Manufacturing, engineering and related services SETA (merSETA)

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merSETA Projects Division
Visiting Associate Prof. (Wits) and Hon. Lecturer (UKZN)
Making sense of the worlds of SETAs and academia....Looking in from outside of that ivory tower!!!!!

RESEARCH AND DEVELOPMENT at merSETA: An intrinsically functional programme.....
Understanding the research challenges!!!

Service delivery

A nation united
A nation united in protest

With discontent growing, government acknowledges that it needs to...

Burning discontent
Service delivery protests in 2009

Percentages of total used by province

- [Protest hotspots in July]

Cape Town fears xenophobic flare-up

Still no pre-school for all

Primarashni Gower

Thousands of children will continue to lose out on a year of pre-schooling because of the lack of political will and the failure of provincial departments to implement a goal set in 2003, according to education experts.

Eric Atmore, who heads Cape Town’s Centre for Early Childhood Development, said the consequences are that “a vast number of learners will go into grade R unprepared. They will struggle with literacy, end of grade nine and enter a cycle of poverty like their parents and their parents’ parents.” Others could keep failing grades and may require remedial education.

“At the correct political will and resources there can be universal grade R by 2010,” he said, pointing out that there was no budget, imp...
National Development challenges (and responses)

- Skills need to respond to twin challenges of Colonialism and Apartheid and reality of Uneven Development
- A meaningful long-term response to: Poverty, Unemployment, Growth, Crime, Xenophobia, power crises, infrastructural considerations for FIFA World Cup
- The PIE Challenge
  - Poverty,
  - Inequality and
  - (Un)Employment

- National Response
  - HRDSA (2009/10)
- National Planning
  - Medium Term Strategic Budget Framework (2009/10)
Skills and National Development

- Educational component (of the national development challenge)
  - Access, Redress and Equity
  - Efficiency and Quality (Retention of) …Notion of excellence has been questioned on basis of ethical criteria…focus on OUTCOMES

- Additional Challenge for skills development
  - Respond directly to National Skills Development Imperatives
  - Effective outcomes – Skills necessary for national development vs Economic development…”(re) thinking about notions of the nature of a Developmental State’
The Youth Time-Bomb

Source: Financial Mail (March 26 2010)
### 2007 CS: Not Employed, Not in Education Not severely disabled

#### 18 – 24 age cohort

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Population</th>
<th>Number not in education, not employed and not severely disabled</th>
<th>% of Population in age group not in education, not employed and not severely disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1,002,363</td>
<td>241,056</td>
<td>24.0%</td>
</tr>
<tr>
<td>19</td>
<td>964,195</td>
<td>305,333</td>
<td>31.7%</td>
</tr>
<tr>
<td>20</td>
<td>981,625</td>
<td>393,441</td>
<td>40.1%</td>
</tr>
<tr>
<td>21</td>
<td>990,984</td>
<td>455,434</td>
<td>46.0%</td>
</tr>
<tr>
<td>22</td>
<td>961,272</td>
<td>474,501</td>
<td>49.4%</td>
</tr>
<tr>
<td>23</td>
<td>914,732</td>
<td>464,119</td>
<td>50.7%</td>
</tr>
<tr>
<td>24</td>
<td>943,195</td>
<td>478,587</td>
<td>50.7%</td>
</tr>
<tr>
<td>Total</td>
<td>6,758,366</td>
<td>2,812,471</td>
<td>41.6%</td>
</tr>
</tbody>
</table>
The Supply Challenge

22/06/2010
Post-School Enrolment

- HE Dynamics decline 2000-7: 555 080 – 761 000 (4.6% Ave annual increase)
- SET: circa 27% unchanged
- FET – 2002-4-8: 406143 - 373 000
The supply challenge

TRADE TEST STATISTICS-COTT/INDLELA

1985 – 26,500 T: 13,500 P= 52%

INDLELA + SETAs
8,000 a year passed
between 2000 - 2006

2006
9,041 T
3,222 P
= 42%
Role of Research and Development – Rationale

- Efficiency vs Effectiveness
  - **Efficiency**: Am I doing things right? Audit responsibility
  - **Effectiveness**: Am I doing the right things? Research realm? What is this for? Is it really benefiting who it is intended? Trying desperately to bridge the gap between compliance and meaning
One of 23 SETAs established through the Skills Development Act [no. 97 of 1998].

Economic sub-sectors

- Metal and engineering
- Auto manufacturing
- Motor retail and component manufacturing
- Tyre manufacturing and
- Plastics industries

44 000 companies…600 000 workforce…..total 1.9 million workers in sector (2008)

Significant GDP…14% of total employment (2009)
Research and Development
(Working) Vision & Mission

The provision of **quality research for development** in support of the quest to be ‘leaders in closing the skills gap’

- Commitment to
  - Informed decision-making
  - Sound empirical base
  - Solid quantitative and qualitative information

22/06/2010
Functional vs Intrinsic

- **Functional**
  - merSETA function
  - Research as project
  - ‘Worth ‘to merSETA
  - Chamber-specific
  - merSETA region-specific projects

- **Intrinsic**
  - Research as a competence
  - Research for skills development
  - National resource for (merSETA) and national skills development
  - A national project linking up with a range of agendas

22/06/2010
Section 5 of the Skills Development Amendment Act (2008):

- (a) develop a sector skills plan
- (b) implement its sector skills plan by—
  - (i) establishing [learnerships] learning programmes;
  - (ii) approving workplace skills plans and annual training reports;
  - (iii) allocating grants ..... and
  - (iv) monitoring education and [training] skills development provision in the sector
Functional Research

