

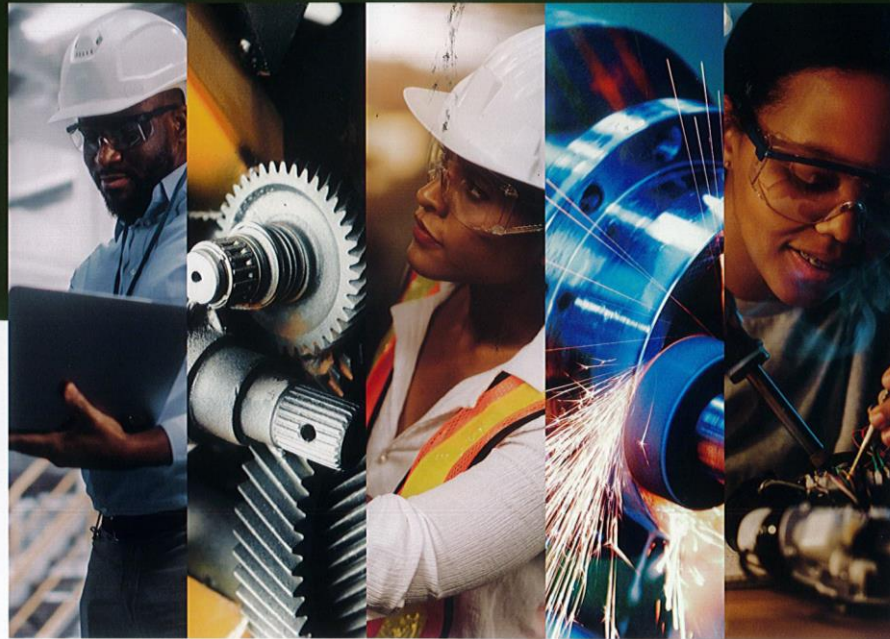
THE NATIONAL ARTISAN AND APPRENTICESHIP DEVELOPMENT STRATEGY



13 June 2024

**THE NATIONAL APPRENTICESHIP
AND ARTISAN DEVELOPMENT**

STRATEGY



2030

13 June 2024

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1. BACKGROUND

The first draft of the National Artisan and Apprenticeship Development Strategy was gazette on 08 March 2018 for public comment.

1.1 NATIONAL SKILLS ACCORD COMMITMENTS:

The National Skills Accord 1 undertook eight (8) commitments to which five million jobs would be created by 2020.

All of these commitments have a direct influence on the artisan development trajectory in the country. These commitments may be summarized as follows:

Commitment 1: Expansion of training and optimization of use of present training facilities.

Commitment 2: Placement opportunities in the workplace.

Commitment 3: Balancing of artisan-technician-engineer ratio as a skills planning instrument.

Commitment 4: Funding of (artisan) training and employer incentive.

Commitment 5: Annual target setting (artisan) in State Owned Enterprises.

Commitment 6: Improvement of SETA governance and financial management, and stakeholder participation.

*Commitment 7: Alignment of training to the New Growth Path and improvement of Sector Skills Plans
(dovetails on National Development Plan).*

Commitment 8: Improve the role and performance of TVET Colleges

1. BACKGROUND

Contesting Narratives

“Is there a shortage of artisans in South Africa?”

