

cidb Skills Strategy

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Presentation Outline

- **Background**
- **Skills profiles: Grades 2 to 6**
- **cidb Skills Strategy:**
 - **cidb Standard for Assessment and Recognition of the Competencies of Contractors**
 - **cidb Standard for Construction Skills Development**
 - **cidb / industry ESDA**
 - **Youth in Construction**
 - **WorldSkills**
- **Collaboration with industry**
- **Concluding comments**

Background

- **Skills for infrastructure delivery in South Africa:**
 - published in 2007
 - the challenge of restoring the skills pipeline

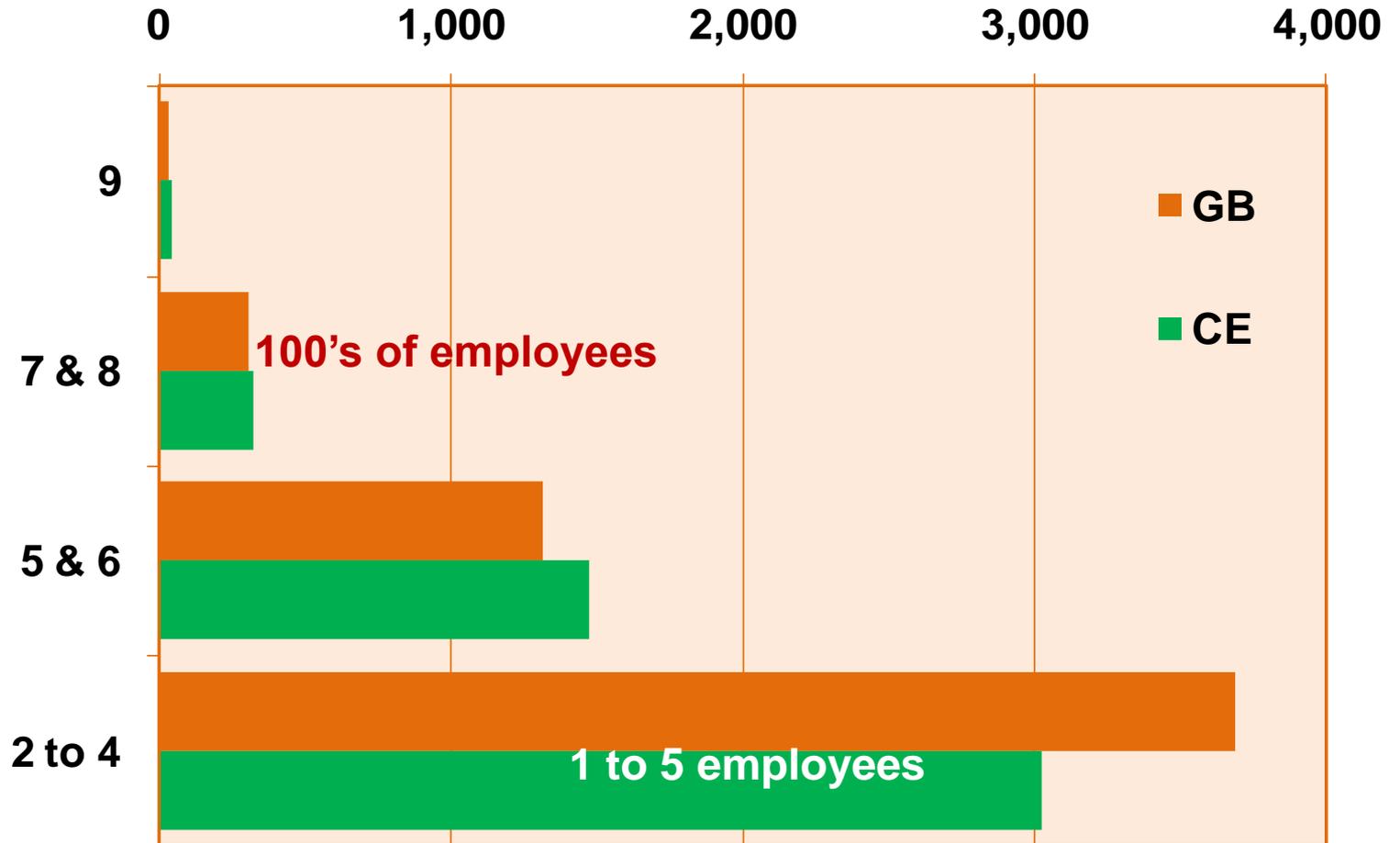


Challenges

- Increasing the **number** of mathematics and science graduates at Grade 12 level (DBE)
- Improving the **attractiveness** of the industry (cidb / industry)
- Improving the **quality and relevance** of current training programmes (industry / FET / cidb)
- Strengthening **funding** mechanisms for learnerships that support experiential training (CETA / cidb)
- Increased and diversified **funding** to contribute to improved skills development (industry / cidb)
- Restoring **the experiential learning** system (cidb)