- TVET Research to support skills development
  - Education Partnerships for Africa (EPA).
    - Employability – Notions of employability from perspective of FET College, UK VET Institutions and merSETA Companies (British Council project in association with University of Nottingham and FETI (UWC))
  - FET Leadership (in process with Mathew Goniwe School of Leadership)
  - Articulation – Role of Workplaces in Learning – Making sense of the Pathways
  - HIV/AIDS in merSETA (What’s there?)
  - FET Leadership (Mathew Goniwe School of Leadership)
Functional Research Responsibility

- Research to support SSP development
  - Scarce and Critical Skills Model
  - WSP/ATR Analysis
    - Quantitative analysis
    - Qualitative Analysis (How WSP implemented on the ground)
  - Impact of Economy on Skills – Current Recession
  - Regional Sector Skills Plans
Intrinsic role of Research as an area of expertise/competence

- Importance of being a researcher (with all it entails)
- Need for legitimacy and credibility within the academic community
- Responsiveness to academia in terms of a merSETA agenda?
- What works for academia?
  - **Publications** (respect of academic community)
    - Journal (international/regional/national)
    - Books, chapters in books
    - Peer review as absolute quality check

Conferences
- International, regional and national interaction
- Not simply attendance (need to establish presence)
- Peer review for acceptance of proposal
- Conference proceedings as publication

Professional academic engagements
- **Academic community**
  - Review of Journal (as peer reviewer)
- **Professional associations**
  - Membership
  - Portfolio involvement

22/06/2010
**Publications**

**Journal publications**


**Chapters in Books**


<table>
<thead>
<tr>
<th>Title of Paper</th>
<th>Date</th>
<th>Nature of Conference/Symposium</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated artisan training at the manufacturing coalface: Responding to the skills challenge in South Africa</td>
<td>18th Sept. 2009</td>
<td>INNOVATIVE APPRENTICESHIPS: Promoting Successful School-to-Work Transitions</td>
<td>ETF European Training Foundation Villa Gualino, Viale Settimio Severo 63 - 65, 10133 Turin, ITALY</td>
</tr>
<tr>
<td>Chairperson – Panel Discussion, Role of Mathematics, Science and language in support of apprenticeship training</td>
<td>17 Sept. 2008</td>
<td>National Accelerated Artisan Training Conference (merSETA) (Panel Discussion)</td>
<td>Glenhove Conference Centre, Gauteng, South Africa</td>
</tr>
<tr>
<td>The unfolding skills development architecture and scarce skills: towards resolving the challenge</td>
<td>16-7 September 2008</td>
<td>The fundamentals of Rotating Machinery and Electric Motors: Investigating principles, methodologies, strategies and philosophies of machinery and maintenance (International Association of Electrical and Rotating Machinery)</td>
<td>Holiday Inn-Johannesburg</td>
</tr>
<tr>
<td>The skills development challenge: Engaging the tiger and learning from practice</td>
<td>20-22 August 2008</td>
<td>First Pan African TVET and FET Conferences: Value of work in social change and education*</td>
<td>Cape Town Convention Centre</td>
</tr>
<tr>
<td>Twin challenges or two sides of the same coin! Scarce skills, poverty reduction and the role of public FET Colleges in South Africa</td>
<td>10-1st August 2008</td>
<td>Achieving Poverty Reduction through Quality Vocational Education and Training in Partnership with Industry</td>
<td>Livingstone, Zambia</td>
</tr>
</tbody>
</table>
Conferences and publications – the link

Conferences


- Accelerated artisan training at the manufacturingcoalface: Responding to the skills challenge in South Africa. 18th Sept. 2009, INNOVATIVE APPRENTICESHIPS: Promoting Successful School-to-Work Transitions, ETF European Training Foundation, Turin, ITALY

Publications

- Akoojee, S (Accepted – September 2009) Scarcce skills and public TVET in South Africa: Twin challenges or two sides of the same coin! Submitted to Southern Africa Review of Education (SARE) and Education with Production (EWP)

- Akoojee, S and McGrath, S (submitted, June 2009) Engaging the regulatory environment for individual and national development: the role of private further education and training (FET) colleges in South Africa. Submitted to Africa Education Review (AER)

The ‘functional’ vs ‘intrinsic’: The dilemma resolved?

- Functional
  - WSP/ATR Analysis
  - Scarce and Critical Skills Modelling
- “Intrinsically functional”
  - Impact monitoring
  - Impact of economic downturn on skilling
  - The way in which companies have engaged the skills scarcity

- Intrinsic
  - Engaging the academic community
    - Developing proposals
    - Networking – academic world
    - Conferences
    - Journal publications
    - Book publications
Managing the dilemma: An “intrinsically functional” role

- Joint research projects (Why?)
  - Education Partnerships for Africa (EPA)
    - University of Nottingham/UKZN/UWC
  - HSRC
    - Artisan as a ‘profession’ or ‘vocation’

- SADC Skills Development
- Book publication (GTZ/HSRC)
- The Development function: Ensuring that we are not an SSP unit?
- Regional and staff outreach
- Undertaking research in-house to enable capacity and ensure that we get what we want out of the research: e.g. relationships with FETs
Or is it?

- **Modus Operandi**
  - Principle of maximising reach and impact
  - Tender
  - Memorandums of Understanding and engaging joint projects
  - In-house management of researchers (support of office)
  - In-house engagement with Sector Skills Plan
- **Dissemination**
  - Brown Bag/Regional interaction
  - Dissemination projects (step-down of the Impact study)

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The next stage

- Challenges
  - Capacity
  - Need to engage seriously with other elements of SETA functioning

- Skills Development Policy Unity (SDPU)

- Implications of this on
  - merSETA
  - Skills development landscape
  - Take on board chamber-specific considerations

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