

Policy Roundtable 6

Knowledge-based artisanal futures?

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Local Context: Artisan training

- In February 2013, the Honourable Minister of Higher Education and Training, Dr Blade Nzimande, declared 2013 **The Year of the Artisan**. Following the phenomenal success of that programme, which he and I successfully promoted in all 9 provinces over the past year, today I have the pleasure of officially launching the Decade of the Artisan. Starting with today's launch event, the Department is embarking on a ten-year campaign called **2014 – 2024 Decade of the Artisan**, which will be run under the theme:

“It’s cool to be a 21st Century Artisan”.

(Media Statement by Deputy Minister of HET at the launch of the Decade of the Artisan, 3 February 2014)

- In areas of work such as the artisan trades, apprenticeships have traditionally been the pathway to qualifications; however, the apprenticeship system has been allowed to deteriorate since the mid-1980s, resulting in a shortage of mid-level skills in the engineering and construction fields. **Re-establishing a good artisan training system is an urgent priority; the current target is for the country to produce 30 000 artisans a year by 2030.**

(White Paper for Post-School Education and Training, 2013: xvi)

Global context: Technological progression leads to increasing economic reliance on knowledge-driven business

Research Question

**Work futures for artisans/technicians
(DEMAND)**

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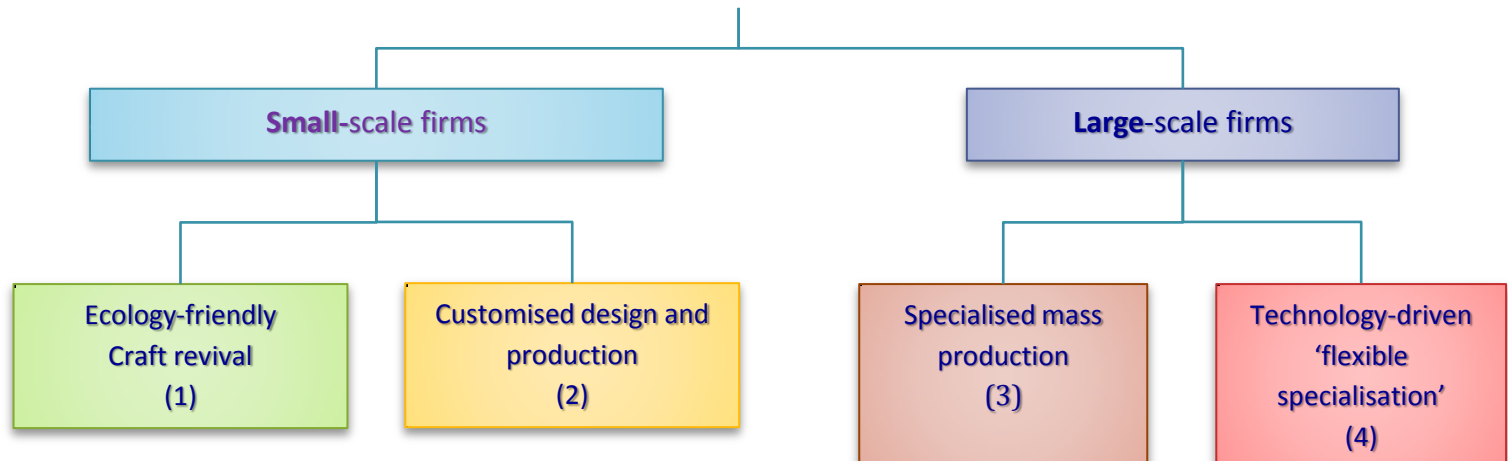
**Qualification futures for artisans/technicians
(SUPPLY)**

