers alike to Entrepreneurship and Social Entrepreneurship in the “real world”.

## E3 PLAN – SECTION 7, NUMBER 4, PAGES 41/2



- Business people should **be invited to speak at school events**, where they can share their stories, their lessons learned and encourage learners to think about starting their own businesses.
- Local businesses should engage with schools to offer **hands-on experience to learners, through mini-internships, activities during the school holidays and “send a child to work”-type days.**
- To ensure standardization, formal **PMTs, MOUs and SLAs shall be developed and agreed upon by with relevant stakeholders.**
- In addition, making use of **informal businesses as learning examples in schools** can serve to stimulate Entrepreneurship and Social Entrepreneurship; business and opportunities for socio-economic improvement are everywhere



# CURRICULUM ADAPTATION FOR BETTER SKILLS DEVELOPMENT

- Pandemic and blended learning has opened up possibilities to create different ways of developing skills through basic education
- WCED is prepared to develop well-thought-through models for piloting (Jakes Gerwel, Lawhill, Focused Schools, Aeronautical, etc, Sandbaai - Hermanus)



- Supporting and Capacitating schools and businesses to work with each other better?

**Let's strengthen each other**

# WAY FORWARD

- Spatial planning discussions in Districts
  - Start with the focused schools / STEAMAC plans
- Each school to have a curriculum repositioning plan
  - Blended learning – Simulation environments etc.
  - Inform the Infrastructure investment plan- new schools and re-purpose existing ones – Budget limitations
  - With industry partners





# COLLABORATION NEEDED



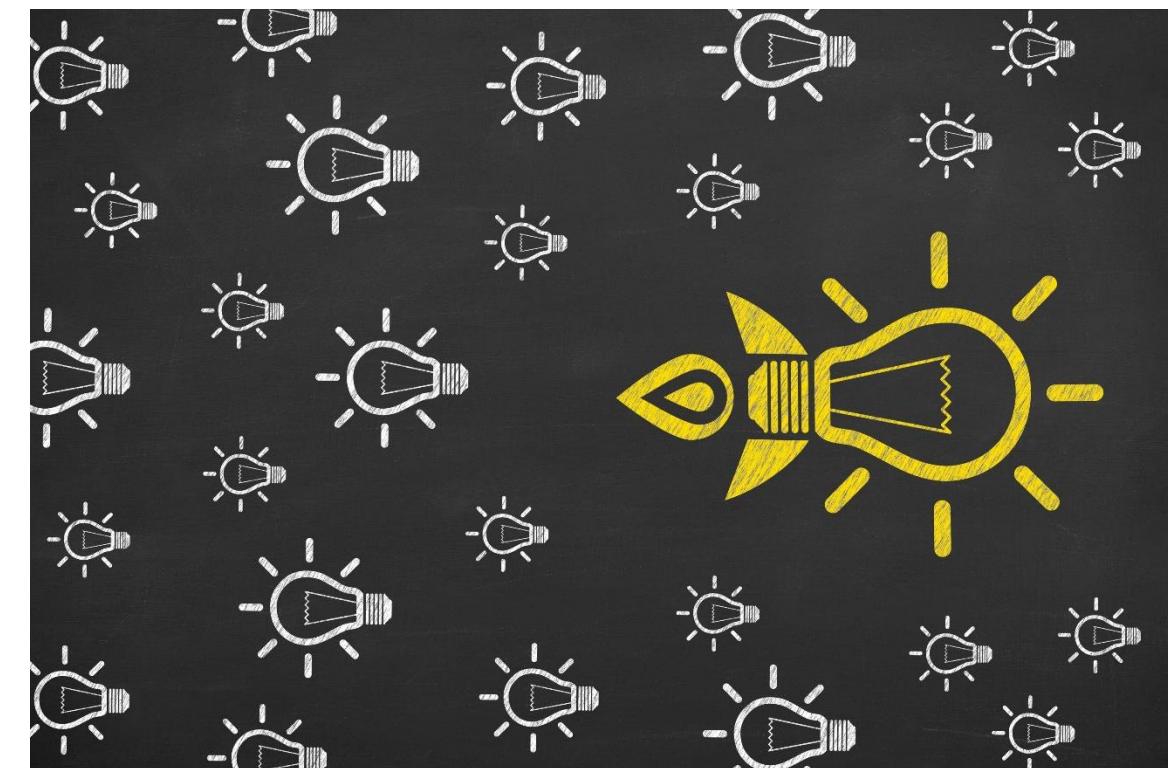
- Assist in upskilling of teachers in technical subjects and Maths/Science to meet industry standards
- Recognition of the practical training offered in various specializations in the NSC for technical/vocational subjects
- Attract unemployed artisans to become teachers
- Enhance Curriculum package offerings at school through Multiple Certifications – vendor-specific
- Enhance support for workplace Skills Development after school to access Learnership Programs
- Closer collaboration between HEI/TVET Colleges and Focused schools
- Adopt a school by industry partners – **all 1550**
- SETAs to recognize that the schooling sector is a pipeline for skills development in the various sectors and should support basic education through discretionary grant funding

# CONCRETE FOLLOW THROUGHS



WCED-DEDAT to discuss further with Industry  
strengthening of the  $\pm 300$  Schools and any other

Jointly develop support matrix for schools and districts  
and businesses to support every one of the 1500 schools  
to strengthen their capacity to develop skills for  
economic and social /environmental participation





# CONTACT PERSONS

(021) 467 2000



## Technical and Focus Schools

[Don.Haripersad@westerncape.gov.za](mailto:Don.Haripersad@westerncape.gov.za);  
[Neil.Simons@westerncape.gov.za](mailto:Neil.Simons@westerncape.gov.za)



## Schools of Skills

[Berenice.Daniels@westerncape.gov.za](mailto:Berenice.Daniels@westerncape.gov.za)



## E3

[Karen.Dudley@westerncape.gov.za](mailto:Karen.Dudley@westerncape.gov.za);  
[Antoinette.Venter@westerncape.gov.za](mailto:Antoinette.Venter@westerncape.gov.za);  
[Ismail.Teladia@westerncape.gov.za](mailto:Ismail.Teladia@westerncape.gov.za)





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