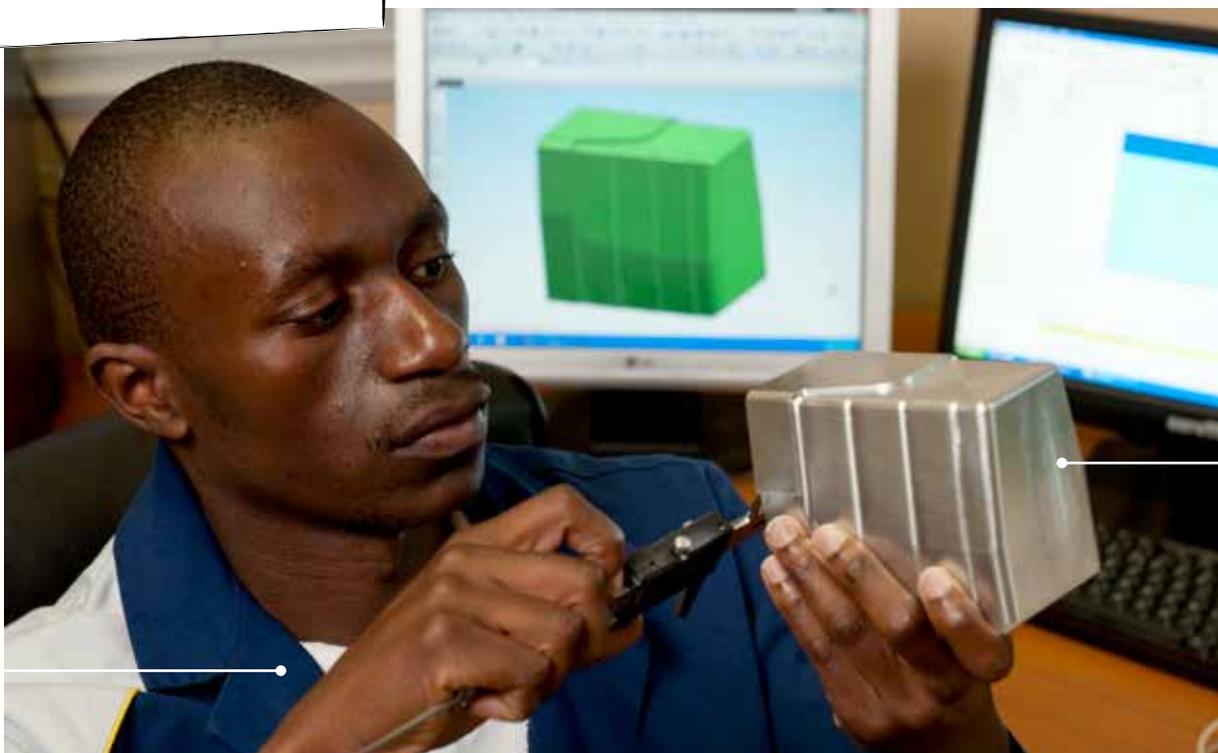


SKILLS DEVELOPMENT FOR 
GREEN ECONOMY

GO DUAL

Working together towards a common goal



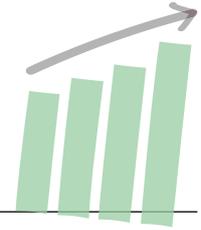
**FIRST LESSONS LEARNT IN THE DUAL SYSTEM PILOT PROJECT
AUGUST 2016 - OCTOBER 2017**

FACTSHEET 0
DSPP: EXPECTED BENEFITS

WHAT IS DIFFERENT ABOUT THE DUAL SYSTEM PILOT PROJECT'S (DSPP) TRAINING APPROACH?

