



Creating a credible institutional mechanism for skills planning in South Africa

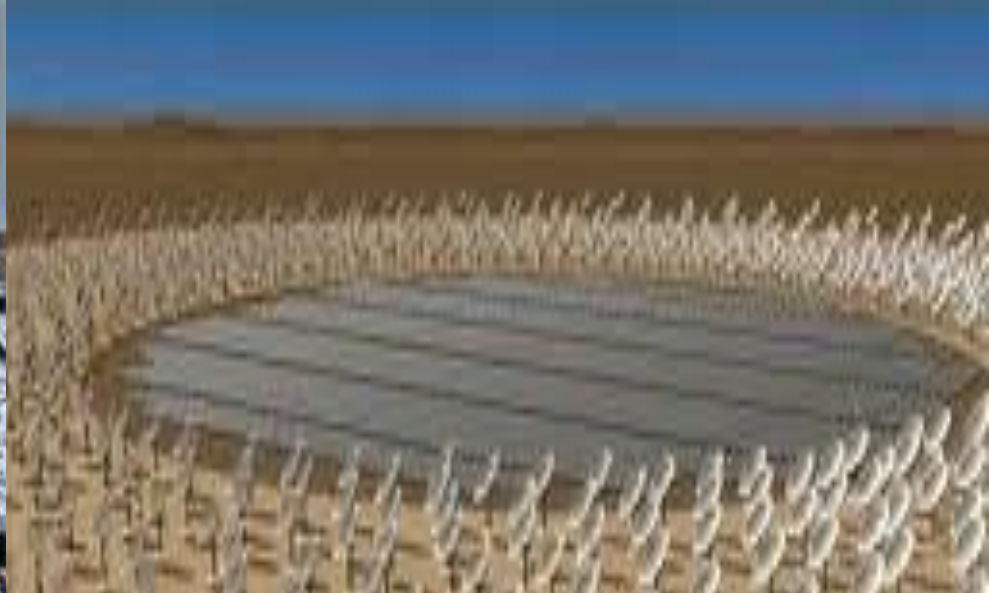
Briefing workshop to the Minister of Higher Education and Training

