

Skilled Crafts

AND TRADES NETWORK 4 AFRICA

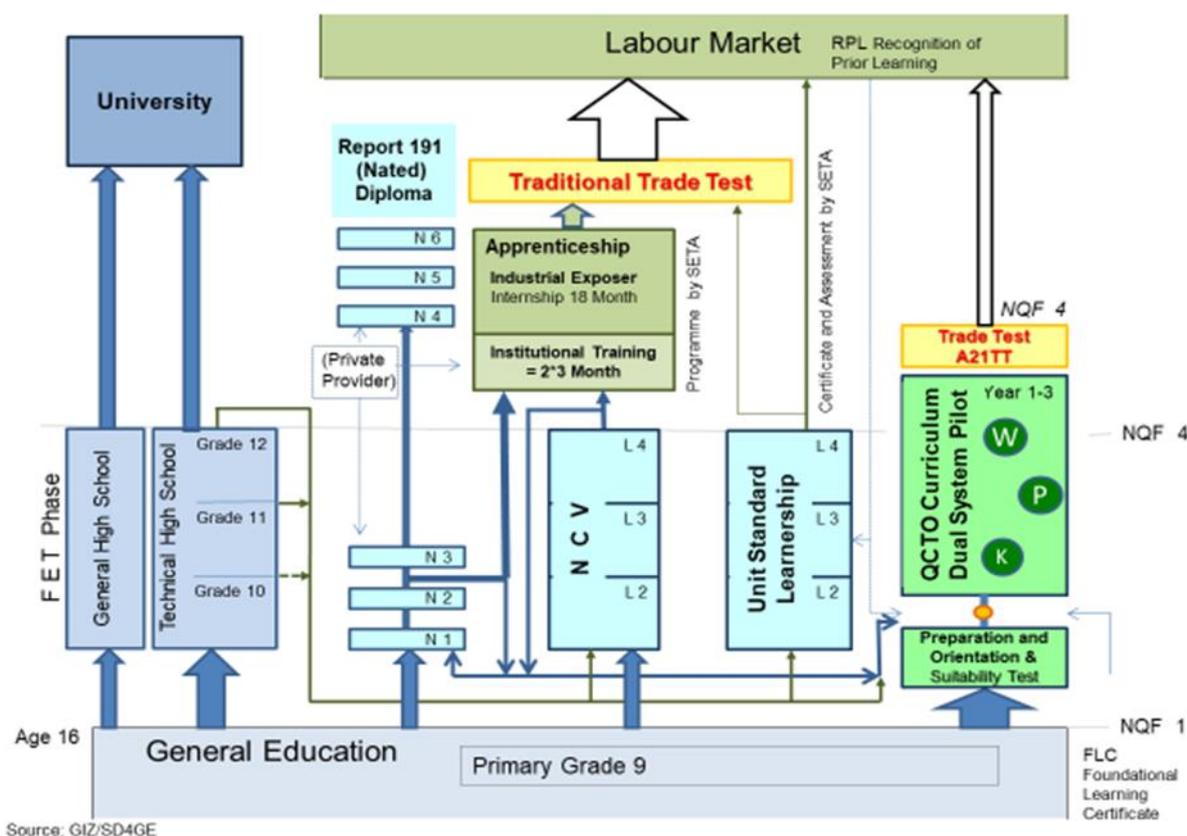
BRIEF DESCRIPTION OF THE TECHNICAL AND VOCATIONAL EDUCATION (TVET) AND SKILLS DEVELOPMENT SYSTEMS IN SOUTH AFRICA

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1. TVET system

Currently within South Africa, there are 2 systems: the TVET system and the Skills Development system. Both systems fall under the Department of Higher Education (DHET). South Africa does not have a strong vocational training system with school leavers preferring University. The qualifications in the abovementioned 2 systems are being phased out and replaced by the new Occupational Qualifications.



The TVET system is represented in the middle of the above model by the NATED and NCV streams.