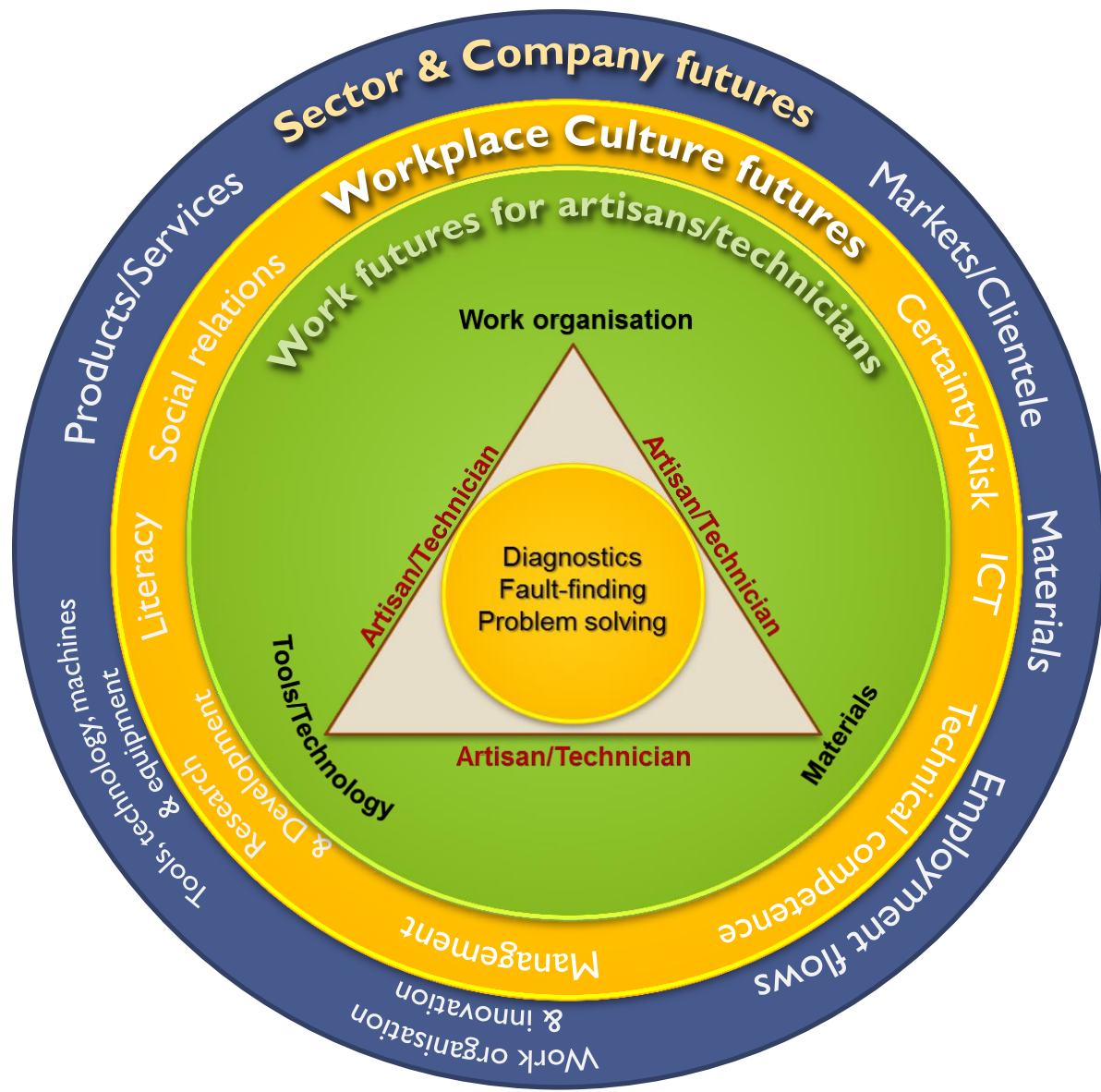
Units of Analysis:Artisans of the future

- **Sector 1: Engineering:**
671203 Mechatronics Technician
- **Sector 2: Boat Building**
684 907 Boat builder and repairer
- **Sector 3: Hospitality:**
681201 Confectionary Baker
- **Sector 4: Film**
Camera operator (not gazetted)

Where to look?

Artisanal Futures Forms of specialisation







WORK

Context of Application

Context of Implication

Manufacture & Maintenance Design

Certainty

Risk

Standardisation

Innovation

Routine, supervised

Self-directed

What knowledge and skill?

	SITUATED KNOWLEDGE (Specific)	FORMAL KNOWLEDGE (General)
PROCEDURES	<p>‘How to’ knowledge Work routines learned through everyday experience (not written down)</p> <p>K1</p>	<p>Systems knowledge Formally codified work procedures (written down)</p> <p>K2</p>
PRINCIPLES	<p>Craft Knowledge (Principle visualised through drawings and sketches)</p> <p>K3</p>	<p>Scientific knowledge (Principles written down in symbols and words)</p> <p>K4</p>

What did we find?

Three **simultaneous and either complementary or opposing** universal trends.

