

Workforce Development Strategy and Implementation Plan

30 November 2016

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With significant contributions from Gunya Workforce Development participants

Neighbourhood partnership employment strategy utilizing private and public education and training institutions and employers

This is a vocationally focused strategy. It is the culmination of the work of 6 workshops of Guguletu-Nyanga (Gunya) stakeholders.

A. VPUU's Contexts

1. Focus of this strategy is unemployed people who have proved to be active citizens and who usually don't qualify for TVETs
2. VPUU is particularly interested in assisting unemployed people who volunteer in their communities - active citizens
3. Career guidance systems and career information are inadequate and need to be strengthened
4. Occupationally focused students should be encouraged to attend TVET Colleges or other tertiary education options
5. Many young people are not ready for TVET College courses yet
6. Most SETA programmes are for current employees and are linked to formal qualifications for occupational streams
7. Non-levy paying groups and Discretionary Grants are more likely the areas to pursue with SETAs, but SETA options are limited
8. There is a group of people VPUU is working with who would benefit most from non-accredited short courses; Skills Programmes should also be pursued
9. The Gunya Workforce Development process to date has not included the business community or private sector training service providers, which has limited our perspectives

B. Goals of process

1. Develop a scalable geographically focused model for programmes that help get people employed or self-employed

C. Summary of key steps recommended

1. Determine where real employment or self-employment opportunities exist
2. Create an easily searchable & regularly updated database of unemployed people in order to be prepared for opportunities
 - a. Prepare learners for opportunities - life skills, job readiness, intro to the world of work, language & maths skills
3. Market database via Melissa Parker of DEDAT, Lana van Der Westhuizen of WC SETA Cluster, TVETs and other strategic people

4. Build relationships with particular people at particular SETAs & TVETs and add value to their work (deliver what you promise)
5. Work closely with all interested career guidance and job placement agencies, especially those that do job readiness prep
6. Via organisations or private service providers options exist to:
 - a. Develop packages for approaching potential funding agencies - SETAs, WCG DEDAT or Skills Game Changer, 3rd parties
 - b. Develop approaches or packages for businesses
7. Develop tracking system to be able to report on what happens to people after training; Impact & Return on Investment important

D. Potential starting points

1. Target groups - only one most Gunya stakeholders have control of - rationale for database strategy
2. Businesses - need to be organised to approach them, with specific offers or packages
3. Institution's strengths - TVETs, Training and Consulting service providers, SETAs
4. Occupations in High Demand
5. Funding or funding windows (SETAs Discretionary Grants, for example, or WCG Skills Game Changer)

E. Alternative: Could start with local businesses or local context (not what VPUU is promoting in Gunya):

1. What businesses exist in the area and what are their skill and employee gaps?
2. Where are there employment opportunities in the local area?
 - a. But many people work outside of their local community, so this approach limits economic opportunities
3. Special programmes at local TVETs
4. Example for Cape Town, Maritime skills shortages
5. Occupations in High Demand (OHD)

F. Strategic approach proposed

1. Determine where real employment or self-employment opportunities exist
 - a. What community needs could be met by local entrepreneurs or service providers?
 - b. In what formal sector or informal businesses? Occupations in High Demand (OHD) list is instructive for formal businesses
 - c. In what special programmes - Skills Game Changer, SETA programmes, municipal programme, TVET programmes,
 - d. Work Integrated Learning (WIL) sites, etc. (Lana is skeptical of our ability to link to SETAs)
 - e. Is there anything on the OHD list that someone without a qualification could be hired for?
 - f. Which programmes lend themselves to self-employment opportunities?

