Iphahlele Institute

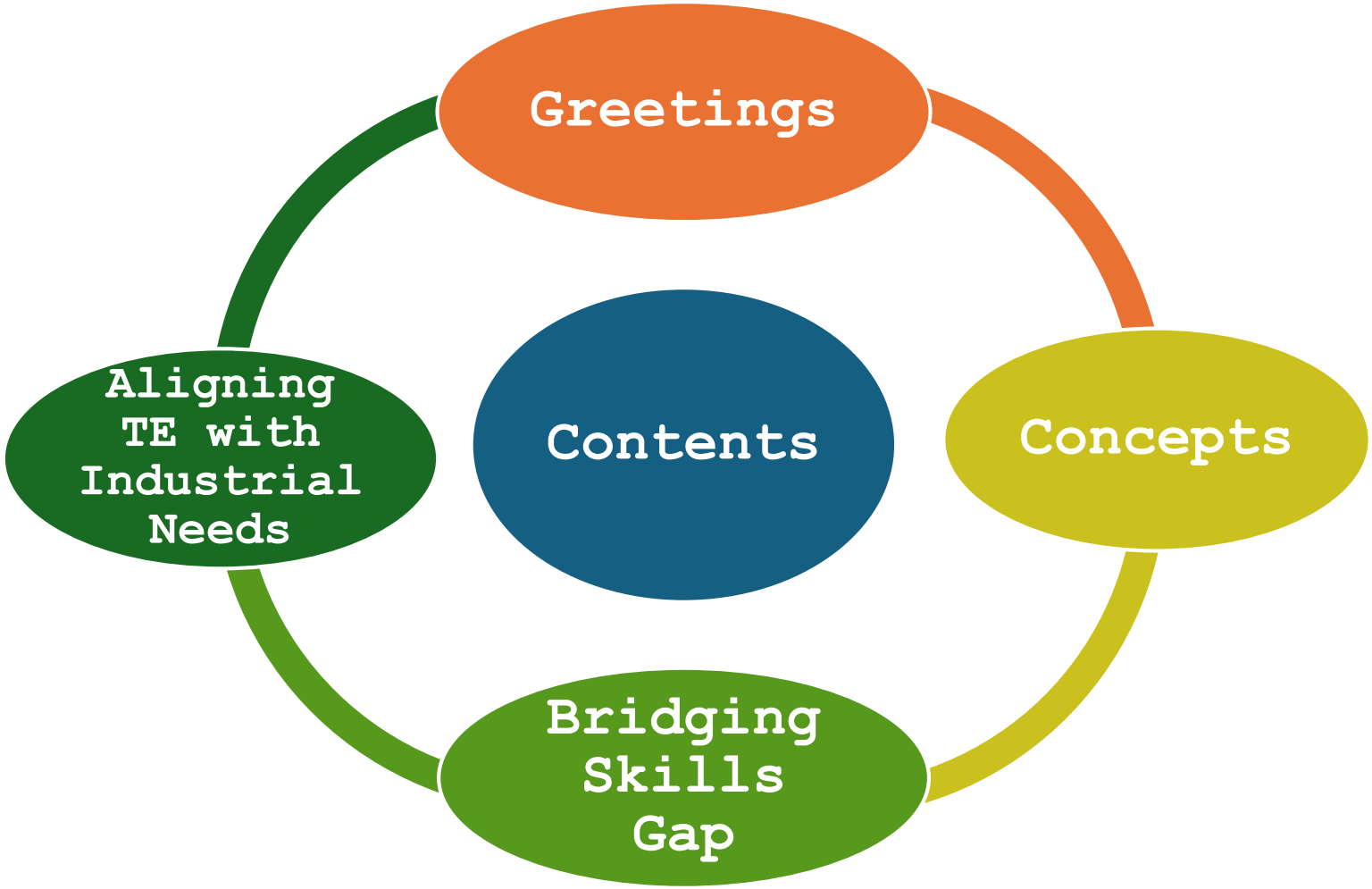
Date: 15/July/2026
Time: 12:15 - 12:45
Venue: Witbank