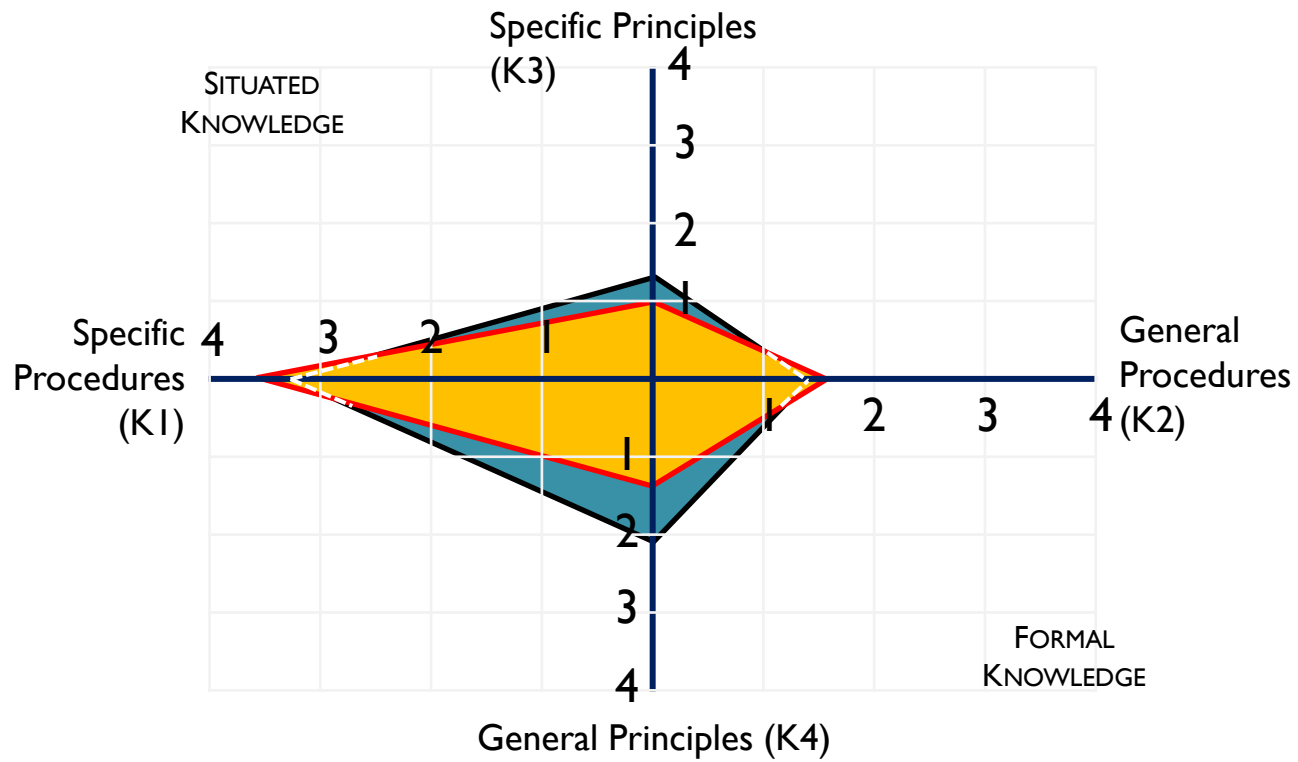
(1) Attempts by all jobs to minimise risk and wastage and increase certainty and predictability of end-result.

Standardisation of work, usually through uniform work routines imposed by mechanisation and digitalisation.