31 March 2015

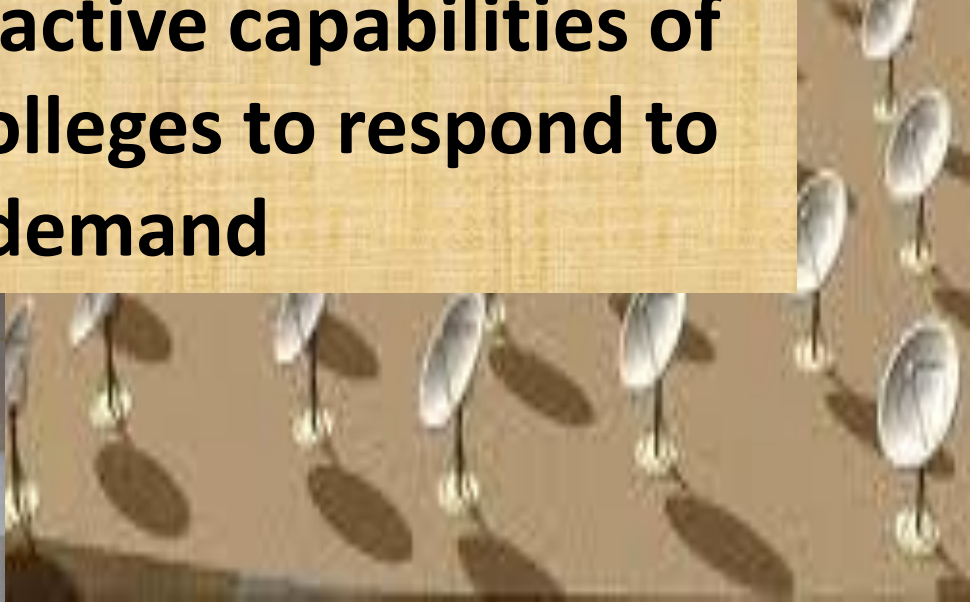
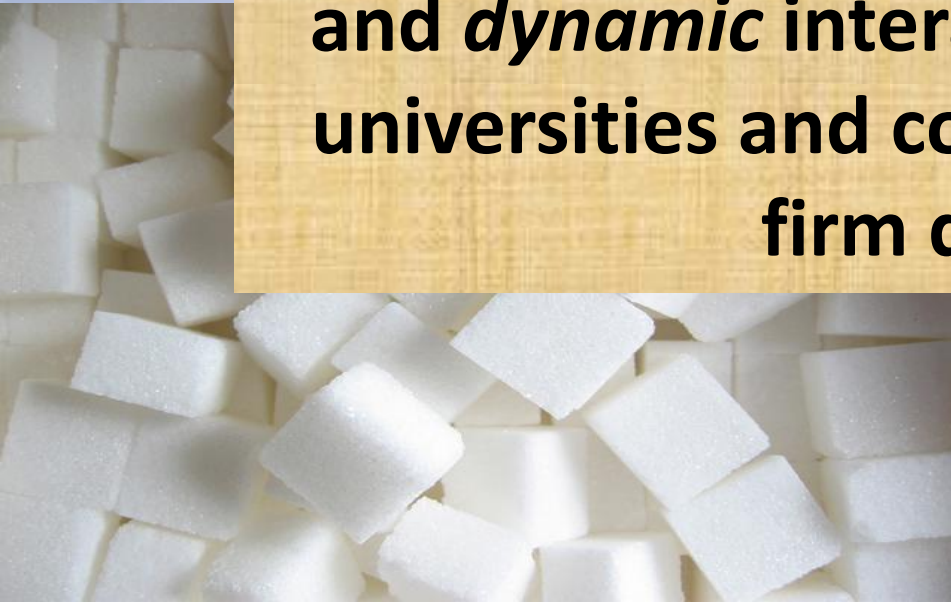


Responsiveness to firm demand: enhancing interactive capabilities across the post-school system

Glenda Kruss
HSRC



Skills planning requires a sound understanding of the will, competencies and *dynamic* interactive capabilities of universities and colleges to respond to firm demand



Interactive capabilities

Competencies

- Willingness/ motivation to interact
- Skills in specialised areas
- Organisational planning
- Organisational structures (e.g. technology transfer office, research centres)
- Institutional policies (formal)
- Diversified funding base

