

# QCTO Webinar: From Emergency to Emergence: The Future of Trades and Occupations in the Post-Pandemic

Opening Remarks by the Chief Executive Officer (CEO) of  
the Quality Council for Trades and Occupations (QCTO)

Mr. Vijayen Naidoo

22 January 2021

# Opening Remarks



from emergency to emergence



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WORD OF THE DAY

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emergency

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**emergency** noun, often attributive



emer-jen-cy | \ i- 'mər-jən(t)-sē \

plural **emergencies**

## Definition of *emergency*

- 1 : an unforeseen combination of circumstances or the resulting state that calls for immediate action
- 2 : an urgent need for assistance or relief  
// the mayor declared a state of *emergency* after the flood



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emergence

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## More Definitions for *emergence*

**emergence** noun



## English Language Learners Definition of *emergence*

: the act of becoming known or coming into view : the act of emerging



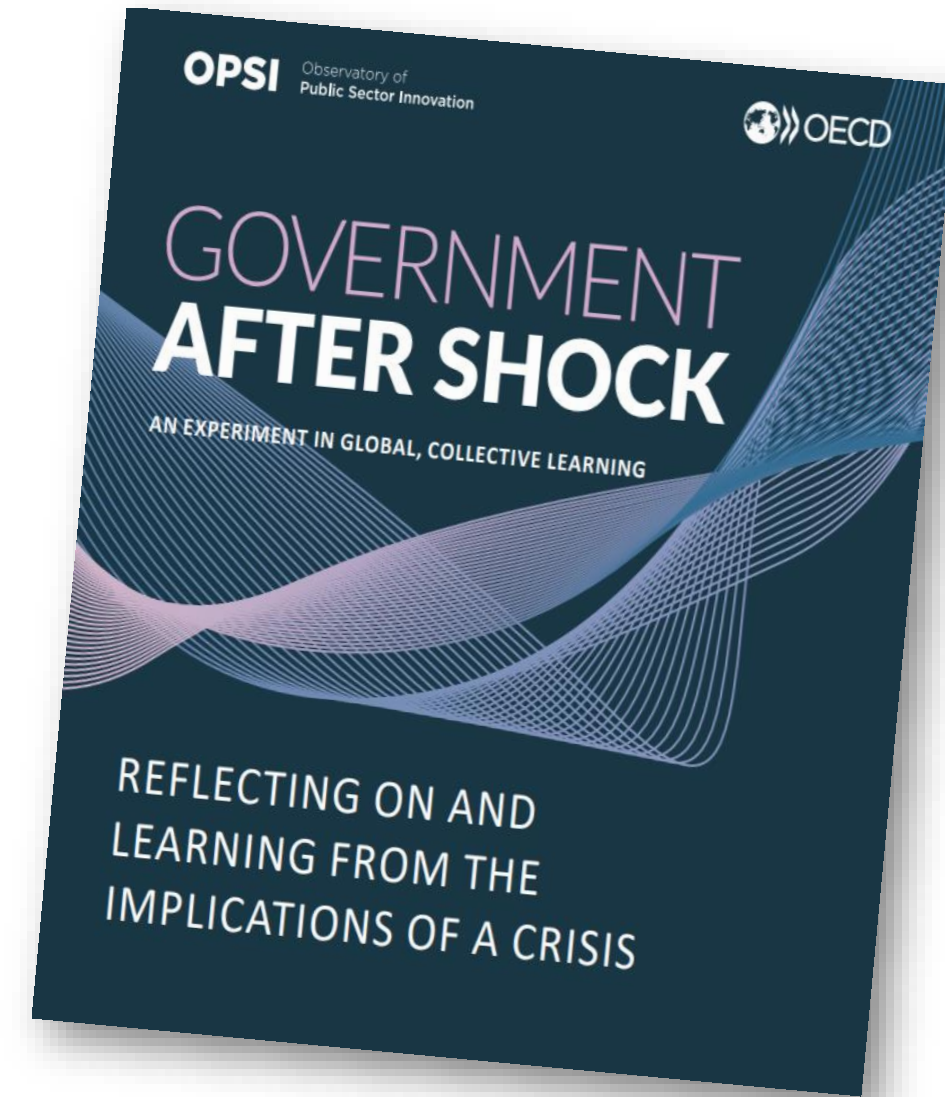
Mr. Vijayen Naidoo



*“Going back to normal is the last thing we want, because the normal that we had before was not good enough.”*

**Angel Gurria**

Secretary General of the OECD (Organisation for Economic Cooperation and Development), 17 – 18 November 2020