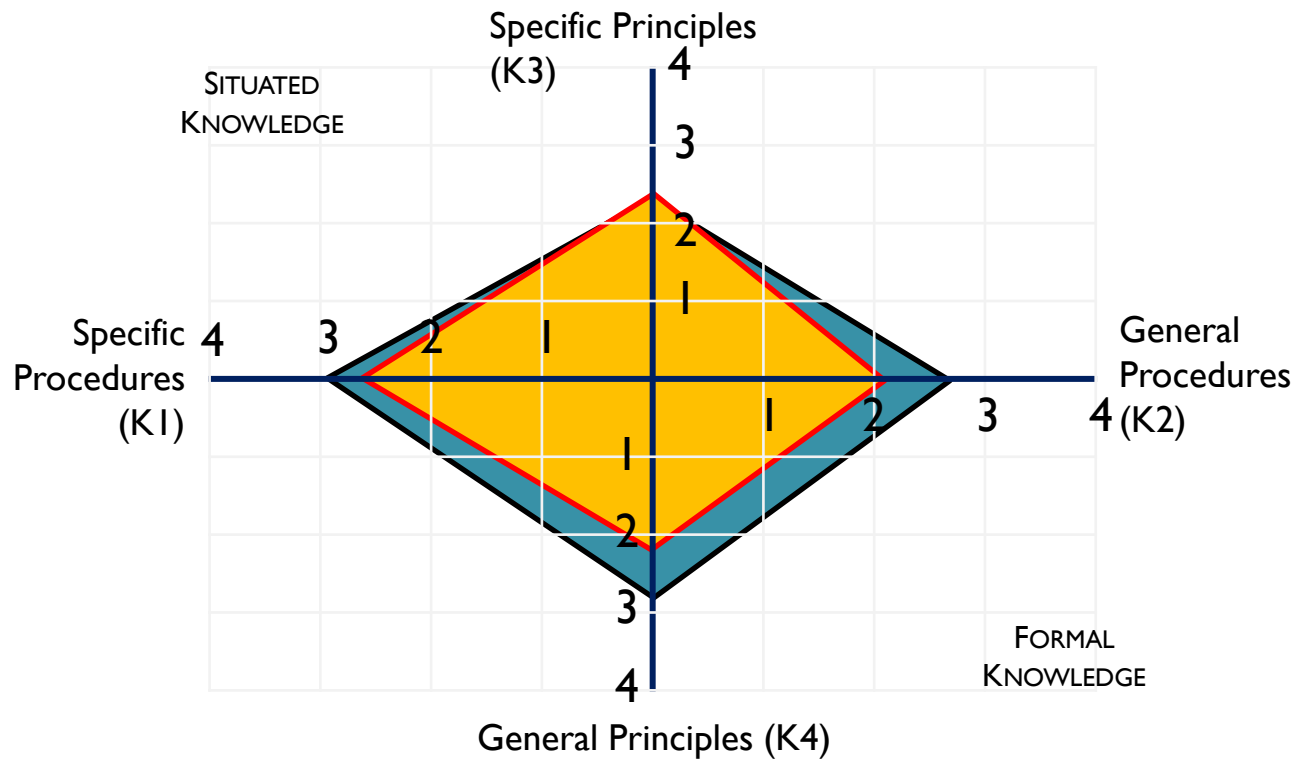
(2) A complementary trend was the coding of work routines into written down **Standard Operating Procedures** (SOPs), which are universally benchmarked.

(3) An opposing trend was the constant drive towards product and service **innovation** to maintain or increase market share.

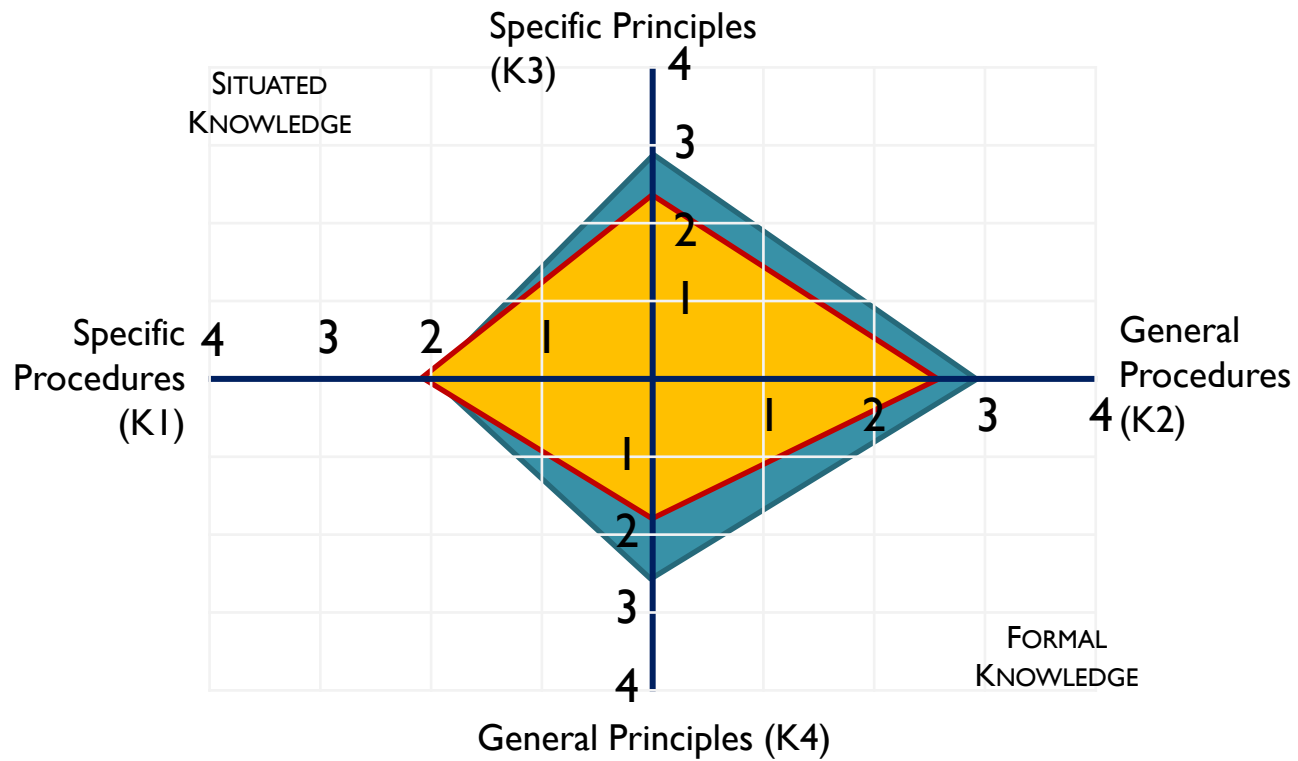
BAKING (General)