- g. Small business management training important to add; identify local service providers
 - h. Usually need a project manager to pull it all together and ensure training coherence & adequate support
 - i. We have developed a list of potential skills training areas on sheet 3
2. Create an easily searchable & regularly updated database of unemployed people in order to be prepared for opportunities
 - a. Develop a consistent database format linked to existing programmes
 - b. Prepare learners for opportunities - life skills, job readiness, intro to the world of work, language & maths skills
 - c. CLCs can do maths assessments; have people do these and consider adding info to database & strengthening maths skills
 - d. Differentiate 3-4 levels
 - i. Low level of skills and low literacy - Self-employment focus; Or part-time, additional or supplemental employment;
 - ii. Or adult learners who need micro-skills programmes
 - iii. Have matric or acknowledged skills but don't qualify for TVETs yet
 - iv. Qualify for TVET programmes
 - v. Adults who would benefit from getting matric (Matric for Adults programme)
 3. Market database via Melissa Parker of DEDAT, Lana van Der Westhuizen of WC SETA Cluster, TVETs and other strategic people
 - a. Melissa.Parker@westerncape.gov.za; Tel: (021) 483 9429
Lana.vanDerWesthuizen@westerncape.gov.za
 4. Build relationships with particular people at particular SETAs & TVETs and add value to their work (deliver what you promise)
 5. Work closely with all interested career guidance and job placement agencies, especially those that do job readiness prep
 6. Via organisations or private service providers options exist to:
 - a. Develop packages for approaching potential funding agencies - SETAs, WCG DEDAT or Skills Game Changer, 3rd parties
 - b. Develop approaches or packages for businesses

G. Package Development Steps

1. Match skill areas of interest with the appropriate TVETs, SETAs or private service providers to enable follow up
 - a. Need service provider information from SETAs; and to clarify potential TVET involvement
 - b. 3-4 options for a vocationally focused programme
 - i. Short courses (non-accredited)

- ii. Skills programmes - registered clusters of unit standards from registered programmes with credits that are recognised
 - iii. Full qualifications - NATED, Learnerships, etc.
 - iv. Matric for Adults programmes via DHET and Community Learning Centres
 - (a) Consensus from various stakeholders is that if adults get matric it will help them gain employment
 - c. Find out from SETAs if Skills programmes or Full qualifications exist for our areas of interest, and if so, what do they cost?
 - d. Cross match the available courses and levels to the learners we are trying to find
2. Where skills programmes or qualifications don't exist, need a skills set cluster or map of required skills for each area
 - a. Done with employers and content experts with facilitation assistance from consultant
 3. Determine what funding is required for
 4. Where are we likely to get funding from?
 5. Find out what the incentives are for everyone involved to make this work
 - a. Business, Skills Game Changer, Municipal LED staff, SETAs, TVET institution, Skills training providers, PBOs/NGOs, Community leaders, Placement agencies, University Careers Services offices, Academics
 6. Develop tracking system to be able to report on what happens to people after training; Impact & Return on Investment important
 - a. Tracking people after training is notoriously challenging
 - b. A practical and systematic approach needs to be developed from the beginning
 - c. Consider incentive approaches for participants checking in regularly instead of chasing them (expensive & limited)

H. Package development for some of the skills identified via VPUU processes

1. Get list of local training providers from each SETA and who is accredited for what
2. Find out from local providers what skills programmes they have registered
3. Training providers need to have good networks with businesses
4. Need to clarify with SETAs if there is existing material or if material needs to be written
 - a. AGRISSETA Agriculture and gardening; Landscaping; Agro-processing (specific skills?)
 - b. CATHSSETA Tourism & Hospitality; Catering; Youth sport & rec programme management

- c. CETA Construction related skills; Bricklaying; Carpentry; Tiling; Roofing
 - d. ETDP Early Child Development; Career guidance?
 - e. FOODBEV Baking/Bakery
 - f. MeRSETA Plumbing; Vehicle repair; Mechanical repair; Truck repair
 - g. MerSETA Welding; Upholstery?; Plumbing; Electrical
 - i. Maths bridging to enable further study at TVET - plumbing and electrical
 - ii. Maths bridging would require writing funding proposals; do via CLCs?
 - iii. Plumbing and Electrical seem too complex; realistic? How to do? What levels?
 - h. MICT Basic computer skills; Coding
 - i. SASSETA Basic security
 - j. ServicesSETA Office administration
 - k. TETA Driving – general; truck drivers; fork lift drivers
 - l. W&R SETA Entry level retail positions; Butchery
 - m. UCT Careers - Offer career guidance training
 - n. Various - Basic computer skills; First aid
 - o. CLCs - Matric equivalent via ABET programmes; Maths literacy; Language skills
 - p. VPUU - Data collection and surveys
 - q. Consider some RPL trials - lots of talk, how real?
5. Must be very focused - x people in x skill in x area
 6. Name particular opportunities with VPUU or a municipality - building projects or x projects
 7. Need funding for these special projects
 8. Develop a 3 year plan, if possible
 9. Create one spreadsheet for each focused target group and then name 3-4 skills/group
 10. Need a skills set cluster or map of required skills for each area
 11. Done with employers and content experts with facilitation assistance from consultant
 12. Will ultimately need a project manager
 13. Intensely passionate, attention to detail person; persistence, grit; strong communication skills

