RELEVANT EDUCATION AND SKILLS FOR EMPLOYABILITY

BRENDA BERNICE NTOMBELA

1st Biennial Human Resource Development Conference

Botswana HRDC

23 May 2019
Presentation Outline

- Introduction
- Aim of education for employability
- Employability skills
- STEPS towards employability and productivity
- OECD on Employability
- SA’s HRD Strategy towards 2030
- Role of Stakeholders
- Curriculum Responsiveness
- Partnerships
- Conclusion
Introduction

- The biggest store in the world does not have walls – Amazon;
- How much is Amazon worth?;
- The biggest taxi industry in the world does not have a taxi. Software tool - Uber. Self driving cars;
- The busiest hotels and guest houses in the world do not have hotels of their own nor need a payroll - Air BnB;
- Standard bank laid off about 2000 workers and closing down some of its branches in SA. Absa is doing the same. – On line banking;

*How is education and training going to be relevant & lead to employability when a number of professionals need to rethink about being employable?*.
Introduction cont.

- A survey by Afrobarometer, states that more than one-third of the African population has considered migrating from the continent;
- The survey, published on Tuesday 26 March 2019, drew data from 45,823 interviews across 34 African countries;
- According to the survey, the desire to migrate is highest in Central and West Africa;
- Young adults and highly educated citizens are most likely to consider leaving their countries;
- Most frequently cited reasons for emigrating are:
  - To look for work - 44% on average; and
  - To escape poverty and economic hardship - 29%. 
The aim of Education for Employability

- To ensure that all young people develop:
  - Personal qualities;
  - Knowledge;
  - Understanding and
  - Attitudes that will give them a strong foundation for lifelong learning and work.
  - Need to be vigilant, ready, capable to cope with the unknown
Employability Skills

- There are several employability skills that are of value to employers;
- Schools must cultivate **social and life skills** from the early grades;
- Thereafter, **transferable livelihoods training** at higher levels of schooling;
- Followed by a transition into more in-depth skills training programs for specific employment skills.
Employability Skills

- Communication Skills
- NUMERACY
- WILLINGNESS TO LEARN
- SELF MANAGEMENT
- INFORMATION TECHNOLOGY (IT) KNOWLEDGE
- TEAM WORK
- CRITICAL THINKING
- ETHICS
STEP Toward Employment and Productivity

- The World Bank’s **skills towards employability and productivity** (STEP) Framework examines the need for developing capacities that help prepare young people for the world of work;
- It lays out five interlinked stages extending from Early Childhood Development to matching skills with labour market demand at later stages in life – see framework
- The framework is intended to help policymakers, analysts and researchers design systems that enable individuals to ultimately obtain jobs.
STEP Toward Employment and Productivity

Conceptual Framework

- Skills toward Employability and Productivity (STEP): An Integrated Framework for Skills Development

![Image of conceptual framework showing stages for employment and productivity]
OECD also highlights that South Africa has a number of skills gaps such as:

- Complex problem solving skills,
- Communication skills,
- Comprehension and reasoning skills, and
- Quantitative abilities.
- Interpersonal skills

These skills are of particular shortage in fields such as education, business management and health care.
One of the HRD strategic goals is “skills for the transformed society and the economy using workplace as a platform.”

The goal prioritises the following:

- Building a flexible and responsive skills system which would require closer relationships between the social partners;

- Expansion of programmes to address occupations in demand including considering skills for new economies;

- Raising skills levels of employed workers;

- Acknowledging the recognition of prior learning; and
Curriculum Responsiveness

The curriculum is viewed as:

- Outdated – Should be future-ready;
- Standards not appropriate;
- Key general skills not taught;
- Educators out of touch;
- Private providers to work with national curricula;
- Standardised curricula need to have flexibility for additions; and
- Distinguish between academic education (pre-vocational) and industry/occupation specific knowledge.
The Role of Stakeholders

- There is a need to balance learner needs with industry expectations;
- Need to take a life course view of learner needs;
- Curriculum needs to be viewed as a continuity that pays particular attention to transitions and employers – to be futuristic; and
- Education providers need to take a system wide and pipeline perspective on skills supply.
Partnerships

- Partnerships between industry and HEI’s e.g. “Adopt-a-TVET college”
- More focused partnerships should be done in the form of worker integrated learning (WIL);
- The DHET’s project on **Centres of Specialisation** – Dual System
  - Aimed at producing a skilled and capable workplace – in 13 priorities trades
  - Employers provide apprenticeship for young people.
Conclusion

The questions are:

• How do you stay on top of your sector of engagement and make yourself needed?

• How do you prepare for the “uber,” the “airBnB” or the “Amazon” that will happen in your profession?

THE ABOVE IS DISRUPTION
NGIYABONGA