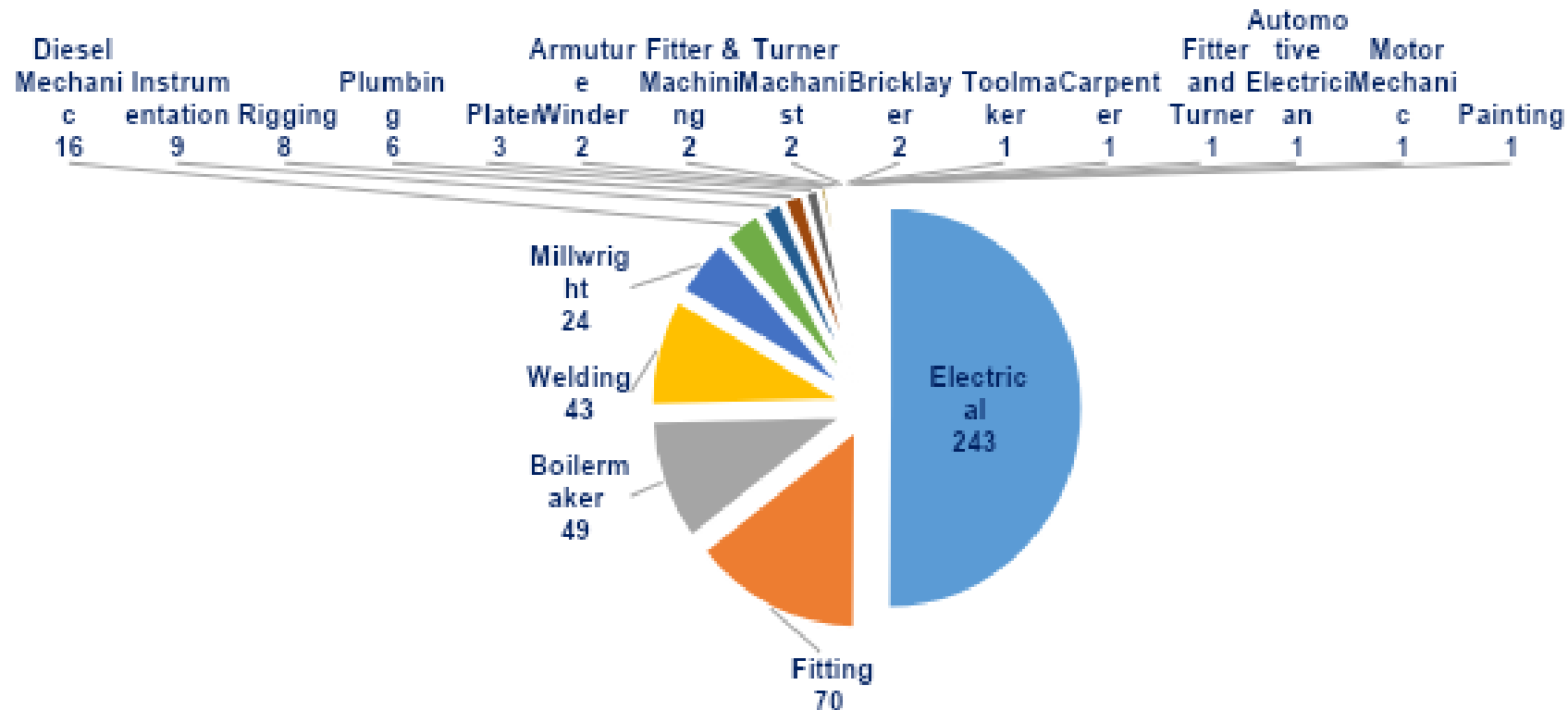


REAL NUMBERS		
YEAR	REG	CMP
2007	16193	6030
2008	24229	8935
2009	26301	8238
2010	23516	11778
2011	24415	14023
2012	21849	15277
2013	27670	18110
2014	28302	14389
2015	28640	16114
2016	30835	21188
2017	32330	21151
2018	29982	19627

1. BACKGROUND

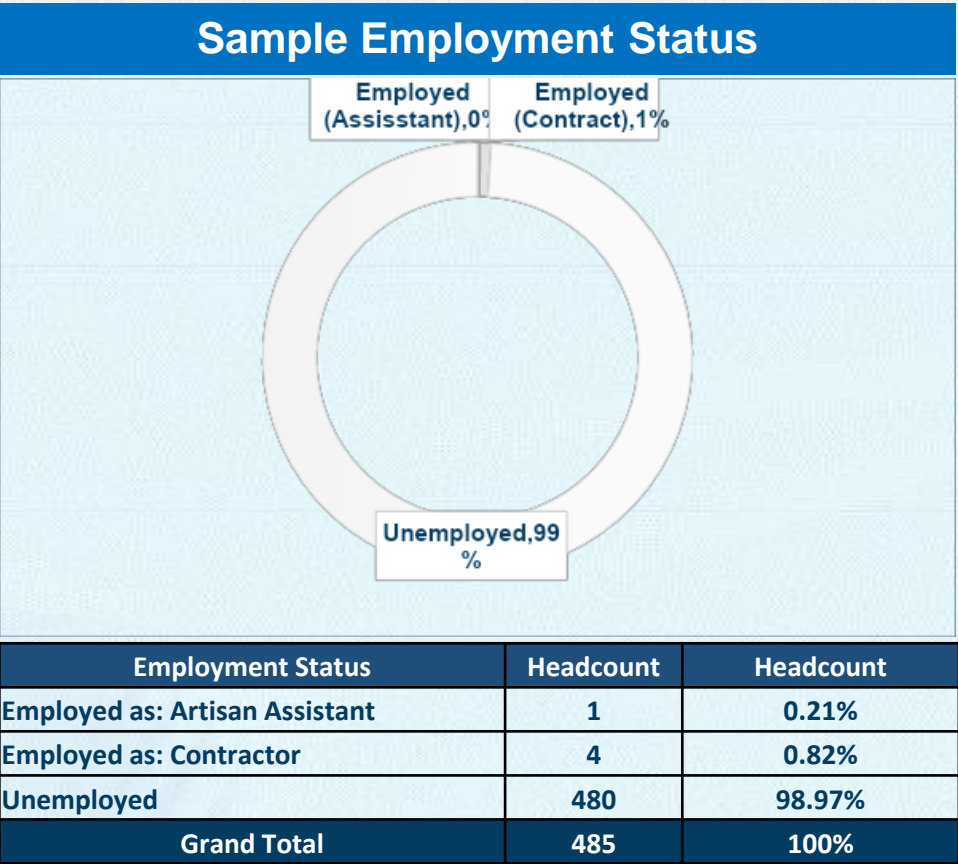
SA Unemployed Artisans Sample Demographics | August 2019

As at end of August 2019, the South African Artisan Movement surveyed 485 unemployed artisans across the country.