- The DSPP is based on the QCTO occupational qualification for electricians/plumbers. It will thus not only provide company-/sector-specific training, but also provide participating apprentices with the latest industry skill sets required to become fully-fledged, competent and confident artisans.
- Translated from the QCTO occupational qualification, a training syllabus has been designed (the National Occupational Curriculum Content for Artisans of the 21st century, NOCC-A21). Training providers and partly industry (IOPSA) have been involved in the NOCC-A21 development, defining practice-orientated learnings directly linked to real-life work tasks.
- Applicants for an apprenticeship are identified by the TVET colleges and go through a special pre-selection process. The pre-screened pool of candidates is then presented to host employers for selection of their apprentices.
- A lead employer handles all payroll and apprentice administration. This concept will allow industry to experience and share in the multiple benefits of training youngsters according to their needs and requirements, without the usual administrative and financial implications.
- Learning at TVET colleges combines practical training with the underpinning theoretical knowledge of the trade, placing greater emphasis on practical work assignments rather than front-loading theoretical concepts. This is referred to as a project-/situation-based learning approach.
- Apprentices will continuously rotate between public TVET colleges and companies throughout the three-year training period to ensure close links between TVET college- and workplace-based learning.
- Company mentors and TVET college lecturers will continuously communicate with each other, which is expected to contribute to the development of mutual respect and understanding. In the long run, this will support a shift from the current situation, where government tends to guide and control industry, towards a cooperation that is based on mutual trust.
- The majority of the overall training time (60% - 70%) will be spent in companies to link learning with the world of work and offer structured learning at the workplace. This is expected to increase the levels of apprentice productivity, which forms an incentive for companies to invest in training.

- Upon completion of the three-year training, successful apprentices will undergo an A-21 trade test to demonstrate their occupational competence and qualification in the trade.



WHAT ARE THE EXPECTED BENEFITS?

The TVET college system, industry and apprentices should benefit from the piloted approach in multiple ways. Some of the expected benefits include, but are not limited to the following:

- Close integration of theory and practice, leading to more thorough learning and high-quality competent and confident qualified artisans.
- Immediate reinforcement of learning and real-life working conditions at all times, this also includes work hours, stipend payments and compulsory attendance for periods at TVET colleges, as learning time is considered working time.
- Fewer gaps between TVET colleges and companies in terms of technology, practice and ethos (e.g. discipline, timekeeping, quality standards).
- Employers have a voice in the implementation of the NOCC-A21, ensuring relevant and viable artisan training.
- Lecturers are trained as artisan lecturers, in other words, lecturers combine theoretical and practical technical expertise with pedagogical skills, knowledge of work processes and are capable of transmitting knowledge.
- Enhanced lecturer capacity on relevant industry practices and the implementation of practical skills modules.
- Increased TVET college capacity to forge sustainable partnerships with industry.
- Early development of apprentice responsibility and productive value: apprentices in a dual system are quickly acculturated and become productive at an early stage.
- Cooperation between industry and TVET colleges exposes artisan lecturers to latest developments in industry, improving their quality of teaching.
- Higher throughput rates and first-time trade test pass rates for apprentices.
- Established mechanisms for the implementation of QCTO occupational qualifications in a dual system approach at TVET colleges, based on the NOCC-A21.
- Important policy learnings for sustainable industry and TVET college partnerships.

Benefits: Economic Perspective

- Implementation of a dual system pathway for electricians and/or plumbers, and likely for other qualifications based on experiences gathered from the pilot
- Skilled artisans generate higher income → higher taxes, more contributions to SARS/treasury
- Higher employment rates for artisans → reduced unemployment benefit payouts and reduced burden on taxpayers
- Cost savings for full-time vocational training artisans → 70% of time spent in industry
- Socio-economic integration of the youth
- The availability of skilled, competent artisans is assured



Benefits: Employers/Industry

- Takeover of in-house apprentices saves recruitment costs and reduces risks of hiring unsuitable staff; acquisition of specialists not available on the labor market
- Skilled employees with in-company training increase productivity and competitiveness
- Close integration of theory, practice and work experience leads to a more 'holistic', higher-level competence of apprentices
- BBBEE points for engaging in skills development



Benefits: Apprentice/Individual Perspective

- Adequately skilled apprentices with extensive work experience are more likely to secure long-term employment
- Seamless transition into the labor market (reduced youth unemployment)
- Positive returns to education (higher income as artisan, lowered risk of unemployment)
- Completed training creates opportunity for upskilling → career path