TVET Colleges within South Africa are administered in terms of the Continuing Education and Training Act, No. 16 of 2006, as amended and fall under the National Department of Higher Education and Training (DHET). There are 50 Public TVET Colleges with 266 sites for delivery. The TVET colleges provide programs to learners who completed at least Grade 9 (9 years of schooling) up to and including learners with Grade 12 certificates (last year of schooling). Whilst Government promotes and funds the TVET system from the fiscus, the challenge is to change the perception that University is the best route. Students in the TVET system have between a Grade 9 (second year of secondary schooling) and grade 12 (final year of secondary schooling) certificate and vary in age from 15 and upwards. In some cases, there is cooperation with companies/private sector. Learners most often graduate without any work experience and are not geared for the workplace and this makes their integration all that more difficult. Learners rate Colleges as poor in helping them to find employment. Within the TVET system there are 2 types of qualification offered:

- 1.1. **National Accredited Technical Education Diploma (NATED)**, or Report 191, courses - popularly known as “N courses” – are occupationally-directed courses of three- or six-months duration that culminate in an N6 part-qualification. Combined with eighteen- or twenty-four months relevant work experience, N courses lead to a full National Diploma in a specific occupation. This qualification is Quality Assured by uMalusi.
- 1.2. **National Certificate Vocational (NCV)** – The other qualification offered by TVET colleges since 2007 is NC(V) levels 2,3 & 4 a three-year, full-time course of study in one of nineteen vocational fields, such as electrical and mechanical engineering, business management and office administration, financial services, information technology (IT) etc.

Both the **NATED and NCV** programmes are open to school-leavers who have completed at least Grade 9. The NCV was initially intended to replace the NATED courses and to prepare students for both the job market and for higher education. This objective was not attained and both NATED and NCV courses are currently offered by all public TVET colleges. Enrolment in NATED is four times that of the NCV.

Generally-speaking, lecturers within the TVET Colleges are viewed as not having the appropriate qualifications and/or skills and/or work experience required. Salaries paid to lecturers are generally low and the lecturers are appointed by the TVET College. Qualifications and curricula are developed under the umbrella of the DHET.

2. Skills Development System

The Skills Development system is represented in the above model by the Unit standard based learnerships.

Skills Development is administered under the Skills Development Act, No.97 of 1998 and Skills Development Levies Act, No.24 of 2010 as amended. Sector Education Training Authorities (SETAs), refer to <http://www.vocational.co.za/> designated in terms of the Skills Development Act and representing the economic sectors within South Africa, accredit private training providers in qualifications residing within their scope to implement learnerships(that can result in a full qualification) and skills programmes (shorter programme resulting in a part-certificate).

Whilst the qualification is developed under the umbrella of South African Qualifications Authority (SAQA) making use of industry experts on Standards Generating Bodies (SGB's), the training providers develop their own learning and assessment materials, conduct their own assessments and internal moderation but are externally moderated by the SETA's. The SETA's are accredited by the South African Qualifications Authority (SAQA) in terms of the South African Qualifications Authority Act, No.58 1995 to accredit and quality assure training providers within the scope. These qualifications are being phased out.

Within the Skills Development system, learnership agreements need to be signed between learner, employer and training provider meaning that learners get employment for the duration of the learnership and there are tax benefits for employers signing up learnerships. Within the workplace, learners are required to be supervised and mentored.

With learning practitioners (facilitators, assessors and moderators), being normally employed by the private training providers, on fulltime or short-term contracts, salaries/rates paid are sometimes higher than with TVET Colleges: however, many of them complain that they are not remunerated enough considering their qualifications and experience.

Financing of training in the Skills Development system is through the 1% Skills Development Levy (SDL) which all employers who employ 50 or more staff or payroll of more than R500 000, are required to pay to the South African Receiver of Revenue. 20% of the levies go to the National Skills Fund (NSF) for the training of the unemployed etc. and 0,5 % goes to the new Quality Council for Trades and Occupations (QCTO) to fund the development and quality assurance of the new undermentioned qualifications. 80% of the levy goes to the SETA's.