Skills Profiles

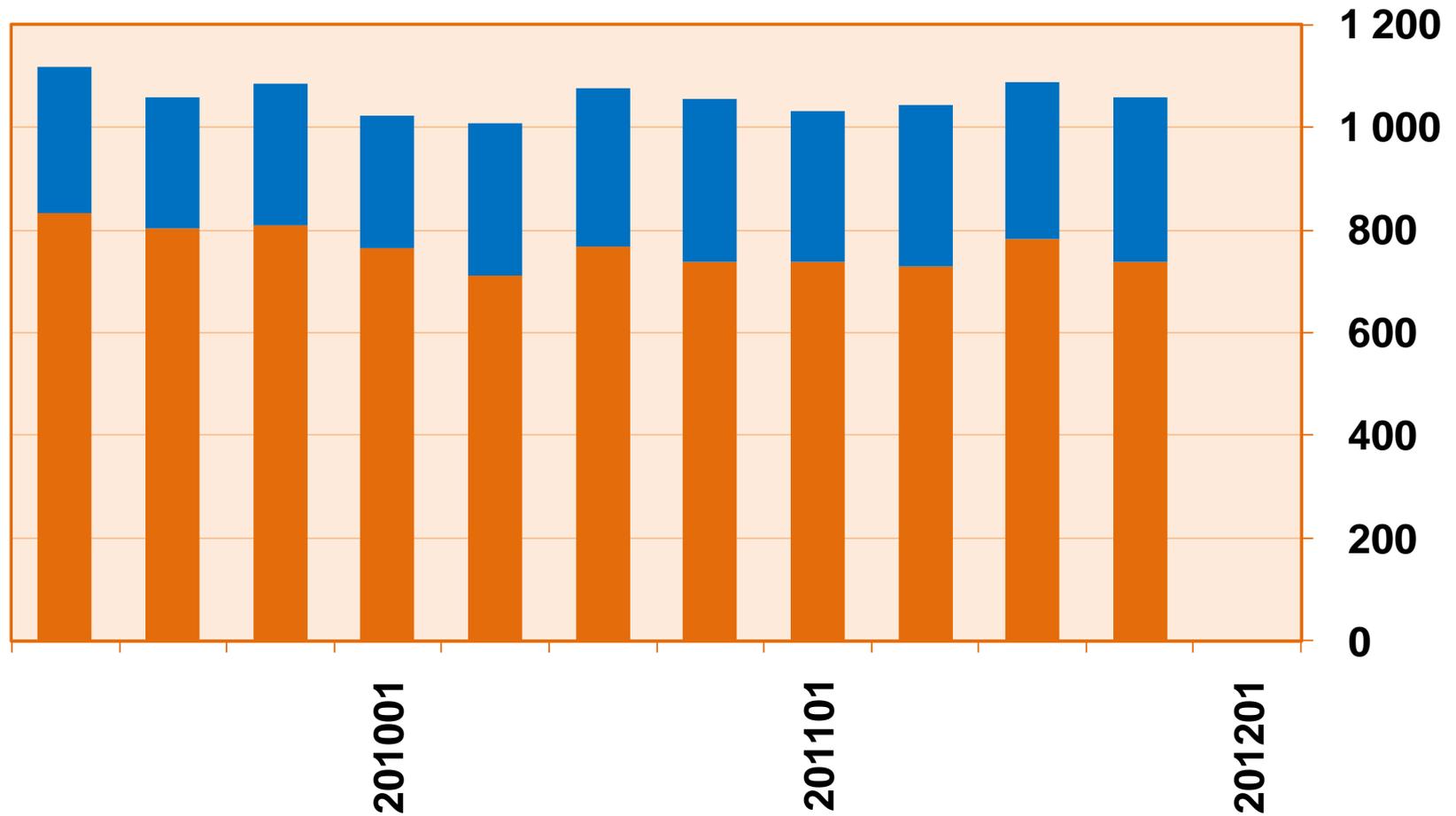
Registrations: GB & CE



Employment (1000s)

■ Informal

■ Formal



Minimum Competency Standards

Category	Grade	NQF Level	Minimum Experience
GB: General Building; Limited	5 & 6	5	5 years
CE: Civil Engineering; Limited	2 to 4	4	3 years
TC: Trade Contractor	1 to 5	3 or 4	3 years

Skills Profile Study

- **Determine skills and experience profile of contractors in cidb Grades 2 to 6, to provide an estimate of:**
 - number of contractors that may **meet** the prescribed formal qualifications and experience requirements



Methodology

- **e-mail survey sent to 4000 GB and CE contractors**
- **Qualifications and total years experience:**
 - **Owner / Director**
 - **Manager / Professional**
 - **Supervisor**
 - **Technical / Artisan**

Summary: Experience vs. Qualifications

Position	Grade	With min. qual.	Without minimum qualifications	
			>5 yrs exp.	<5 yrs exp.
Summary; Overall				
All	5 & 6	46%	45%	9%
	2 to 4	28%	60%	12%

Other findings (Grades 2 to 6)