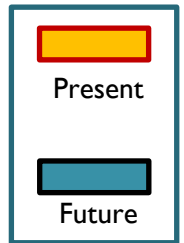
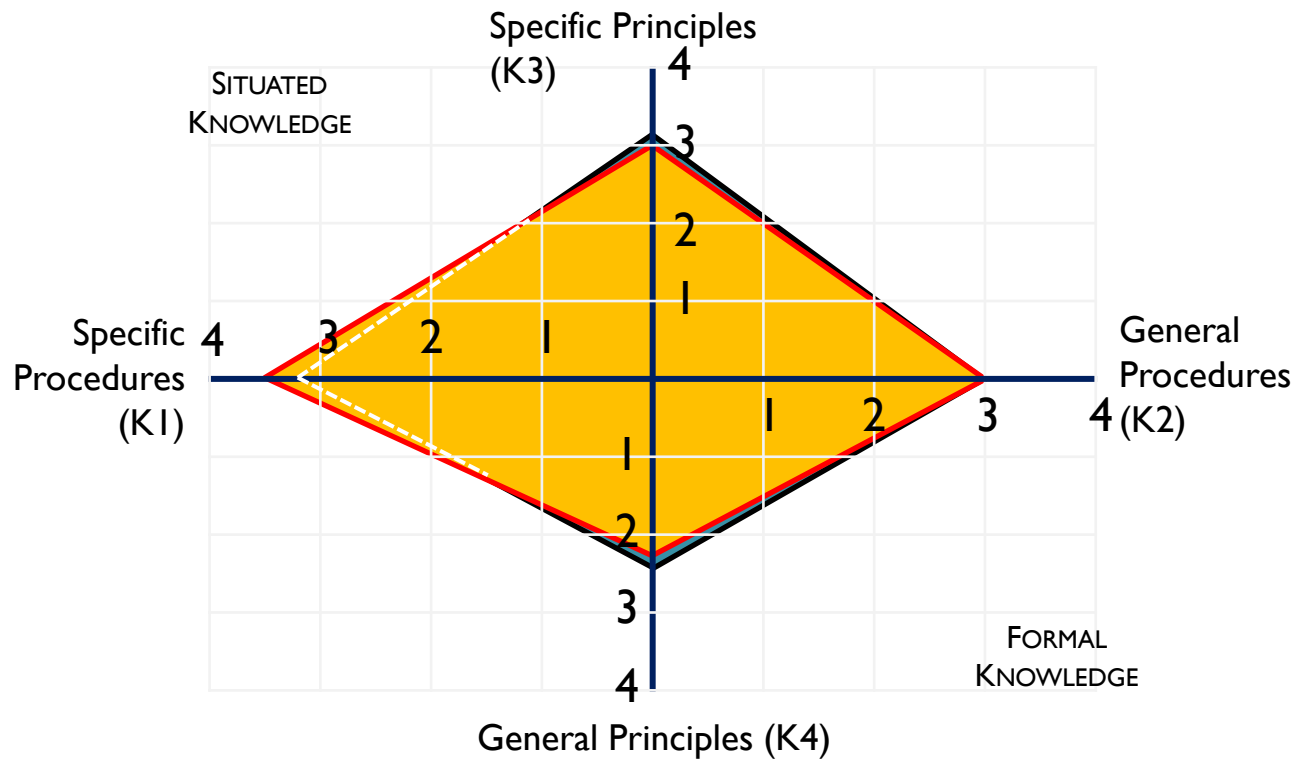
BOAT BUILDING (General)