Sample Summary Discrepancies' Per Trade Discipline | Employment Status & Experience

Trade Discipline	Headcount	Total %
Electrical	243	50.10%
Fitting	70	14.43%
Boilermaker	49	10.10%
Welding	43	8.87%
Millwright	24	4.95%
Diesel Mechanic	16	3.30%
Instrumentation	9	1.86%
Rigging	8	1.65%
Plumbing	6	1.24%
Plater	3	0.62%
Armature Winder	2	0.41%
Fitter & Machining	2	0.41%
Turner Machanist	2	0.41%
Bricklayer	2	0.41%
Toolmaker	1	0.21%
Carpenter	1	0.21%
Fitter and Turner	1	0.21%
Automotive Electrician	1	0.21%
Motor Mechanic	1	0.21%
Painting	1	0.21%
Grand Total	485	100%



Years of Experience Discrepancies Spread

Years Of Experience	Headcount	Total %
16 years	1	0.21%
15 years	1	0.21%
9-10 years	1	0.21%
6 years	4	0.82%
5 years	8	1.65%
4 years	8	1.65%
3 years	16	3.30%
1 - 2 Years	74	15.26%
< 1 Year	26	5.36%
No Experience	346	71.34%
Grand Total	485	100%

Key Observations:

- ❖ Electrical Trade discipline has majority of unemployed candidates at 50.10%, contributing half of the sample population.

Key Observations:

- ❖ Out of Total of **485** sampled unemployed artisan candidates: 98.97% (480) are unemployed, (**4**) candidates are employed under contracts yet still looking for permanent employment and (**1**) candidate employed as an Artisan Assistant.

Key Observations

- ❖ Majority of these candidates are without any experience 71.34%
- ❖ Thus 139 (28.66%) have years of experienced but still experience challenges to find suitable job opportunities as it is a common challenge for young artisans to get jobs

1.BACKGROUND

Challenges faced by Unemployed Qualified Artisans

❖ Employment

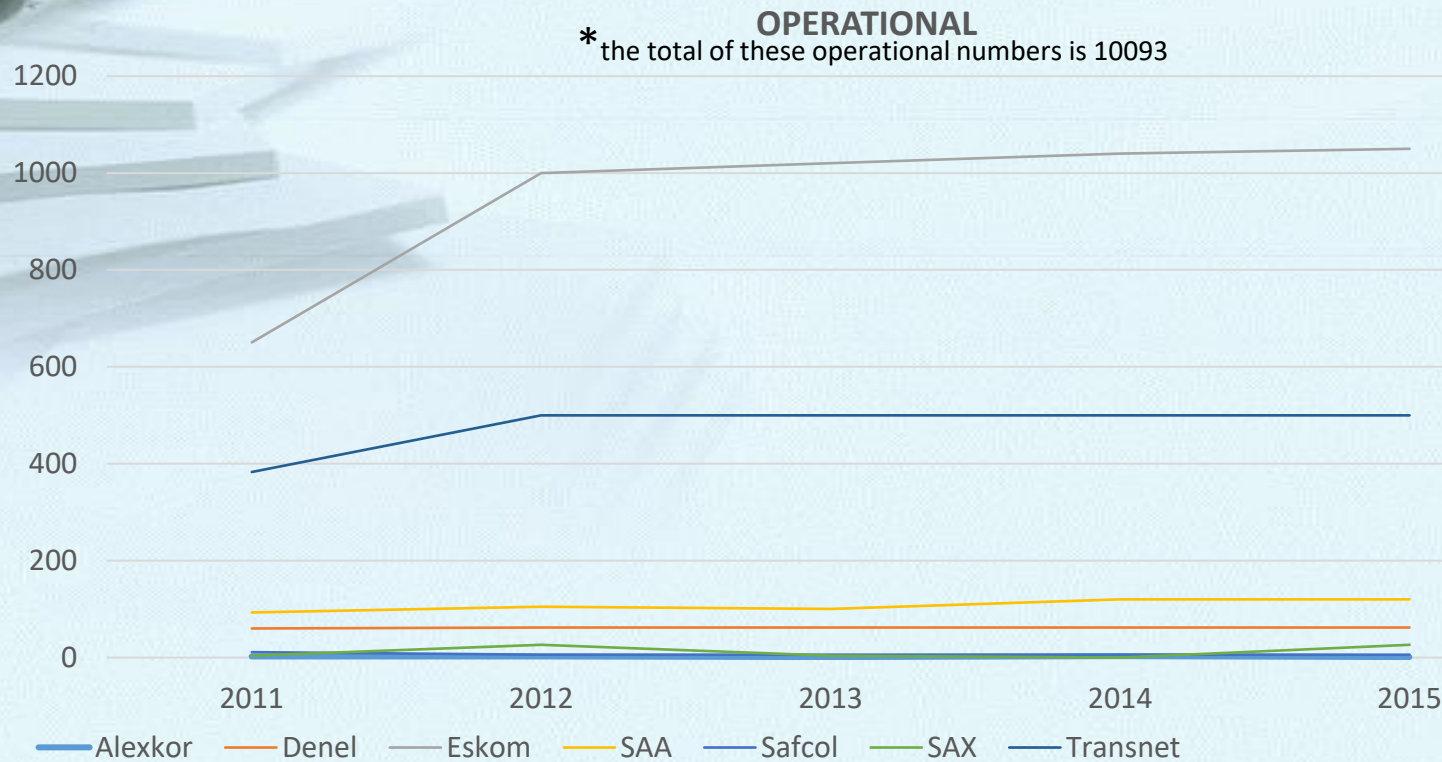
- Narrative that there is a shortage/demand for artisans
- Lack of research of the artisan occupations
- NDP's 30 000 artisans per annum policy
- Relevant Education
- Quality of training
- Gender biasness
- Delayed certified
- SMME's in public and private projects using non-certificated personnel to do a competent person's job
- Job Scams