Bridging the Skills Gap: Aligning Technical Education With Industrial Needs

Presented Dr Komane Mphahlele at the National Association for Schools of Technology

www.ngwamorei.co.za

Presentation Outline



Greetings

- National Association for Schools of Technology (NAST) Leadership, especially Mr Wimpie Lodewyk (my fellow WhatsApp group member)
- Representatives of
  - Department of Basic Education and Provincial Departments of Education
  - Professional Bodies
  - Industry
  - Higher Education Institutions
  - Business (Private Sector)

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Concepts

- Skills = practical application of learned knowledge against set standards
- Skills gap = skills deficiency or mismatch (in the system)
- Bridging = closing the gap (in a defined sector or system)
- Technical skills = practical skills or specialized knowledge (micro)
- Technological = broader systems or tools to advance society (macro)
- Technical and Technological Education (TTE) – equip learners
- Industry = large-scale production of goods & services within an economy
- Aligning TTE to Industrial Needs = matching or closing the gap

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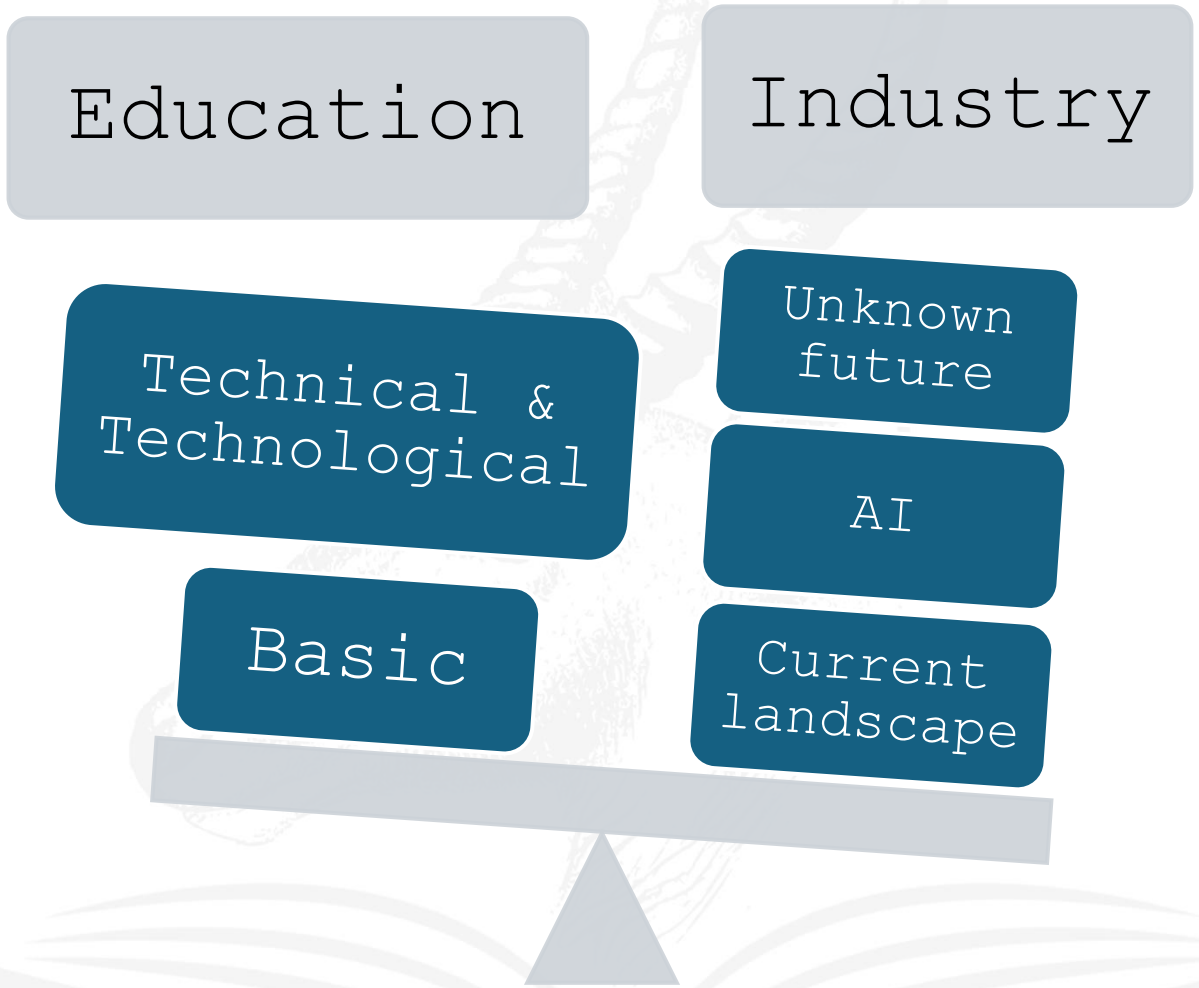
Bridging Skills Gaps