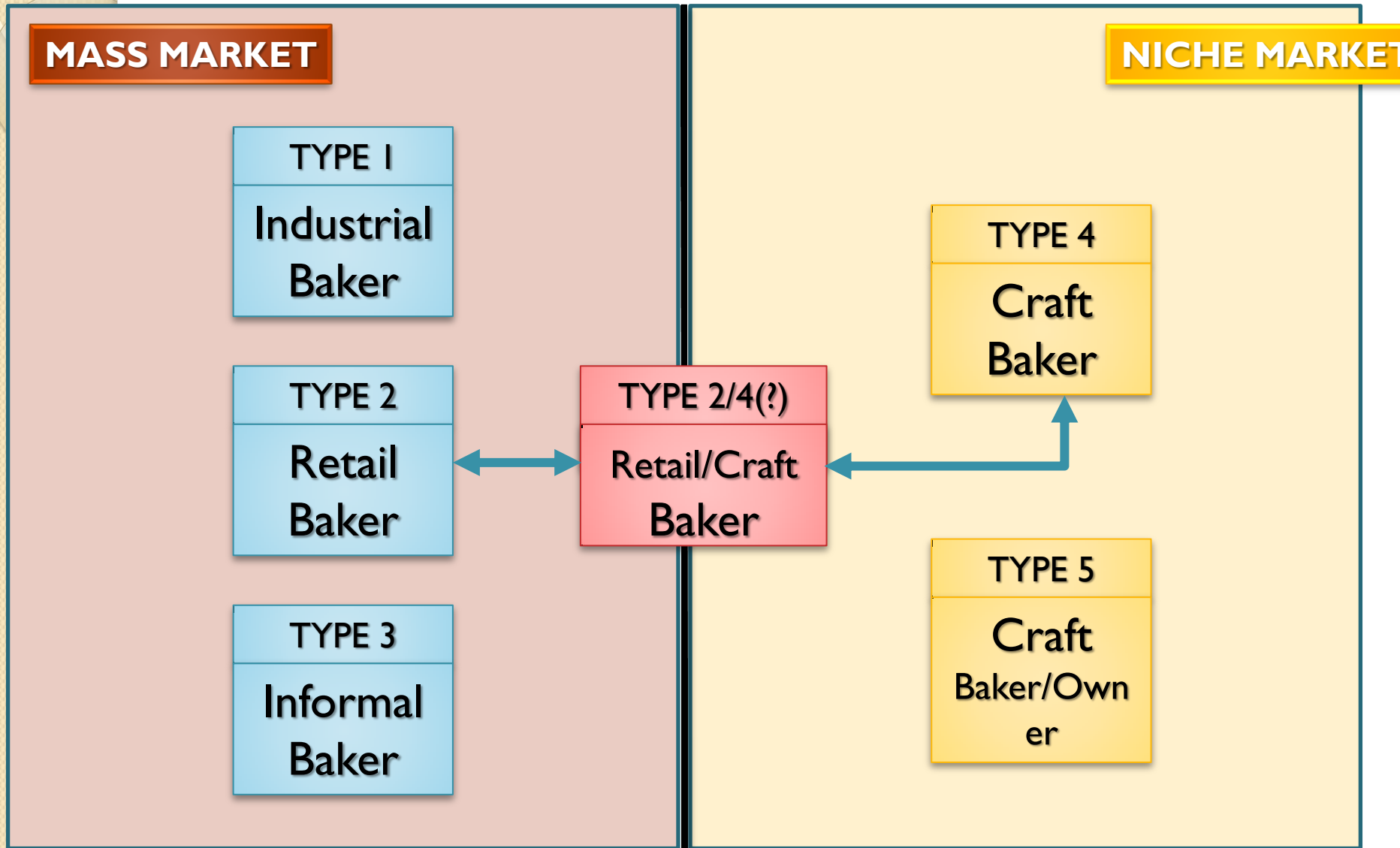
FILM MAKING (General)



