



# PRE-VOCATIONAL PATHWAYS IN BASIC EDUCATION

**Presenters:**

**Ms Rachel Philander – CEO, PQA**

**Ms Willemien Wannberg – Deputy Director, NIED**



# DEFINITIONS

- Vocational courses are courses that are usually aimed at equipping students with **practical skills** for a **specific profession or field**. These courses are tailor-made to make students completely **job ready**. ([www.jagranjosh.com](http://www.jagranjosh.com))
- Vocational education is education that prepares people to work as a technician or to **take up employment in a skilled craft or trade** as a tradesperson or artisan. ([en.wikipedia.org](http://en.wikipedia.org))
- Vocational education is a **different learning option** from the path of college or universities. It offers a path that imparts the **skills and knowledge** needed to work in a **given occupation**. It is coordinated with the requirements of the labour market and is an integral part of the education system. ([hospitalityinsights.ehl.edu](http://hospitalityinsights.ehl.edu))
- Vocational training focuses on developing **technical skills** for a **specific job or trade**. It offers you **practical knowledge** in contrast to theoretical knowledge offered by the conventional formal education system. ([in.indeed.com](http://in.indeed.com))



# BACKGROUND OF PRE-VOCATIONAL SUBJECTS IN BASIC EDUCATION

- Junior Primary includes practical skills important for motor development.
- Senior Primary (Grades 5-7) - Practical subjects become a **choice**.
- Junior Secondary - part of elective subjects. Previous curriculum - only 'technical' subject was *Design and Technology (D&T)*. In revised curriculum more subjects. *Technical Studies* must be taken with *Technical Drawing*.
- Parallel to Grades 8-9 *Certificate for Basic Pre-vocational Skills* is offered for learners with learning difficulties, registered on NQF as Level 1.
- Senior Secondary - Technical subjects discontinued in 2004 & replaced by *D&T*. Other technical subjects re-introduced during reviewed curriculum. Drawing (design communication) included in the subject content. Initial pilot done in 14 schools that introduced the technical stream; currently already offered in 19 schools.



# WHAT IS OFFERED

- **SP:** Design and Technology, Elementary Agriculture and Home Ecology (Entrepreneurial awareness included in these subjects)
- **JS:** [Technical Studies A](#) (Modules: Bricklaying & Plastering, Woodwork, Metalwork & Welding), [Technical Studies B](#) (Modules: Motor Mechanics, Metalwork & Welding, Electricity & Electronics), [Technical Studies C](#) (Modules: Bricklaying & Plastering, Woodwork, Plumbing & Pipefitting), [Technical Drawing](#), Design & Technology, [Hospitality](#), Fashion & Fabrics, Home Economics, Agricultural Science, Office Practice, Computer Studies, Integrated Performing Arts (IPA), Visual Art, Entrepreneurship and Accounting
- **SS NSSCO:** [Building Studies](#), [Metalwork & Welding](#), [Motor Mechanics](#), [Woodwork](#), Design & Technology, Home Economics, Fashion and Fabrics, [Hospitality](#), [Health & Social Care](#) (to be implemented in 2024), Agricultural Science, Office Practice, Computer Studies, [IPA](#), Art and Design, Entrepreneurship and Accounting
- **SS NSSCAS:** Design and Technology, [Agricultural Science](#), Computer Science, Art and Design, [Entrepreneurship](#) and Accounting



