



# **RELEVANT EDUCATION AND SKILLS FOR EMPLOYABILITY**

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Partnering to innovatively develop SA's human potential

# Presentation Outline

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- ❖ 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

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- ❖ 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.

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- ❖ 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

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- ❖ 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

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- ❖ 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



# STEP Toward Employment and Productivity

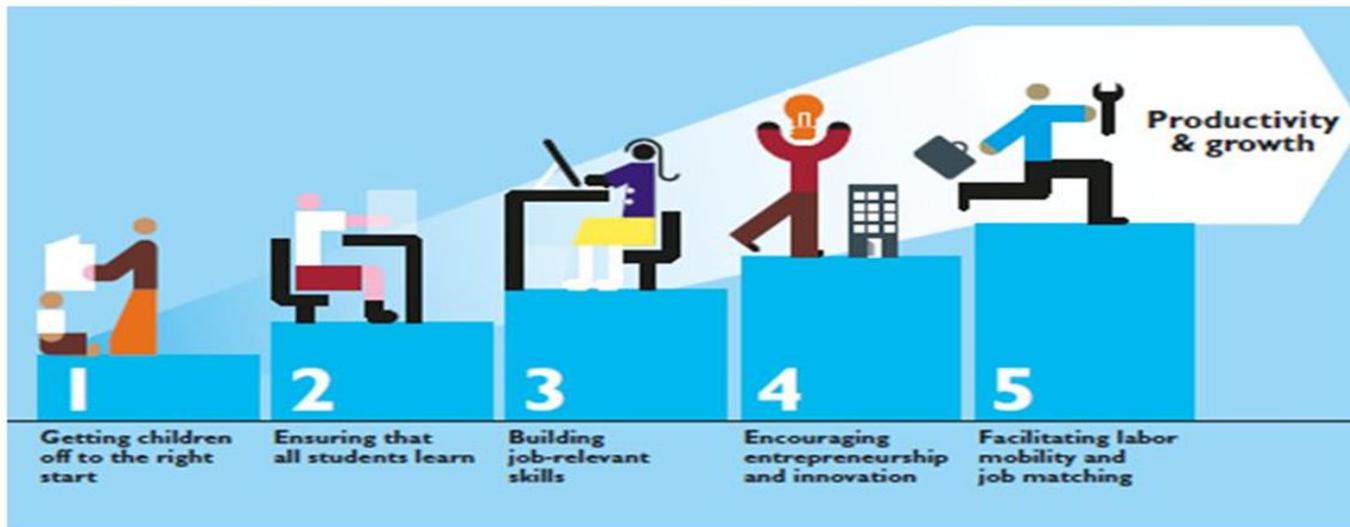
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- ❖ The World Bank's **skills towards employability and productivity** (STEP) Framework examines the need for developing capacities that help prepare young people for the world of work;
- ❖ It lays out five interlinked stages extending from Early Childhood 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



# OECD On Employability

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- ❖ 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.

# SA's HRD Strategy towards 2030

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- ❖ 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

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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

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- ❖ 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

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- ❖ 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

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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*

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# NGIYABONGA