Internal/external interface mechanisms

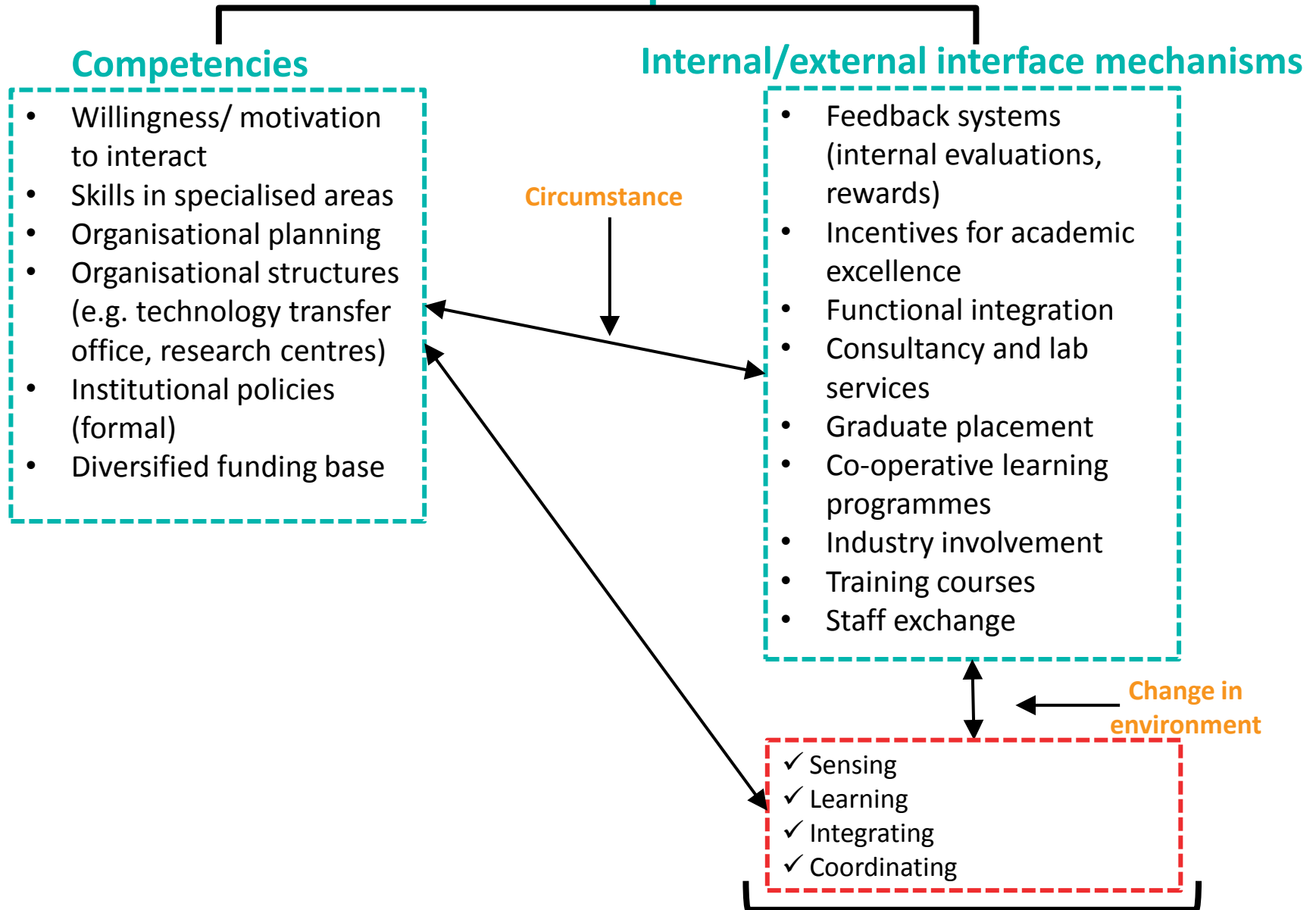
- Feedback systems (internal evaluations, rewards)
- Incentives for academic excellence
- Functional integration
- Consultancy and lab services
- Graduate placement
- Co-operative learning programmes
- Industry involvement
- Training courses
- Staff exchange

Circumstance

Change in environment

- ✓ Sensing
- ✓ Learning
- ✓ Integrating
- ✓ Coordinating

Dynamic interactive capabilities





Planning for artisanal skills: the importance of understanding changing artisanal milieus and identities

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PLANNING FOR ARTISANAL SKILLS: IMPORTANCE OF UNDERSTANDING CHANGING ARTISANAL MILIEUS AND IDENTITIES



History and economy matters
Occupational structure matters
Relation between work and training matters

Changes to artisanal skilling systems and labour markets



- **History matters**
 - Exploitative history and **links to slavery**
 - Use as **social engineering tool**
 - Association with a **limited set of trades and technical occupations**
 - **Low status** in comparison to professional qualifications or occupations.
- **The economy matters**
 - the shifting economic structure has meant **employment prospects** in relation to artisan training **have shifted**
 - **decline of primary and secondary sectors**, which are normally labour intensive, and were **historically important formal employers of artisans**.