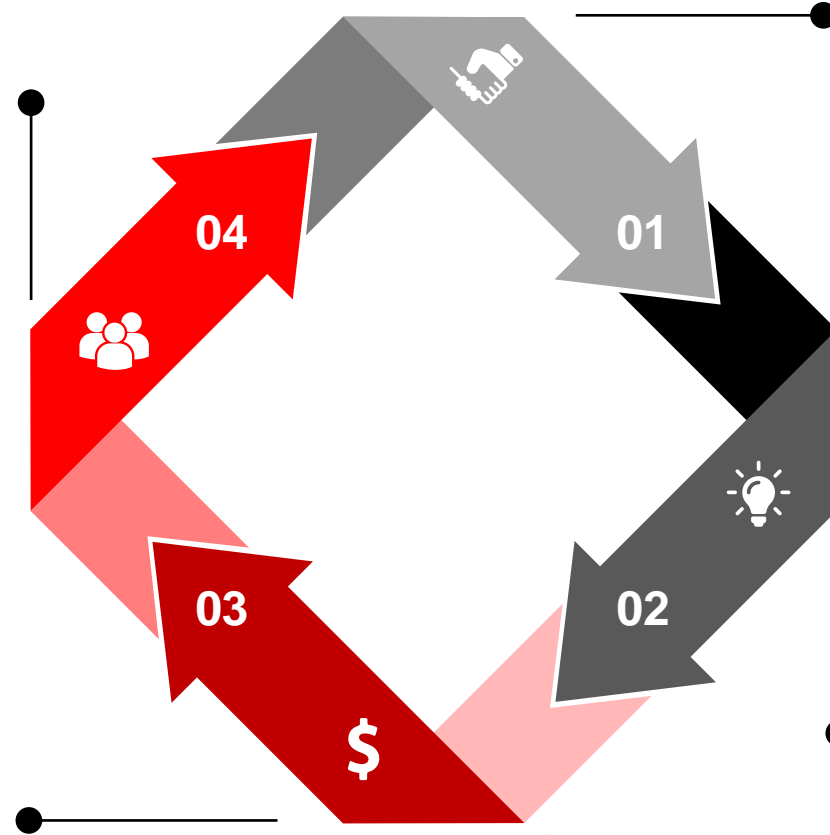
# Key thoughts for the day

RESILIENCE

REBUILD

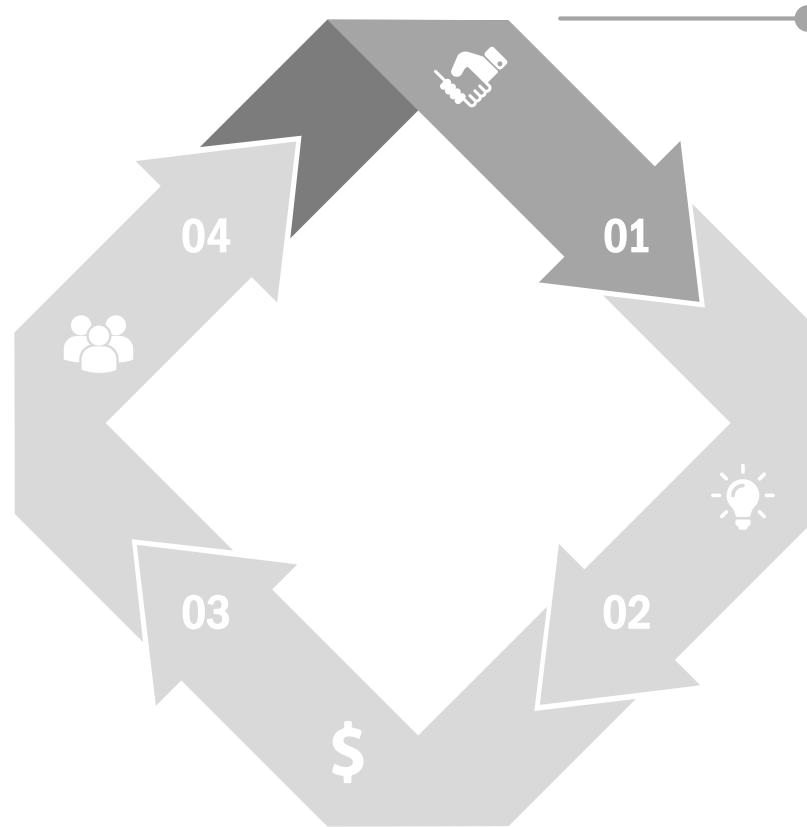
RESPOND

RECOVER





The QCTO had to accelerate online implementation at breakneck speed. We had to **REBUILD** many of our business processes. Despite a head start in planning for online operations for some years already, we are still in the early stages of this rebuilding process.