❖ Enterprise Development

- Higher barriers to entry
- Barriers to market
- Monopolies in private sector
- Lack of Seed capital
- Lack of premises/land
- Lack of equipment
- Lack of business support

1.BACKGROUND

1.4 STATE OWNED ENTERPRISES DISAGGREGATED REGISTRATIONS WITHIN THE NATIONAL SKILLS ACCORD COMMITMENTS



OPTIMISED		
YEAR	SOE	REG
2013	Transnet	1000
2014	Denel	124
2015	Denel	73
2015	Eskom	1250
2017	Transnet	400

2. ANALYSIS, ASSUMPTIONS and PROPOSALS

“Employers, in collaboration with SETAs, committed that 30000 new artisan learners will enter training this financial year, meaning 2011”

(Extracted from the National Skills Accord 1)

During the same period 24415 artisan learners were registered, a 19% deficit.

Assuming a growth pattern of 1% per annum, the artisan learner registration output by 2018 should have been 32164, compounded.

However, artisan learner registrations posted in 2018 was 29982, (8% deficit, NS Accord), an improvement of 11% from the 2011 deficit.

Linking the NS Accord Commitment 1 to the NDP artisan competency target of producing 30000 artisans by 2030, and using the same reasoning (1% growth, compounded), artisan learner registration posted in 2028 should be 35529.

However, 35529 artisan learner registrations in 2028, considering also the lag factor, will be insufficient to produce 30000 artisans, unless a pass rate of 84% is achieved.

Furthermore, the average artisan pass % between 2011 and 2018 is 68%, alternatively, if this is considered a baseline value, at least 44118 artisan learners must be registered in 2028 to produce the 30000 artisans.

2. ANALYSIS, ASSUMPTIONS and PROPOSALS

“Employers, in collaboration with SETAs, committed that 30000 new artisan learners will enter training this financial year, meaning 2011”

(Extracted from the National Skills Accord 1)

1. Strengthening Artisan Quality Assurance Framework

Comparison of the two scenarios (84% pass rate against 68% pass rate) shows that the 84% pass rate is much more cost effective than the 68% baseline. The 68% is effective yet too costly, therefore not efficient.

*It is in light of this analysis and assumption that the draft National Artisan and Apprenticeship Development Strategy proposed the **Strengthening of Artisan Quality Assurance Framework** during the Formative, Summative and Aftercare stages of the dual system (A21) of artisan training.*

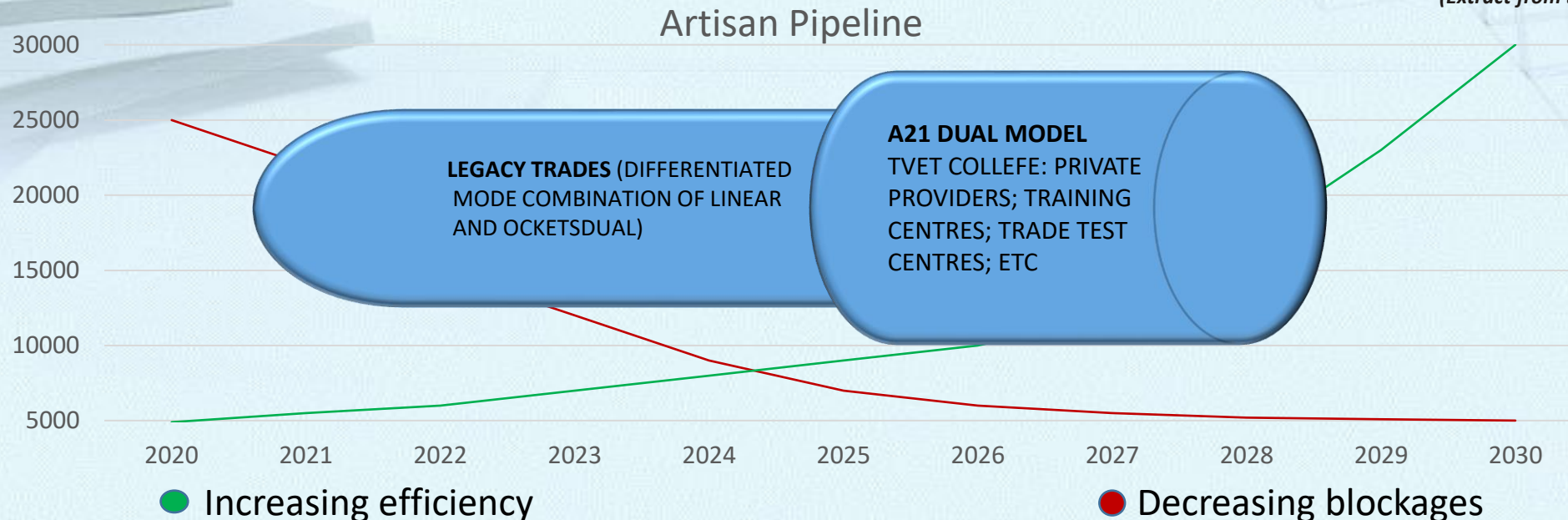
Giving effect to/Implementing this proposal will require all artisan training stakeholders to be jointly led by NAMB and QCTO in terms of the Skills Development Act chapter 6A, to synchronise/standardise artisan training quality assurance frameworks which must guide quality assurance processes at formative, summative and aftercare stages of artisan training and practice within a specified timeframe.