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Bridging Skills Gaps

NQF Level	NQF Sub-Framework/Quality Council	NQF Sub-Framework and Qualification Type	NQF Sub-Framework/Quality Council	NQF Sub-Framework/Quality Council
10	Higher Education Qualifications Sub-Framework (CHE)	Doctoral Degree (Professional)		
9		Master's Degree (Professional)		
8		Bachelor Honours Degree Post Graduate Diploma	Occupational Qualifications Sub-Framework (OQSF) (QCTO) - hereafter referred to as "Technical-Occupational Pathway"	Specialised **Occupational** Diploma
7		Bachelor's Degree Advanced Diploma		Advanced **Occupational** Diploma
6		Diploma Advance Certificate		**Occupational** Diploma
5		Higher Certificate		Higher **Occupational** Certificate
4	General and Further Education and Training Qualifications Sub-Framework – hereafter referred t as "General-Academic Pathway"	National Certificate		National **Occupational** Certificate
3		Intermediate Certificate		Intermediate **Occupational** Certificate
2		Elementary Certificate		Elementary **Occupational** Certificate
1		General Certificate		General **Occupational** Certificate

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Bridging Skills Gaps

"One of the targets set for 2014 in the delivery agreement signed by the Minister of Higher Education and Training is to produce **10 000 artisans per year.** This target can be met with concerted effort and adequate funding. We propose a target of **30 000 by 2030**, subject to demand." (NDP)

Currently, the country is producing an average of between **15 000 and 20 000 artisans** per year.

We need to **bridge skills gaps** in trades such as mechanics, electrical and boilermakers. Hence the push for **increased vocational** and **occupational training**.

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Bridging Skills Gaps – Roles of Schools

Umalusi evaluated CAPS for 22 Occupational and 13 Vocationally Oriented Subjects in Ordinary Schools

26 occupational subjects (inclusive of the four fundamental subjects) offered in Schools of Skill – for Special Needs

13 vocationally oriented subjects were piloted in Public Ordinary Schools and Focus Schools in Grade 8 in 2021 and the pilot moved to Grade 9 in 2022.

