

**GO DUAL**

Working together towards a common goal



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

FACTSHEET 9

**MECHANISMS & PROCESSES TO SUPPORT DUAL  
OCCUPATIONAL PROGRAMME IMPLEMENTATION**

## FACTSHEET 9 MECHANISMS & PROCESSES TO SUPPORT DUAL OCCUPATIONAL PROGRAMME IMPLEMENTATION

### This workstream intends to:

- Document relevant mechanisms and processes from the DSPP workstreams to support dual occupational programme implementation, e.g. Centers of Specialisation.
- Compile processes and tools which can support the replication of dual occupational programmes.



## KEY FACTORS FOR SUCCESS & LESSONS LEARNT

- **Leadership** from the responsible drivers of a dual occupational programme, namely DHET TVET colleges and industry, is crucial for overall success of the programme.
- Good practices and support from leaders, either high-profile individuals from private and public institutions and/or industry associations/companies, is essential to promote dual occupational programmes and increase their visibility.
- It is crucial to work within the existing TVET system and through existing structures to create a framework for dual occupational programme implementation; do not create a parallel structure outside of or isolated from regular TVET structures.
- Mechanisms and processes of dual occupational programmes should have flexibility to innovate and improve the existing TVET implementation framework.
- Improving the delivery capacity of TVET colleges to train occupationally competent artisans in an industry-driven South African dual occupational programme requires a change in mindset at TVET college level, and thus organisational development, in order for them to present themselves as competent service providers to industry.
- Capacity building of personnel, i.e. artisan lecturers, TVET college management and industry mentors, is imperative for ensuring quality in dual occupational programme implementation.
- Building trust between industry and TVET colleges is paramount for the success of dual occupational programmes.
- Training needs to aim towards improving the employability of dual occupational programme graduates, and facilitating the transition into the labour market. All mechanisms and processes need to work towards this outcome.





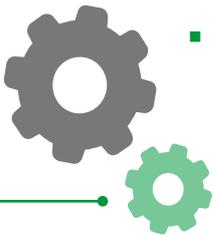
- Dual occupational programmes are multi-stakeholder processes and multi-level approaches which can only be successful if all relevant stakeholders continuously cooperate, communicate and work towards the agreed outcome and fulfill their responsibility within the training/learning setup.
- A sustainable funding mechanism is required for industry (SETA funding) and TVET colleges (fiscus funding).
- A functioning project management is a key success factor for effective dual occupational programme implementation. This includes:
  - ◆ A programme management that actively promotes cooperation with industry
  - ◆ Strategic and operational steering structures reflecting the multi-stakeholder and multi-level approach
  - ◆ Clearly defined roles and responsibilities of stakeholders
  - ◆ Strategic and operational planning processes
  - ◆ Mechanisms to hold stakeholders accountable
  - ◆ A DHET M&E framework which informs project steering and evaluation and reflects the reporting requirements of involved stakeholders (in particular DHET, NSF, TVET colleges, industry)
- Continuous feedback and information about dual occupational programme implementation must be provided to SAIVCET in order to stimulate innovation in programme implementation and to develop new, practice-oriented solutions promoting the employability of the youth and facilitating the transition into the labour market.



## MOST RELEVANT STRATEGIC & POLICY ASPECTS TO CONSIDER

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- Dual occupational programmes must have the flexibility to innovate implementation and to remove bureaucratic barriers which disincentivise industry to cooperate as partners of a programme that should provide them with competent artisans.
- Sufficient funding to other dual occupational programmes must be allocated through regular, industry-related TVET funding sources, e.g. fiscus and/or SETA funding, rather than special project funding.
- Dual occupational programmes must function within the existing TVET system – do not create parallel structures that are not sustainable.
- Guidelines and tools must be developed to support the replication and further roll-out of dual occupational programmes.
- Roles and responsibilities of stakeholders must be defined during preparation and implementation.
- Leadership and guidance is needed from senior management at DHET and the TVET colleges.



## CRITICAL OTHER WORKSTREAMS TO BE LINKED FOR SUCCESS

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- NOCC-A21 Development – [Factsheet 1](#)
- Learning Support Material Development – [Factsheet 2](#)
- Training Infrastructure Development – [Factsheet 3](#)
- Lecturer Capacity Development – [Factsheet 4](#)
- TVET College Management Capacity Development – [Factsheet 5](#)
- Apprentice Selection and Progress – [Factsheet 6](#)
- Employer Relationships and Readiness – [Factsheet 7](#)
- Quality Assurance and Assessment – [Factsheet 8](#)
- DSPP Monitoring and Evaluation – [Factsheet 10](#)



## HOW MUCH TIME IS REQUIRED FOR THIS PROCESS?

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**The process runs over the entire programme period**