2. ANALYSIS, ASSUMPTIONS and PROPOSALS

“Commitment 8: Improve the role and performance of TVET Colleges”

It is envisaged that proper management and administration of the Artisan Quality Assurance Frameworks should ensure the gradual removal of blockages/cholesterol in the integrated artisan training system.

“The priority is to strengthen colleges, address quality teaching and learning, and improve performance. A critical indicator of performance is the throughput rate and the ability of college programmes to provide the skills South Africa needs. Colleges are the backbone of technical vocational education and training. Their target group includes young people in the FET phase who chose the vocational pathway, adults who want to change careers or upgrade skills, and unemployed people who wish to start a career. Colleges should be strengthened to become institutions of choice for the training of artisans and producing other mid-level skills. Improve the throughput rate to 75 percent by 2030. This would have a major impact on South Africa’s skills profile. Produce 30 000 artisans per year by 2030”
(Extract from the NDP)



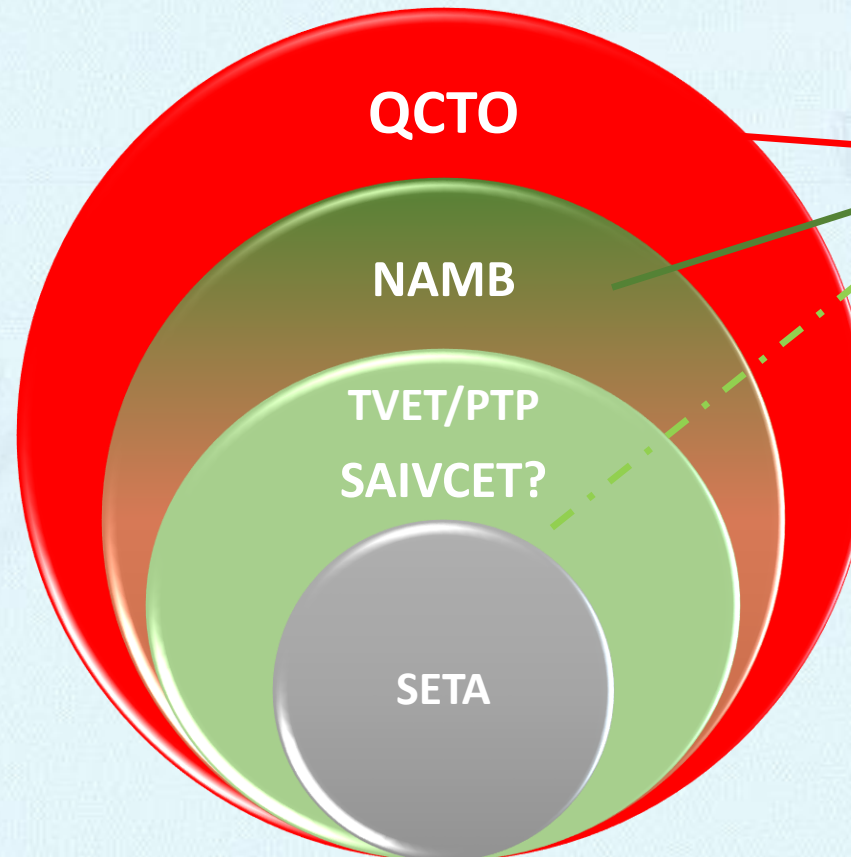
2. ANALYSIS, ASSUMPTION and PROPOSALS

Integrated Quality Assurance Framework

- ✓ Skills Development Amendment Act 2008; Chapter 6A (all) Establishment of NAMB and functions
- ✓ Skills Development Amendment Act 2008; Chapter 6C (All)

INSTITUTIONAL /WORKPLACE INTERNAL QUALITY ASSURANCE

(site fit-for-purpose, academic structure (programmes), lecturer training & support student support, formative assessment etc)



