

TEMPLATE FOR SUBMISSION OF PROPOSALS/INITIATIVES TO THE JOBS SUMMIT

WORKING COMMITTEE:	Education and Skills Working Committee
PROPOSAL NAME:	IRM TVET Initiative
PROPOSER:	Business
ORGANISATION:	National Business Initiative / Harambee
CONTACT PERSON:	Makano Morojele
PROBLEM STATEMENT	<p>Short statement of the problem (s) that the proposal will address</p> <p>Despite persistent skill shortages in key economic sectors, the pathways for technical occupations remain blocked for the large numbers of young people who exit the schooling system each year.</p> <p>For those who embark on technical pathways, relatively few get access to apprenticeship or learnership pathways that lead them to a artisanal trade. For the remaining youth, there are no meaningful alternative pathways that can lead to meaningful labour market opportunities.</p> <p>The lack of available pathways is due to a combination of factors on the supply and demand side of the labour market, as well as challenge in the interface between supply and demand.</p> <p>On the supply side these pathways become stunted early on due to limited opportunities in post school education and training. For those that do gain access to technical and vocational education and training (TVET), the qualifications are theoretical in nature, poorly delivered and do not provide much access to practical training. There is also limited opportunities to gain work experience and on the job training.</p> <p>On the demand-side, companies face a number of economic pressures and struggle with the level of risk associated with recruiting and training young people. The poor quality of TVET compounds this risk, with companies having to supplement the skills mismatch through recruitment and training costs.</p> <p>While government has put in place a number of demand-side employment incentives, these incentives cannot realise their objectives if the supply of skills and the mechanisms for linking this supply into these incentives is not addressed.</p> <p>This proposal outlines a plan to address the key blockages in technical pathways to create scalable and sustainable opportunities for young people in technical occupations across the economy.</p>



<p>PROPOSAL</p>	<p>Short description of the proposal</p> <p>Harambee and the NBI have jointly initiated a three-year programme to implement a model of TVET pathways into Installation, Repair and Maintenance (IRM) occupations across a range of sectors in the South African economy.</p> <p>IRM workers are entry level technical roles across a range of context and may involve installation, repair and maintenance of machinery, equipment and buildings for IT, security, plant operations, automotive, hospitality, retail, renewable energy, telecommunications, logistics and household services.</p> <p>The Harambee/NBI partnership operates at the supply-demand interface - catalyzing demand-side opportunities and working with the supply side to source, match and effectively prepare candidates to access these opportunities.</p> <p>The IRM initiative has two broad objectives:</p> <ol style="list-style-type: none"> 1. Create scalable and sustainable access to mid-level technical occupations in large companies and SMEs, offer a pathway to artisan trades and self-employment 2. Disrupt current pathways and create an enabling environment for TVET Colleges to provide the necessary pipeline to meet IRM demand <p>To achieve this, the initiative will leverage off existing supply-side funding and demand-side incentives in the youth employment ecosystem, and intervene in the supply-demand interface to enable more effective and efficient pathways for youth.</p> <p>The key elements of the initiative are as follows:</p> <ul style="list-style-type: none"> - Creating a social partnership to guide solution-building and unlocking resources to sustain these. - Catalysing and securing employer demand for IRM opportunities across multiple sectors. - Supporting employers to make optimal use of demand-side incentives, such as YES/ETI, ESD and others for the purpose of opening workplace learning and employment opportunities. - Designing and implementing an integrated technology-enabled programme to ensure young people are effectively selected, skilled and prepared for entry into the IRM opportunities. - Developing the capacity of public TVET colleges to drive the implementation of the IRM integrated programme. - Monitoring and supporting candidates throughout their journey along the technical pathway to ensure successful labour market outcomes. <p>The initiative will target two youth cohorts:</p> <ol style="list-style-type: none"> 1. Those that have completed their engineering qualification in a college or have a Grade 12 certificate with technical subjects,
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	<p>but have little or no practical skills and are unable to access workplace learning opportunities</p> <p>2. Those who have not completed Grade 12 are at risk but demonstrate the potential to embark on technical occupations if provide with the right support and opportunities.</p> <p>The IRM programme will comprise the following:</p> <ul style="list-style-type: none"> - Selection and matching of candidates based on occupational demands delivered by TVET Colleges - An integrated theory, practical and work readiness programme delivered through TVET Colleges - 1-year workplace internship in IRM trainee position across various sectors or access to artisan pathways - Conversion to own account micro-enterprises (through Enterprise and Supplier Development Initiatives where possible) for candidates that demonstrate entrepreneurial capability <p>The TVET College capacity building intervention will achieve:</p> <ul style="list-style-type: none"> - Improved selection and matching processes and practices - Improved curriculum delivery of integrated technical theory, practical and work readiness through blended learning - Improved management of curriculum and industry responsiveness <p>The integrated technical skills and work readiness programme will comprise:</p> <ul style="list-style-type: none"> - The N2/N3 engineering theory college curriculum (for those that don't have a technical matric) - Generic practical skills in: hand tools, power tools, measuring and marking, introduction to electrical and electronics, introduction to hydraulics and pneumatics, health and safety. - Specific practical skills for specialised areas such as solar heating, photo-voltaic installations, autobody repair, IT networking etc. - Behaviour change interventions that are tailored to the demands of the technical environments into which candidates will be entering.
EMPLOYMENT IMPACT	<p>Describe</p> <p>The Initiative will in the period 2018-2021 create 7500 employment and self-employment opportunities with a combination of On the Job Training using existing Learning Programmes such as Learnerships, Internships and Apprenticeships.</p>