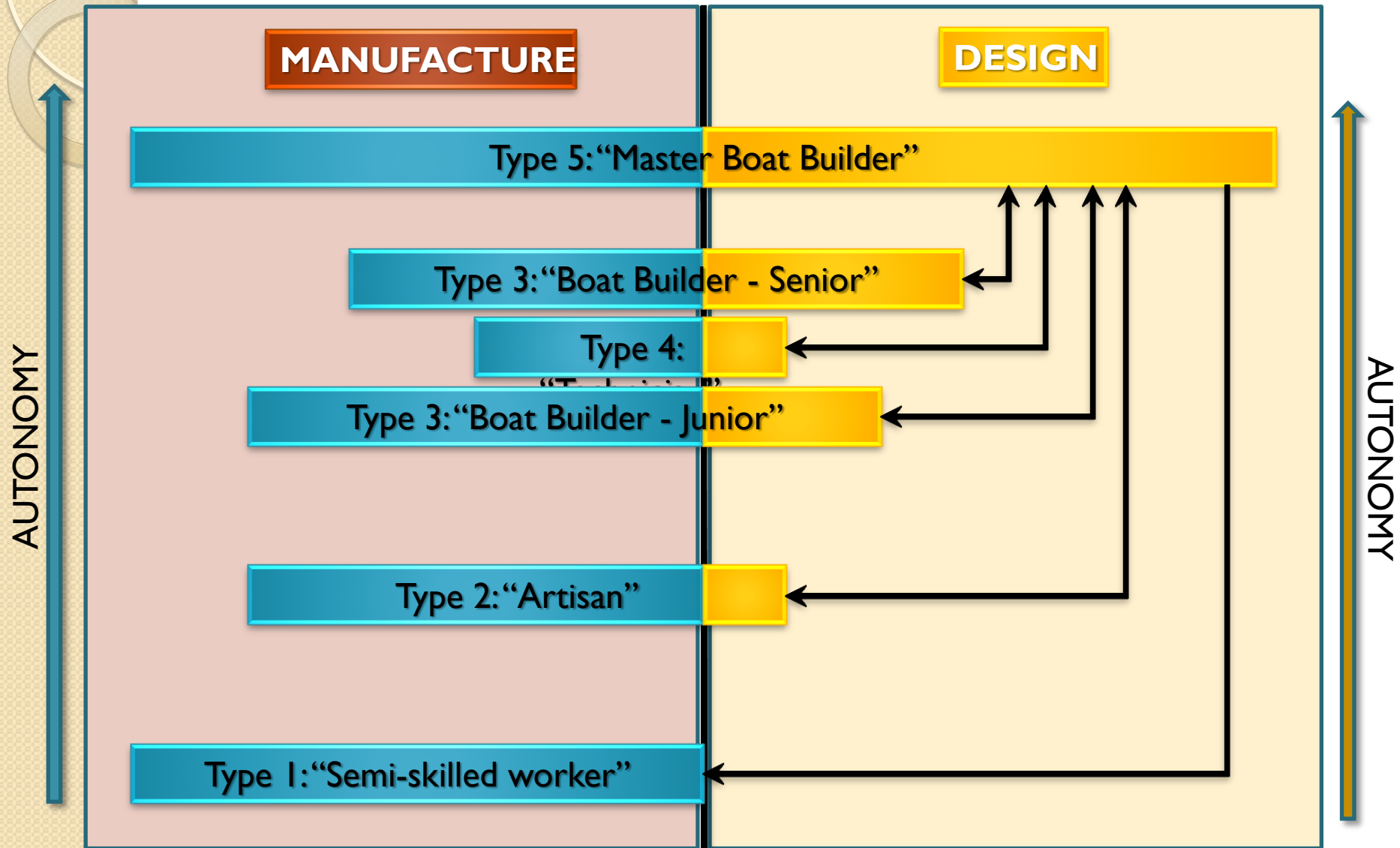
MECHATRONICS (General)



Typology of the baker artisan



Typology of the boat-building artisan



Typology of the film-maker artisan

Local/regional content

(Funding and resource driven)

TYPES OF FILM MAKERS

Type 1 A

Composite
filmmaker -
Foundational

(Small site)