I. Some self-employment approaches to consider

1. A trade school or school of skills would be a useful partner institution
2. Bridging courses - have a big gap to bridge - people probably need an income earning opportunity along the way
3. Whatever they are learning, provide an opportunity to earn from day one
4. Provide needed services in their community
5. Shoe repair
6. Tire fixing and repair; fitment
7. Making clothing
8. Craft items

9. Butchery
10. Motor vehicle repair
11. Nail technicians
12. Hair care
13. Raising chickens
14. Car washing
15. Chisanyama
16. Child care
17. Small business management training important to add; identify local service providers
18. Usually need a project manager to pull it all together and ensure training coherence & adequate mentoring support
19. Triple Trust approach: training & mentoring, access to markets, access to start up equipment

J. Emerging skills training priorities for Villiersdorp, Paarl East and Gunya (Nyanga-Gugulethu)

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|---|-----------------------------------|
| 1. Updated 19 Nov 2016 | Happening or in planning |
| 2. Construction related skills | |
| a. Bricklaying | DRK |
| b. Carpentry | DRK |
| c. Plumbing | |
| d. Tiling | |
| e. Roofing | |
| 3. Welding | |
| 4. Tourism and Hospitality | |
| a. Chef training | |
| b. Waiter and Waitress training | DRK |
| c. Beautician | DRK |
| 5. Early Child Development | Boland College; False Bay College |
| 6. Basic security | TWK |
| 7. Agriculture and gardening | VPUU DoA |
| a. Needs more details added | |
| 8. Landscaping | |
| 9. Basic computer skills | DoA TWK |
| 10. Data collection and surveys | VPUU |
| 11. Office administration | |
| 12. Vehicle repair; mechanical repair; truck repair | |
| 13. Driving – general; truck drivers; fork lift drivers | |
| 14. Craft skills | CCDI in DRK |
| 15. Entry level retail skills | CCT & Boland College |
| 16. Contractor Development | CIDB DRK TWK |

K. Other skills or training of interest named by various people, but demand from employers or other need not confirmed

1. Maths bridging courses via CLCs
2. Adult matric via CLCs
3. Butchery training

4. Agro-processing (but what specific skills needed?)
5. Logistics (warehousing, transport, info systems)
6. First aid
7. Baking / Bakery - TWK
8. Coding
9. Upholstery
10. Youth sports and recreation programme mgmnt - Amandla Gunya
11. Librarians
12. Sewing / Designing
13. Fire fighters / Safety
14. Drivers license
15. Home based care
16. Hair dressing
17. Nail technicians
18. Tire fixing and repair; fitment
19. Raising chickens
20. Car washing
21. Child care

L. Higher level skills

1. Engineering ; Boiler Making
2. Electrical? (Seems too complex; realistic? How to do? What levels?)

M. Self-employment and wider other job creation opportunities can come from two areas of mutual interest:

1. New Venture Creation
2. Entrepreneurship development – SEDA, NYDA, Speak Afrika
3. Business management - Univ Stellenbosch DRK

N. There is a perceived need or market gap for small contractors with a wide range of skills who can manage small jobs, mostly in the residential market.

1. Unsure if this can be addressed with skills training and SMME support programmes.

O. LG SETA & Public Service Sector Education and Training Authority

1. Seems to do much training that would complement VPUU, Municipal and WCG work – and empower the SNAC and volunteers to do their work or gain employment in the public sector

P. Boland College request

1. Level 1 Bridging Course - GETC ABET Level 1, for 14-16 year olds who drop out; was funded by WCED and led to employment
 - a. No longer funded - WHO COULD FUND THIS IMPORTANT COURSE? WCED reconsidering for 2017