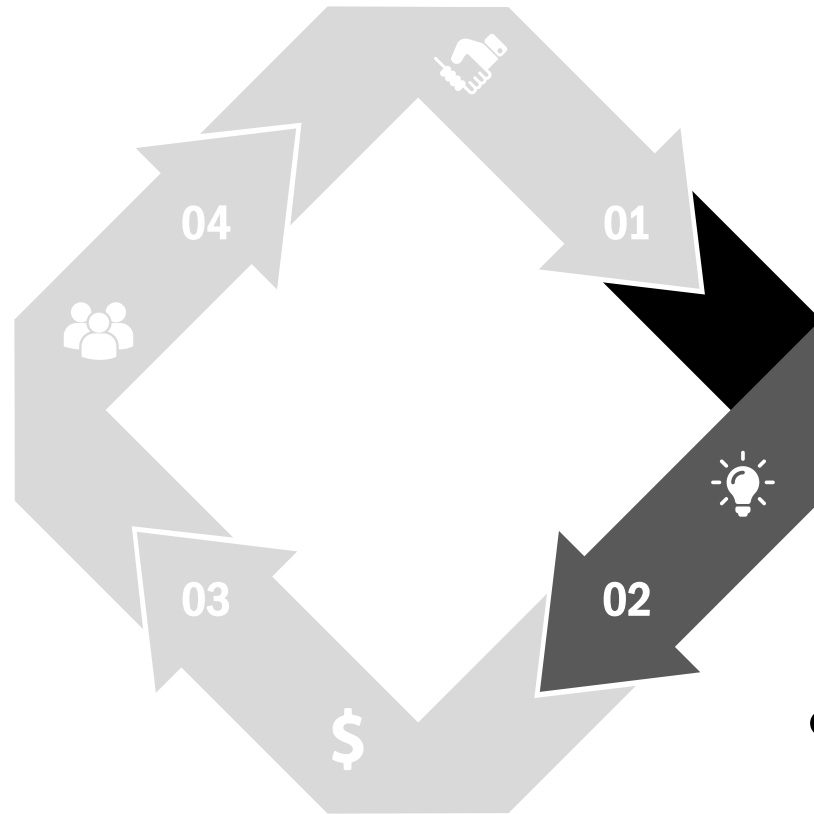


## REBUILD

Paper-based to online systems



**RECOVER** from the impact that the catastrophic budget cuts will have on our financial outlook and it will take some time for the QCTO, other entities in the skills development space, including the economy, to recover

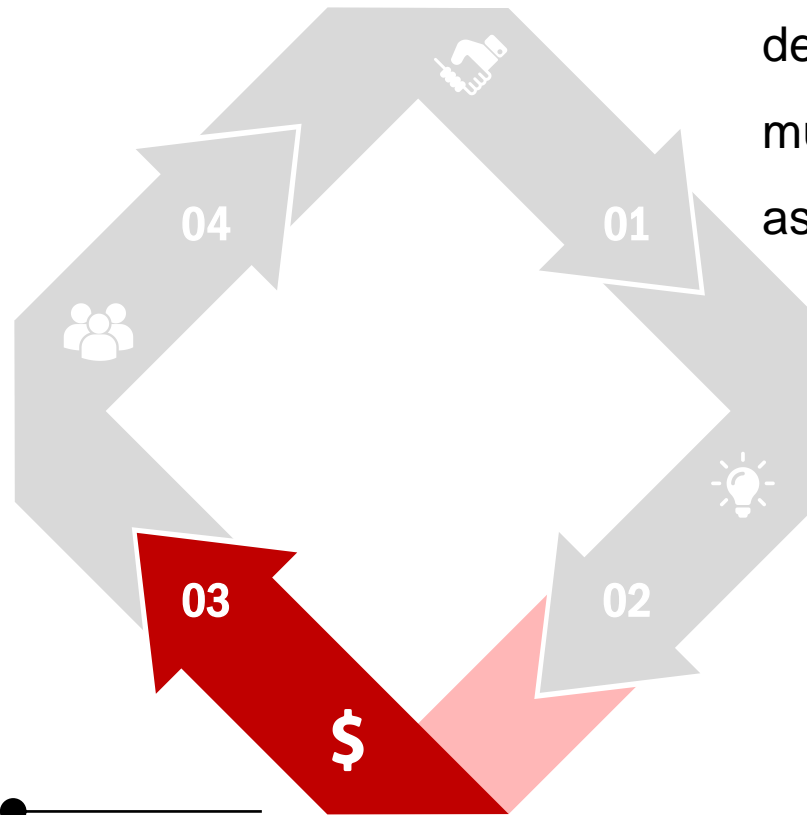


**RECOVER**  
Economic Outlook



The QCTO had to **RESPOND** to the disruption caused by the pandemic which meant that we had to make informed decisions around what to do next. As noted in the Government Aftershock Report, that *“Governments and society have “digitised” at an unprecedented rate: this has been a largely positive development.”*

The QCTO used an online survey to gauge the readiness of skills development providers to implement multimodal teaching, learning, and assessment.