**WPPSET 9.2.2.3
WHEN IS TIME
OPPORTUNE?**

EXTERNAL QUALITY ASSURANCE

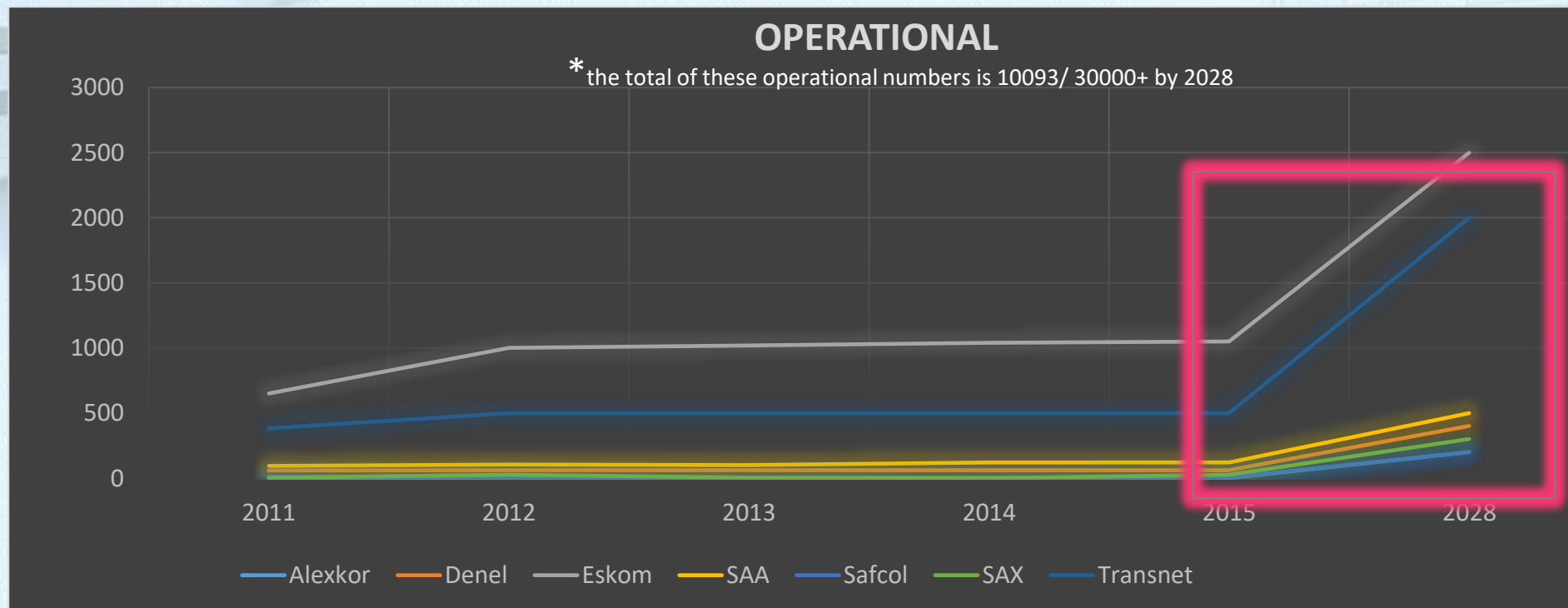
(accreditation; registration; audits, summative assessment; certification, appeals etc)

2 . ANALYSIS, ASSUMPTION AND PROPOSALS

“Employers in collaboration with SETAs committed that 30000 new artisan learners will enter training this financial year, meaning 2011”.

(Extracted from the National Skills Accord 1)

The draft National Artisan and Apprenticeship Development Strategy proposes that State Owned Enterprises must almost triple their artisan learner registration numbers by 2028

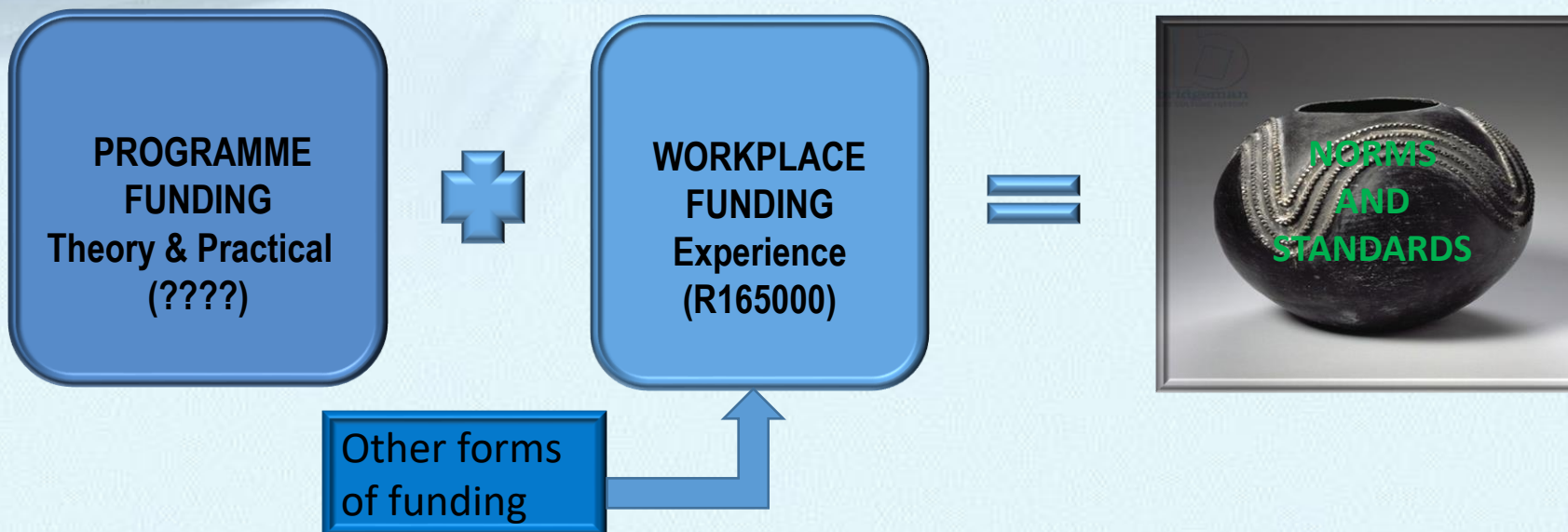


2. ANALYSIS, ASSUMPTION AND PROPOSALS

“Training will be aligned to the New Growth Path and improvement of Sector Skills Plan, Com 7”