3. The new Occupational Qualifications

These are represented on the right-hand side of the model above.

All the above qualifications (within the TVET and the Skills development systems) are being replaced by Occupational Qualifications and part-qualifications falling under the Quality Council for Trades and Occupations (QCTO). Therefore, instead of having 3 different types of qualifications, there will now only be one type of qualification under one Quality Council. These new qualifications will have standardised curricula and assessments will be undertaken at independent Assessment Centres.

The Dual System Pilot Project (DSPP), a South African programme, is piloting the dual system approach in 2 of these new Occupational Certificates namely those of Electrician and Plumber, with the support of GIZ. Based on the experience of this Pilot Project, the Department of Higher Education and Training's Centres of Specialisation has been kickstarted.

Curriculum development, development and adaptation for these new qualifications is on a national basis under the umbrella of the QCTO.

Funding of the new qualifications and their implementation through programmes, will be funded through the Skills Development Levy (SDL) mentioned above.

Accredited providers (Public and Private) will implement the new qualifications and curricula.

4. Challenges/strengths

- Within the TVET system, Quality Assurance and Labour Market relevance is a problem: there is a mismatch between the Curriculum Development and what the Labour Market requires. Learners completing the NCV have little chance of finding employment and 50% completing the N-courses have a 50% chance of finding employment.
- Most students who enrolled for the NCV did not complete NCV Level 4; they moved to other courses of study or leave to find jobs but fewer than half of NCV graduates were able to find employment.
- Youth unemployment is high in South Africa. More than half of all young people under 25 are unemployed for reasons that include dwindling economic growth and a poor-quality education and training system. The overwhelming majority of young people

who embark on training at TVET colleges fail to complete their courses, while two thirds of those who gain a TVET college qualification cannot find a job. Despite the high level of unemployment, companies are unable to fill vacancies because of a shortage of skilled workers. TVET personnel either have no training or are inadequately trained, while companies prefer to focus mainly on initial and continuing training for their own employees, seldom collaborating with TVET colleges.

5. What are the general possibilities of further education?

An Africa Check study last year found that despite the 2017 matric pass being 75.1%, of the 1 155 629 pupils who started Grade 1 in 2006, only 34.7% obtained a Grade 12 pass in 2017. Only 30% enrol in post-secondary education and training of which 60% achieve N6 or 40% achieve NC(V)4. Of these, some go on to study at University (8%) or University of Technology (5.8%). Less than 1% of these learners have managed to obtain a certificate, diploma or degree at a University or University of Technology despite the NCV qualification having been introduced to provide a pathway for learners to enter higher education institutions.

The data suggest that the pool of matriculants who wrote mathematics is small and not strong. Over the past five years significantly less than 50% of the matric final exam writers wrote mathematics as a subject. Of the 11 top subjects, mathematics is consistently the lowest performing. In 2018, out of a total of 270,516 mathematics writers, 37% passed with 40% and above. The percentage pass has been consistently between 30 and 35%.

From the point of view of selective universities who require 80% and above for programmes in commerce, engineering, science, health sciences and quantitative social sciences, the pool is extremely small. Out of the total mathematics writers, 5828 passed with distinction (80% or above) which is only 2.6% of mathematics writers.

From this very small pool universities then compete to attract and retain these highly talented students. How well are they doing? Data collected on the past three years performance (2015-2017) of an entry level mathematics course in one of South Africa's selective universities shows a sobering reality: those who come in with a National Senior Certificate mathematics mark of 90% and above pass the course (with an average mean of 64%). Those who entered with a score below 90%, fail the course.

<https://citizen.co.za/news/south-africa/insight/2059363/what-south-africas-matric-pass-rate-means-for-universities/>