- the average age of employees surveyed was 34 years old
- less than 5% of contracting enterprises had formal business management skills
- female employees constitute 23% of the total number of people reported on
- less than 50% of all contracting enterprises, or their staff, were registered with technical or professional associations

cidb Skills Strategy

1. **cidb** Standard for Assessment and Recognition of the Competencies of Contractors
2. **cidb** Standard for Construction Skills Development
3. **cidb** / industry ESDA
4. Youth in Construction
5. WorldSkills SA

1) Standard for the Assessment and Recognition of the Competencies of Contractors

Contractor Competence Recognition

- Draft
- Standard for the Assessment and Recognition of the Competencies of Contractors:
 - recognises the competencies of contractors that are deemed to be **minimum standards** necessary for **running** a contracting enterprise and for **supervising** building and construction works



Objectives of Standard

- **Short term: promote to:**
 - Contractor Development Programmes
 - **cidb Standard for Developing Targeted Enterprises through Construction Works Contracts**
 - inform cidb interventions to support contractor development
- **Medium term: cidb recognition** where a contractor meets the minimum competencies as defined in the Standard



Contractor Competence Recognition

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Status of the Standard for Competence Recognition

- **Standard promoted as exit outcome of contractor development programmes**
- **Standard to be issued for public comment**
- **Possible roll-out of mandatory requirements for use in procurement in 2013**

2) Standard for Developing Skills through Construction Works Contracts

Objective of Standard

- To promote human resource development by providing for the **workplace training of interns and up-skilling** of company employees in programmes that result in **nationally accredited outcomes**, such as, learnerships and accredited skills programmes

Nationally Accredited Outcomes

- **Experiential learning:**
 - University of Technology learners who have completed the theoretical phase of their training but require placement in industry for **workplace learning**
 - FET college learners who require placement in industry after acquiring the National Certificate Vocational and N-programmes to enable them to take **trade tests**
- **Apprenticeships**
- **Skills programme aligned with scarce and critical skills shortages and / or requirements for new skills**

Standard for Construction Skills Development

- **Draft**
- **0,5% of the tender value of General Building (GB) contracts and 0,25% of the tender value of Civil Engineering contracts (CE) will be required to be allocated to workplace training on public sector contracts **in tender Grades 7 to 9:****
- additional requirements for ME, EP, EP, SW
- **It is estimated that this will translate to around R280m spend on workplace training, and 3 000 learning opportunities per year**

Status of Standard

- **Standard to be issued for public comment**
- **Possible roll-out of mandatory requirements for procurement in 2013**
- **Discussions with PICC Skills Task Team**



3) cidb Industry ESDA

Vision of the cidb industry ESDA

- Creating a system of **flexible** and sustainable workplace training



What is an ESDA?

- An employment intermediary that supports skills development by:
 - minimising employer’s exposure to the **administrative burden** of the “regulated” learning environment
 - improving the **quality of training** available to learners and SMME contractors
 - enabling learners and employers to **participate** in comprehensive skills development

Objectives of an ESDA

- **To increase the number of people entering into and completing recognised training programs**
- **To increase the number of qualified artisans**
- **To enable learners to have structured work place training through:**
 - **managed job rotation**
 - **careful selection of practical training sites**
- **To increase the number companies participating in skills development with a special emphasis on small and medium sized companies**

Status of ESDA

- **Pilot:**
 - 22 learners placed with 10 employers
 - 9 learners completed workplace training and undergoing pre-trade test preparation
 - 10 learners placed with a listed construction company
- **cidb working on a business plan to transfer the ESDA to industry:**
 - implementation of requirements for Construction Skills Development



4) Youth in Construction

Objectives of YIC

- **Support to National Construction Week**
- **Partnership with SAFCEC, SAICE, MBAs, CESA and regional stakeholders:**
 - **show young learners the best that the industry can offer in skills and opportunities**
 - **promoting high school maths and science**
 - **providing construction industry role models**



Region	No of Learners	No of Days
Gauteng	5700	4
Durban	3100	3
Cape Town	2900	3



Region	Dates	Venue
Durban	30 July to 3 August	DLI Hall in Greyville Durban
Cape Town	13 to 16 August	Good Hope Centre
Gauteng	February 2013	Sci - Bono Discovery Centre
Eastern Cape	March 2013	COEGA in Port Elizabeth



6) WorldSkills SA

What is World Skills?

- World Skills is the largest **vocational skills competition** in the world which entices young people to take up and get involved in the various trades

Objectives of WorldSkills

- Promote **quality** vocational training
- Promote **pride and honour** in vocational education
- **Attract** young people to vocational education

Status

- **cidb** developing a business plan for Construction Sector affiliation to WorldSkills South Africa
- Aim is to participate in WorldSkills competitions in 2014

Collaboration

- **Best Practice Standards:**
 - developed through extensive stakeholder consultation
- **YIC:**
 - exhibit at YIC and help attract young people to the industry
- **ESDA:**
 - cidb / industry collaboration
 - provide placement opportunities for learners to get workplace training
- **WorldSkills:**
 - cidb / industry collaboration
 - open up your workplaces to facilitate quality training
 - FET colleges

Concluding Comments