(Extracted from the National Skills Accord 1)

- ✓ Integrated Norms and Standards for artisan funding (consolidation of theory, practical and workplace learning cost drivers and ROI) is proposed and should be achieved by 2028.
- ✓ Implementation at A21 Contract @ entry point
- ✓ Less disruptive and staggered transition
- ✓ Agreement on transition management plan (TVET, NAMB, QCTO, SETAs, NSF, EMPLOYERS, TRADE UNIONS)



3. The Strategy

The 21st Century Artisan (A21)



The New Seven Steps to become an artisan



3. The Strategy

The National Skills Development Plan 2030

The Strategy takes into consideration the aim to achieve the following outcomes:

1. Identify and increase production of occupations in high demand.
2. Linking education and the workplace
3. Improving the level of skills in the South African workforce
4. Increase access to occupationally directed programs
5. Support the growth of the public TVET College system
6. Skills development support for entrepreneurship and cooperative development
7. Encourage and support worker-initiated training
8. Support career development services



3. The Strategy

New Occupational Programs

1. What is it:
 - 1.2 A dual educational system (Skills Development Providers (SDP) and Workplaces)
2. Program consist of:
 - 2.1 Knowledge Modules (KM)
 - 2.2 Practical Module (PM)
 - 2.3 Workplace Module (WM)
3. Negotiate with industry on time frames:
 - 3.1 International Best Practice 2 + 3 System
 - 3.2 German System 1 + 4



3. The Strategy

Multiple access routes to the new Occupational Programs

Introducing the Pre-Vocational Learning Program (PLP)

Block 1 Level 1	Block 2 Level 2	Block 3 Level 3
Generic orientation	Occupational Specific (choose between):	Occupational Specific (choose between):
OHS, Life Skills	<ul style="list-style-type: none">• Electrical	Electrical
Interpretation of drawings	<ul style="list-style-type: none">• Mechanical• Civil• Manufacturing	<ul style="list-style-type: none">• Mechanical• Civil• Manufacturing
Basic Engineering Science	Trade Mathematics Trade Drawing	Trade Mathematics Trade Drawing
Technical Language	Trade Engineering Science	Trade Engineering Science

3. The Strategy

Multiple access routes to the new Occupational Programs

With the phasing out of N1 to N3 the traditional N2 requirement can no longer be valid

The following are the approved access routes to A21

1. Grade 9
 - To do the full PLP
2. Grade 12 (Academic)
 - Maths and Science above 45% get credits for that in PLP
 - Need to complete the rest of PLP
3. Grade 12 (Technical)
 - Maths and Science above 45% get credits for that in PLP
 - Also receive credit for other subjects above 50%
 - Need to complete the rest of PLP
4. NCV L4 ?