Changes to the nature of artisanal work

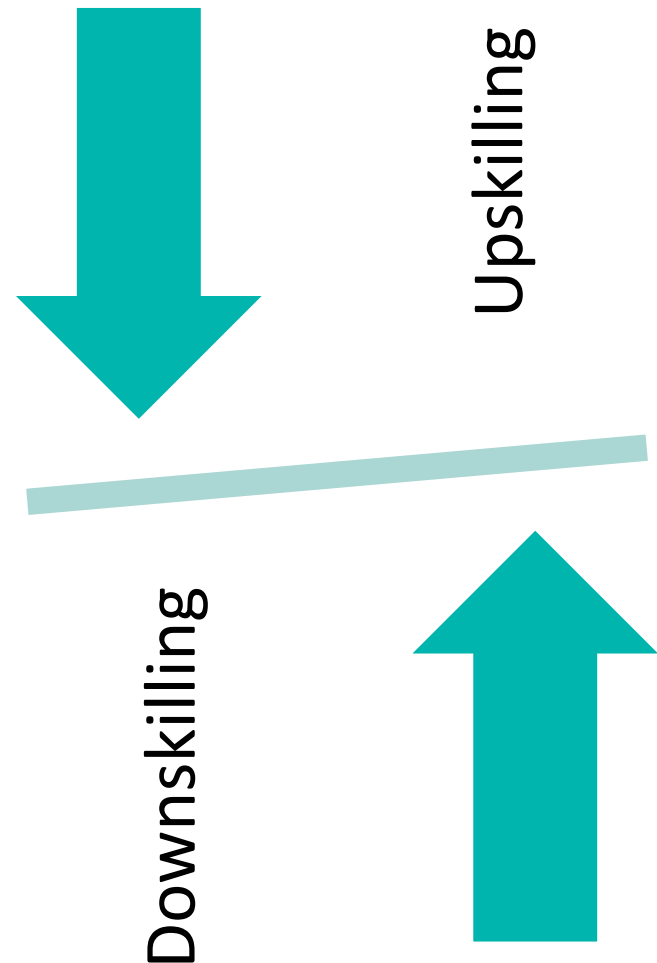
Occupational structure matters

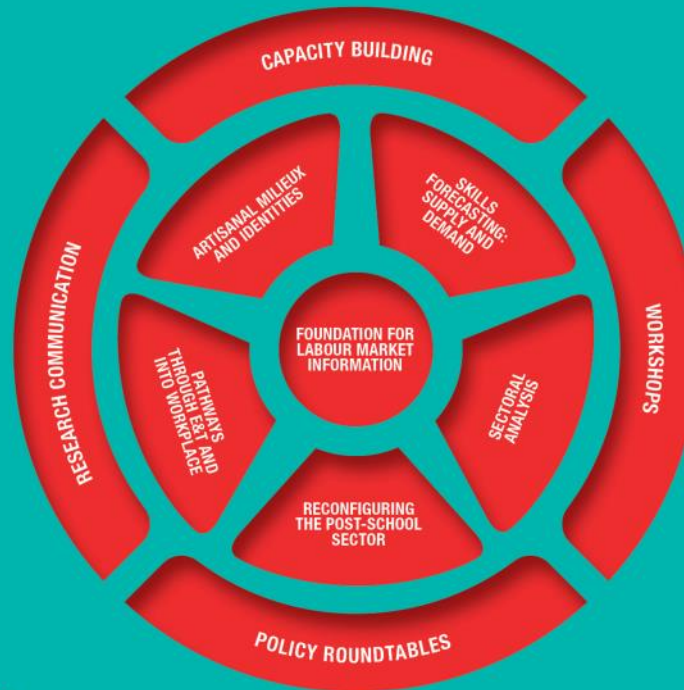
- **Occupational structure:** aggregate distribution of occupations in society, classified according to *skill level, economic function, or social status* - shaped by the structure of the economy; technology and bureaucracy; the labour-market; and by status and prestige.
- **Occupational boundaries** are reflective of occupational structure
 - Traditional boundaries between occupations intact, but **under pressure** especially **in new and emerging fields** of practice (mechatronics in automotive for example)
 - **Nature of boundaries** between occupational groups **differ**
 - **Occupational milieus determine** the salience of boundaries (electricians in the mining sector for example)

Changes to the relation between artisanal work and training

Relation between work and training at micro-level matters

- The increasing standardisation of work
- The coding of work routines into universally benchmarked standard operating procedures
- A constant drive towards product /service innovation





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