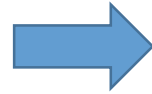
# ACHIEVEMENTS AND CHALLENGES IN MAINSTREAM

| Achievements   | Challenges  |
|--|---|
| <ul style="list-style-type: none"><li>• Skills developed from young age</li></ul>  | <ul style="list-style-type: none"><li>• Negative perception about technical subjects</li></ul>  |
| <ul style="list-style-type: none"><li>• More pre-vocational subjects offered – wider range of career options</li></ul>   | <ul style="list-style-type: none"><li>• Learners do not always know what they want to do when choosing subjects</li></ul>                 |
| <ul style="list-style-type: none"><li>• At least one school per region offers technical stream and is equipped</li></ul> | <ul style="list-style-type: none"><li>• Technical and Technology education – expensive (equipment, maintenance &amp; materials)</li></ul> |
| <ul style="list-style-type: none"><li>• Contributes to Vision 2030 Knowledge based society</li></ul>                     | <ul style="list-style-type: none"><li>• Career guidance</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Technical teachers - qualifications</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Job attachments/job shadowing</li></ul>   |

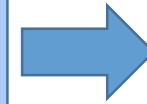


# BACKGROUND: CERTIFICATE FOR BASIC PRE-VOCATIONAL SKILLS (CBPVS)

Traditional ways of teaching and assessment are not inclusive to the needs of all learners



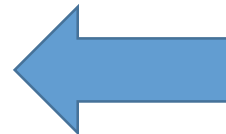
Introduction of the Curriculum Framework for Inclusive Education



Piloting of CBPVS in Resource Schools for learners with learning difficulties in 2012



Ministry avails funds for updated workshops and equipment



Implementation of CBPVS in all Resource Schools, -units and Inclusive Schools started in 2019



# COURSE OUTLINE

- Evidence of Learning Support is required for entrance to CBPVS.
- School-based diagnostic tests will be conducted for admission.
- It is a 2-Year course with pre-determined intervals for job attachment depending on the skills specialisation.
- Trainees should be 16 years + upon entry, due to job attachment and industry labour requirements.
- Alternative assessment is crucial, e.g. portfolios, signing instead of writing, worksheets, models, drawings, checklist, etc.
- Exit with an accredited National Certificate in Basic Pre-Vocational Skills on NQA Level 1



# SUBJECTS OFFERED: CBPVS

## SUPPLEMENTARY SUBJECTS (All subjects are compulsory) 30% Teaching Time

- Communication/  
Communication for Deaf learners
- Fundamental ICT
- Functional Numeracy
- Entrepreneurship
- Work Orientation

## SKILLS SUBJECTS

Schools select subjects they can offer  
(Learner chooses one only)  
70 % Teaching Time

- |                |                        |
|----------------|------------------------|
| • Agriculture  | • Motor Mechanic       |
| • Welding      | • Office Practice      |
| • Bricklaying  | • Housekeeping         |
| • Plumbing     | • Food Preparation     |
| • Woodwork     | • Educare              |
| • Hairdressing | • Fashion and Clothing |





# JOB ATTACHMENT

- The course is school based; however, workplace experience is compulsory.
- A learner does job shadowing in 1<sup>st</sup> year and job attachment from 2<sup>nd</sup> year.
- The logbook is evidence of work experience of what the learner did during job attachment.
- The work is recorded daily with a weekly summary which is signed by both the industry-based supervisor and learner for assessment of content and progress.
- The school instructor will conduct weekly visits and sign the logbook to ensure that proper training is being received.
- The logbook is the communication tool between the school and the industry to track the progress of the learner during the job attachment period.



# PROGRESSION AFTER BASIC PRE-VOCATIONAL SKILLS COURSE

Qualify as an  
assistant to a  
trade

Self-employed

Continue to  
Vocational  
Training after  
years of  
experience

Adult life



# BEST PRACTICES VS CHALLENGES

1. During job attachment, some learners are already offered jobs.
2. More learners leave school with better job opportunities.
3. Contributes to the attainment of an inclusive knowledge-based society – Vision 2030.
4. Programme expanded to mainstream schools.
5. Education Development Fund supports implementation of CBPVS

1. Not all teachers follow inclusive teaching and assessment modes.
2. Some workshops and equipment are still outdated.
3. Unqualified TVET teachers which results in yearly contracts.
4. Finding job attachment is challenging – compete with others in the industry.