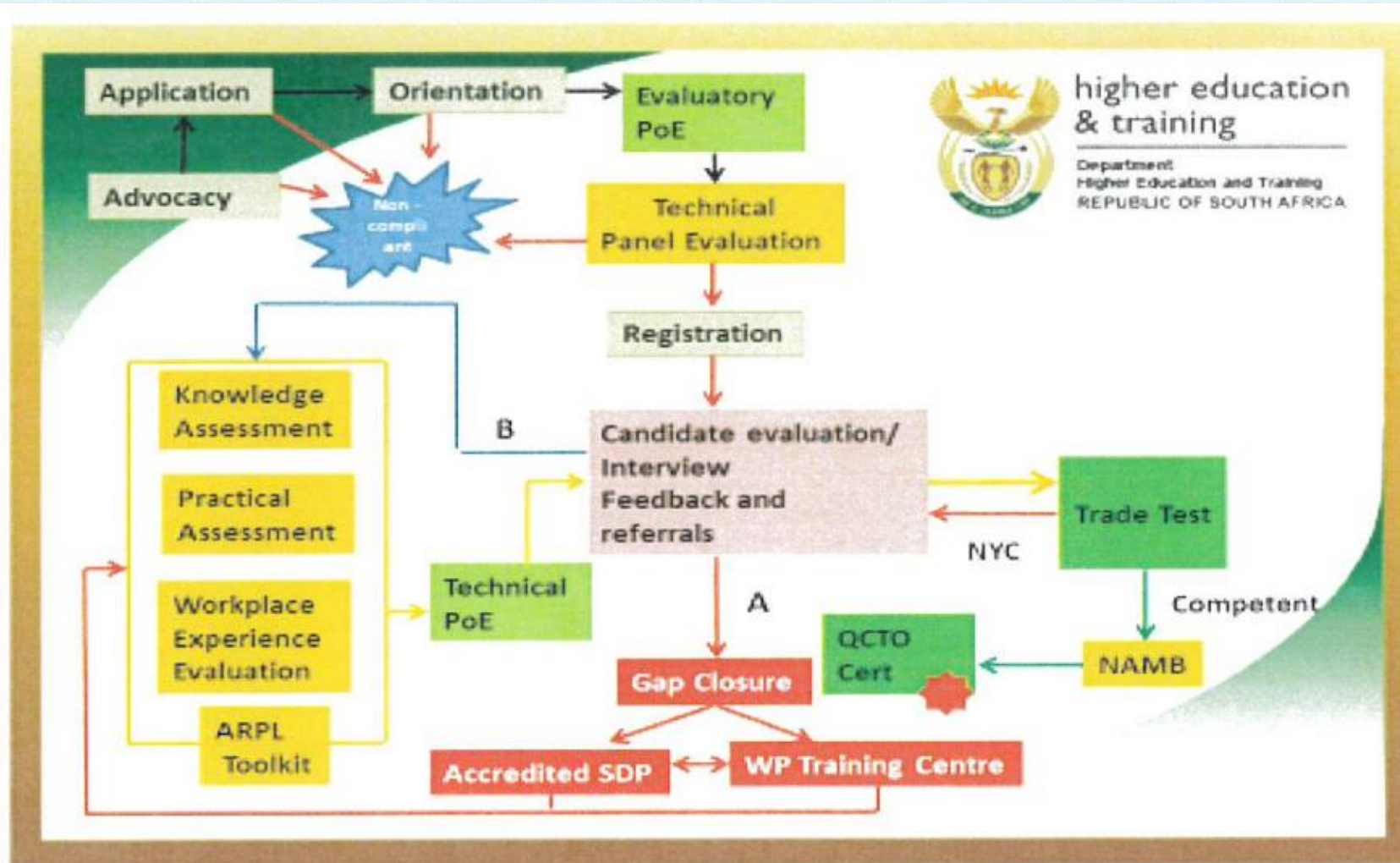
3. The Strategy

A21 System Funding Model

Knowledge		Practical		Workplace
Conducted at SDP		Conducted at SDP		Conducted in the Workplace
Ministerial Approved Program Funding		Ministerial Approved Program Funding NSF Funding		Generic Learner Artisan National Grant Funding and Admission Policy (SETA and NSF)
Private Funding		Private Funding		Private Funding

3. The Strategy

ARPL



3. The Strategy

Assessment and Trade testing

All final summative assessments will be referred to as EISA


External Integrated Summative Assessment

The National Artisan Moderation Body (NAMB) will oversee
All EISA's

Because of the varying quality with decentralized trade centers DHET envisage to gradually move to a position where the state (INDLELA, Public TVET Colleges, SOC's) and large company Trade Test Centers (TTC) are the only TTC's in South Africa .

3. The Strategy

Certification



Prior to the 1980's all certifications of trades were centralized at the Center Of Trade Testing commonly referred to in those days as Olifantsfontein. Today it is known as INDLELA.

In 1981 this was decentralized to the Industry Training Boards and later after democracy to the SETA's. This caused blockages and Certification were severely delayed causing hardship for those waiting for it. This also caused that for the same trade there could have been ten different certifications.

This chaotic situation was finally arrested on 1 October 2013 when a single national certificate for artisans was reintroduced by QCTO

3. The Strategy

Quality Assurance and Accreditation

Where QA and accreditation were the responsibility of SETA's in the past, this function lies now only with the QCTO.



4. WAY FORWARD

Delivery

Skills Development Providers (SDP)

- Private TVET Colleges

- **Government Owned Training Centers**
- **State Owned Company Training Centers**
- **Private Sector Owned Training Centers**
- **Private Skills Development Centers**

- Public TVET Colleges

- **To Change their program delivery to focus on Occupational Programs**
- **To work closer with industry**
- **Will be Pivotal in the structure for A21**

4. WAY FORWARD

Public TVET College Development

DHET and treasury are in the process of making meaningful investments into Public TVET Colleges to capacitate them.

1. Facility upgrading
2. Lecturer re-skilling
3. Composition of College Board and Academic board
4. EISA Centers

4. WAY FORWARD

Public TVET College Development



**EWC Center for Training
and Technology**

4. WAY FORWARD

Public TVET College Development



4. WAY FORWARD

Public TVET College Development

The Lead and Host Employer Concept in A21

1. Public TVET Colleges as lead employers
 - Standardisation of stipends
 - Integrating the notion that the workplace component is part of the learning process
 - Forging closer relationships between TVET's and Employers
 - Lessening the administration on employers
2. Employer Associations as lead employers (SAFPA, ETC.)
 - Have direct access with employers in their sectors
 - Know the training needs
 - Have a centralised coordination mechanism for placements

4. WAY FORWARD

National Apprenticeship and Artisan Development Advisory Board (NAADAB)

An analysis of the linkages between organized business, organized labour and government reveals that tensions currently exist between role players within the artisan development system.

The Establishment of NAADAB as a statutory governance structure was identified as a priority, focusing solely on artisan development they will become the mechanism that builds strong linkages between government and social partners.

Up to now government had all the power to develop artisans without the contribution of employers who are the consumers of the skills.

On the other hand , if employers had all the power the apprenticeship system would be equivalent to workplace training.

4. WAY FORWARD

Implementation

The National Artisan Strategy will be implemented through a phased approach over the period leading to 2030 with changes being constantly made to reflect the current economic and social realities facing the country.

The prioritisation approach as well as the phased implementation will allow the National Artisan Development Directorate time to gradually build up processes to effectively achieve strategic goals.

IT'S COOL TO BE A 21ST CENTURY ARTISAN



THANK YOU VERY MUCH!

QUESTIONS?

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