Umalusi feedback and Public comments were infused concurrently into CAPS

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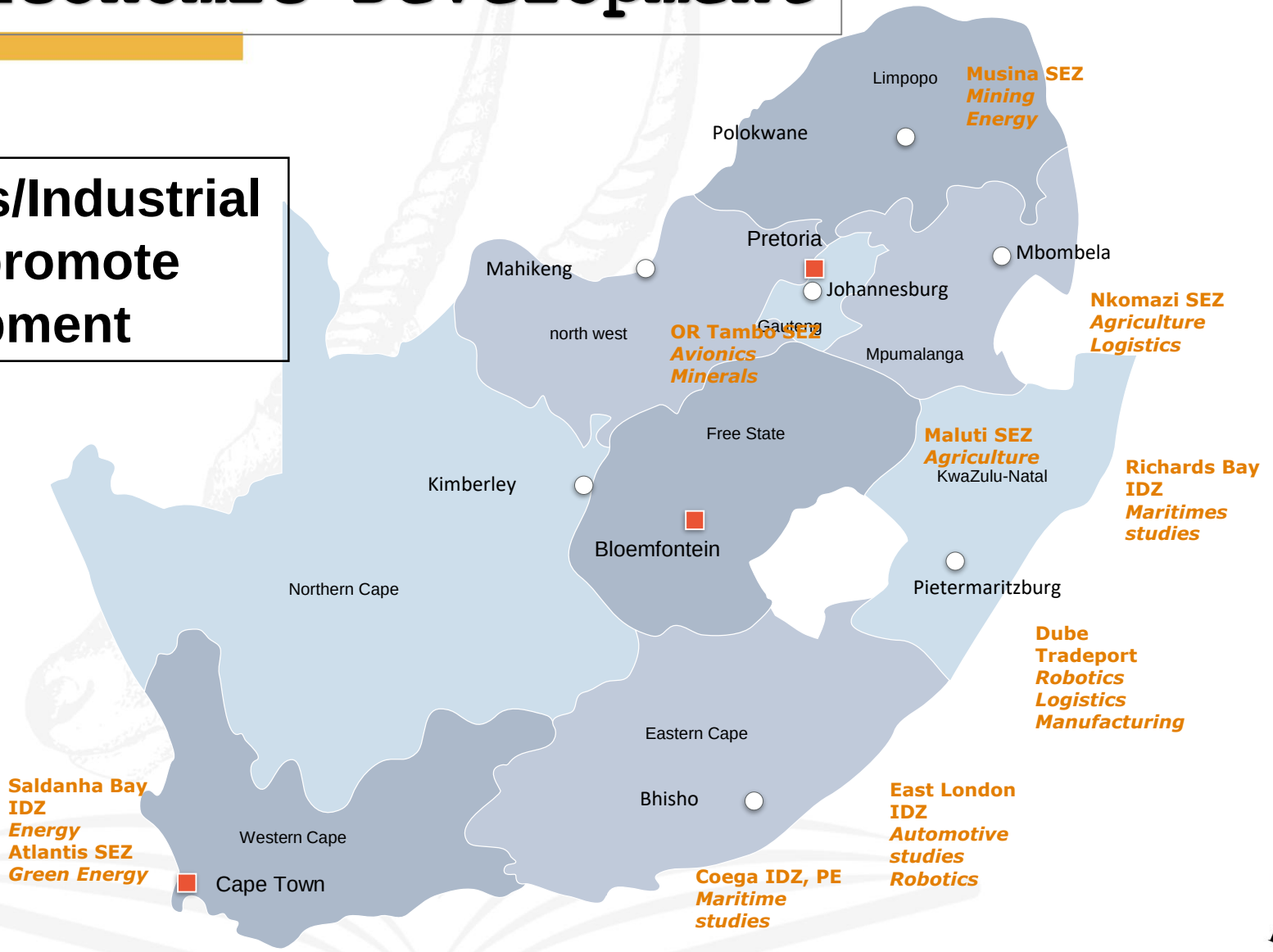
Bridging Skills Gaps for Socio-Economic Development

Special Economic Zones/Industrial Development Zones to promote socio-economic development