	<p>A conversion target of 80% has been set which will result in a total of 5250 sustainable employment opportunities being catalysed within the SMME and large employer environments. The Initiative has set itself a target of developing and supporting 2000 entrepreneurs from the base target of 7500.</p> <p>The beneficiaries of the Initiative will be pathwayed into the formal as well as the informal economy in mid-level technical occupations as Technical Assistants. This will be a level sitting between Operators and qualified Artisans.</p>
ANCILLARY BENEFITS	<p>What benefits additional to employment will be achieved, particularly in relation to national imperatives of transformation, equity and eradicating poverty</p> <p>The initiative will build an industry-led partnership to secure sustainable demand for TVET College graduates with technical qualifications. This demand will be both for employment and for enterprise development.</p> <p>The initiative will also put in place the necessary systems and capacity within the TVET College system to ensure a sustainable supply of the graduates with the necessary work readiness and practical skills to successfully enter the workplace. Through this, the initiative will ensure viable and sustainable pathways for large numbers of young people who wish to embark on a technical career.</p> <p>For the TVET Colleges, the initiative will provide:</p> <ul style="list-style-type: none"> - a better understanding of the workplace skills requirements for job families that will enable workplace entry and mobility in the labour market. - more effective recruitment and selection of students to ensure a more effective match to occupational requirements. - innovative programme offerings in place, built around pedagogical models, including the use of technology, that ensure optimal preparation for entry into the workplace. - effective management and delivery of innovative programmes, using appropriate vocational pedagogy, blended learning and authentic practical application. - effective integration of institutional and workplace-based learning. <p>For Employers, the initiative will provide:</p> <ul style="list-style-type: none"> - a more stable, reliable and cost-effective pipeline of talent - mechanism to optimise demand-side incentives while making a more substantive contribution to employment creation and enterprise development

	<ul style="list-style-type: none"> - mechanism for a constructive engagement and partnership with government towards mutual objectives
CONSTRAINTS	<p>Brief summary of hurdles to be overcome in order to implement the proposal</p> <p>Assumptions</p> <ul style="list-style-type: none"> ▪ A strong social partnership can be established between: DHET, TVET colleges, companies, industry bodies and organised labour ▪ Sustained demand for entry level technician roles in the installation, repair and maintenance of machinery, equipment and infrastructure ▪ Companies sign up for YES/ETI ▪ Employers are willing to give colleges a chance ▪ Willing colleges commit to a productive partnership to improve their teaching learning ▪ A range of opportunities for micro-enterprises to provide installation, repair and maintenance services within supply chains, and youth can therefore be supported to establish micro-enterprises once they are competent in these skills. <p>Risks</p> <ul style="list-style-type: none"> ▪ Funding mechanisms to sustain the model are not secured timeously and at the appropriate levels ▪ Not all public TVET Colleges will respond positively, which will impact on geographic capability to respond to demand ▪ Colleges will require substantial support from business to change the culture of teaching and learning
COST	<p>Cost implications</p> <p>An acknowledgment of the cost pressures that confront the South African economy and its growth prospects is a good starting point. The Initiative acknowledges the need to leverage on public and private sector investments & resources to achieve true scale towards inclusive economic growth.</p> <p>A pre unit cost for sourcing, assessing and work readying a candidate will cost around R80 000. This figure is a combination of: Sourcing, selection & matching; practical skills training; stipends and learning platform licensing costs. In order for the Initiative to train and connect 7500 youth to multiple economic participation opportunities a budget of R500-R600M will be required over the period of implementation.</p>



SOURCE OF FUNDING	<p>Where will the funds come from? What will the private sector contribution be?</p> <p>Combination of public and private/donor/corporate funding. Public funding will comprise: ETI (from companies participating in YES and beyond), SETA funding (grants), Job Fund</p> <p>TVET colleges could contribute in kind e.g. workshops equipped to industry standards (through public and private funding)</p>
LINKS TO OTHER WORKING COMMITTEE ISSUES	<p>Insert other issues from other working committee issues as identified in the list of nominations</p>
OTHER ISSUES	Any other issues that require discussion

If you have any queries please contact Laurraine at laurain@iafrica.com