Type 1 B

Composite
filmmaker -
Expanded

(Large site)

International content

(Commercially driven)

Type 2 A

Camera
assistant -
foundational

(Small site)

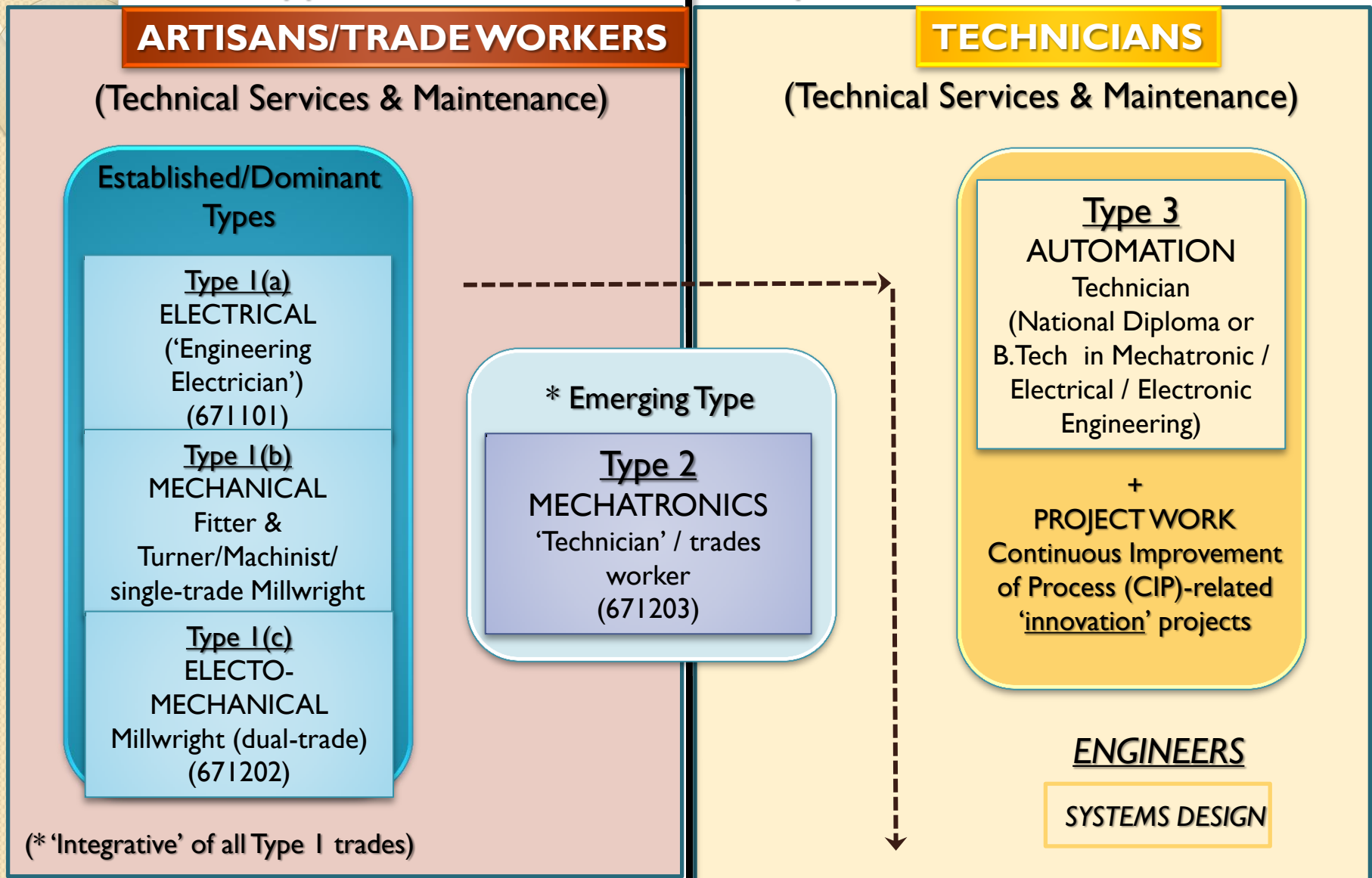


Type 2 B

Camera
assistant -
expanded

(Large site)

Typology of 'collective team' for providing technical and maintenance support in an automated workplace environment





Implications

**Work futures for artisans/technicians
(DEMAND)**

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‘Gap’ analysis

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**Qualification futures for artisans/technicians
(SUPPLY)**