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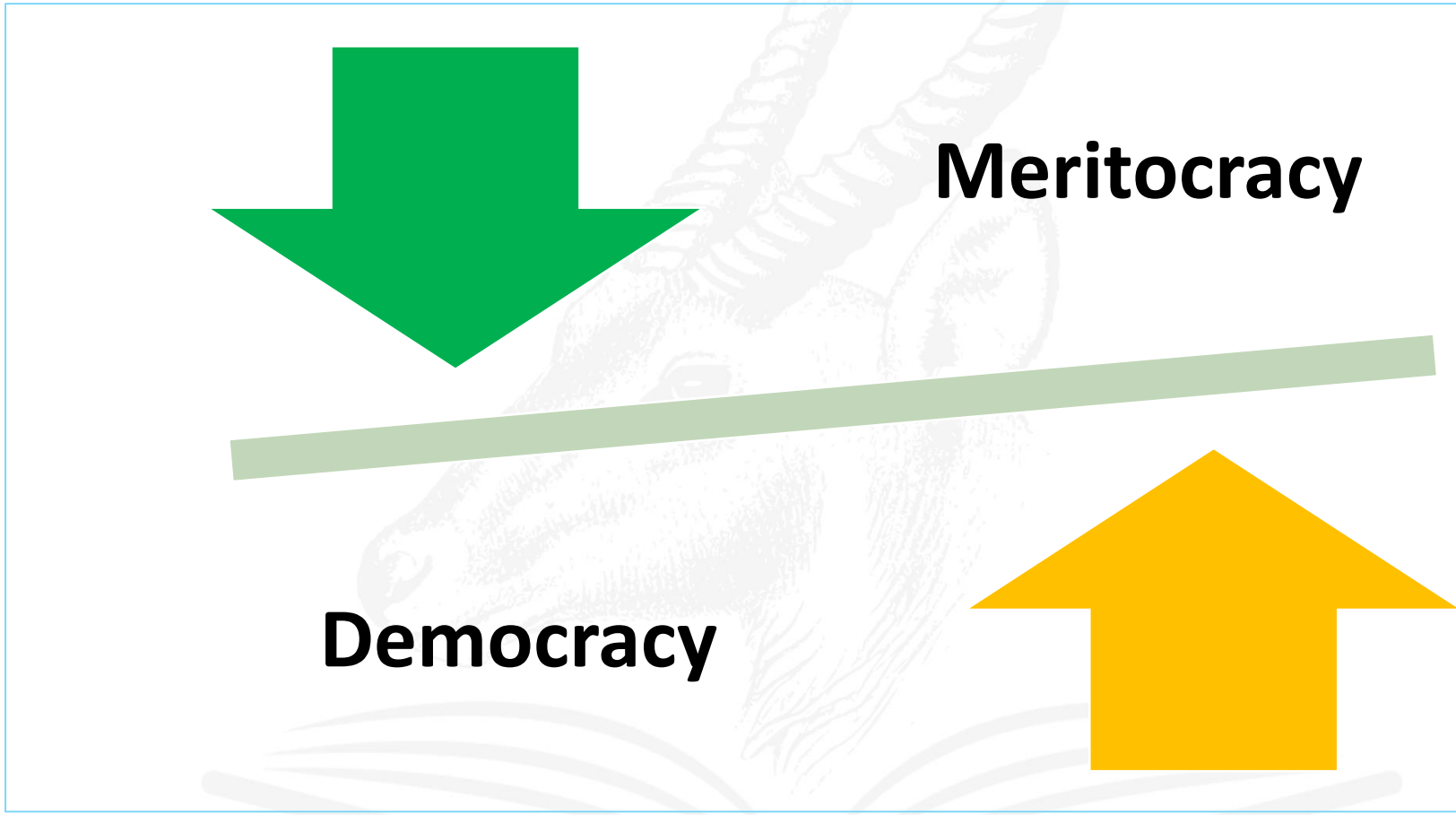
Bridging Skills Gaps

- **<u>THE ROLE OF SCHOOLS IN SOCIO-ECONOMIC DEVELOPMENT</u>**
- The notion of a Focus School was approved by Heads of Education Committee (HEDCOM) in April 2016. This notion refers to **schools that provide education with a specialized focus on talent**.
- In order to **standardise** the identification, establishment and rollout of Focus Schools, the DBE established a guideline in April 2021 and revised it in 2022.
- The DBE convened a two-day workshop on 1-2 June 2022 with the view to adopting a **common approach** to the establishment and rollout of focus schools in provinces. Such an approach covers the following broad themes:
    1. Human resources
    2. Financial resources, equipment and tools
    3. Subject combinations

Participation rates in technology subjects remain low (~24% of high schools)

Aligning TTE with Industrial Needs



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Aligning TTE with Industrial Needs

TOWARDS SCHOOLS OF TECHNOLOGY 2030 GRAND PLAN?

- **Increase** professionally qualified teachers,
- **Ensure** SACE-registered specialized subject teachers,
- **Increase** specialized bouquet of subject offerings,
- **Ensure** that most learners (>80%) enroll in specialised subjects
- **Operational engagements/formal agreements** between the local community, School Governing Bodies, Higher Education and Training Institution and Industry.
- **Multiple certification** at end of Grade 12 (academic and occupational/vocational)

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Key Issues for the 21st century

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THANK YOU

END OF PRESENTATION.