**RESPOND**  
Responsiveness



- Online survey



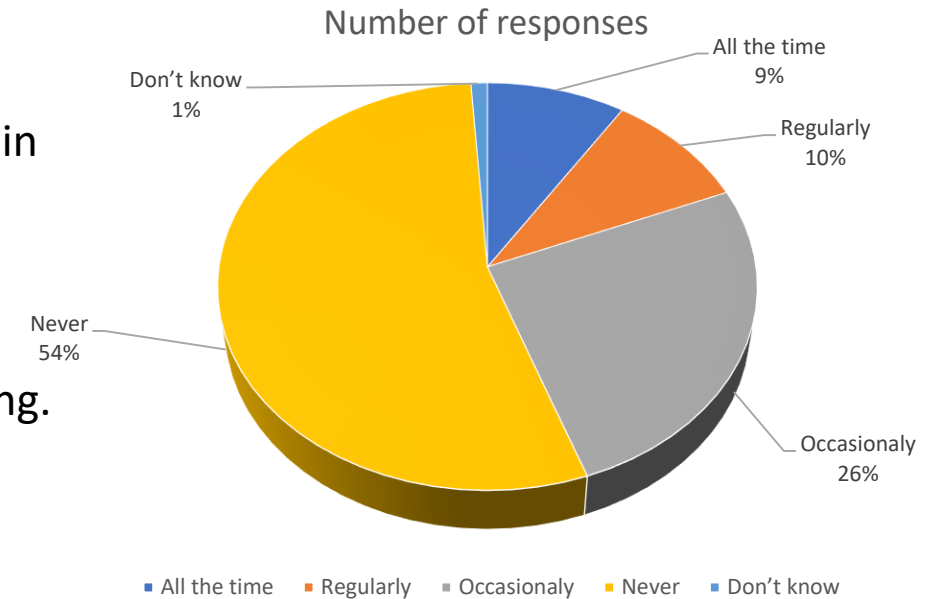
**Over 800  
respondents**





# How often did your institution conduct online or blended training before 2020?

- The survey revealed that more than 54% (452) of providers had **never** conducted such training before (or did not know which is counted as never in this report).
- If the **occasionally** category is included, it becomes clear that 80% (666) of providers had *limited or no experience* in providing online or blended training.

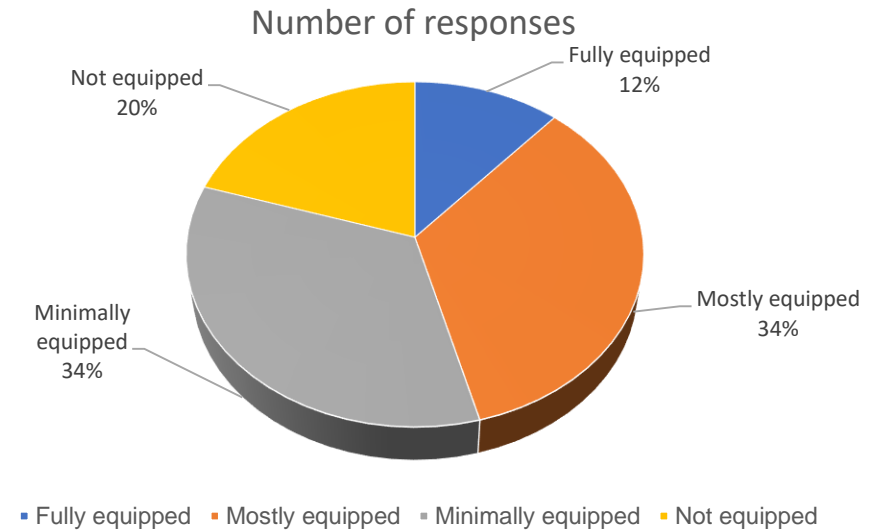


Category	Number of responses	Percentage
All the time	76	9%
Regularly	80	10%
Occasionally	214	26%
Never	452	54%
Don't know	9	1%



# *Do you believe that the learners enrolled at your institution are equipped for online training?*

Category	Number of responses	Percentage
Fully equipped	95	11%
Mostly equipped	286	34%
Minimally equipped	283	34%
Not equipped	167	20%



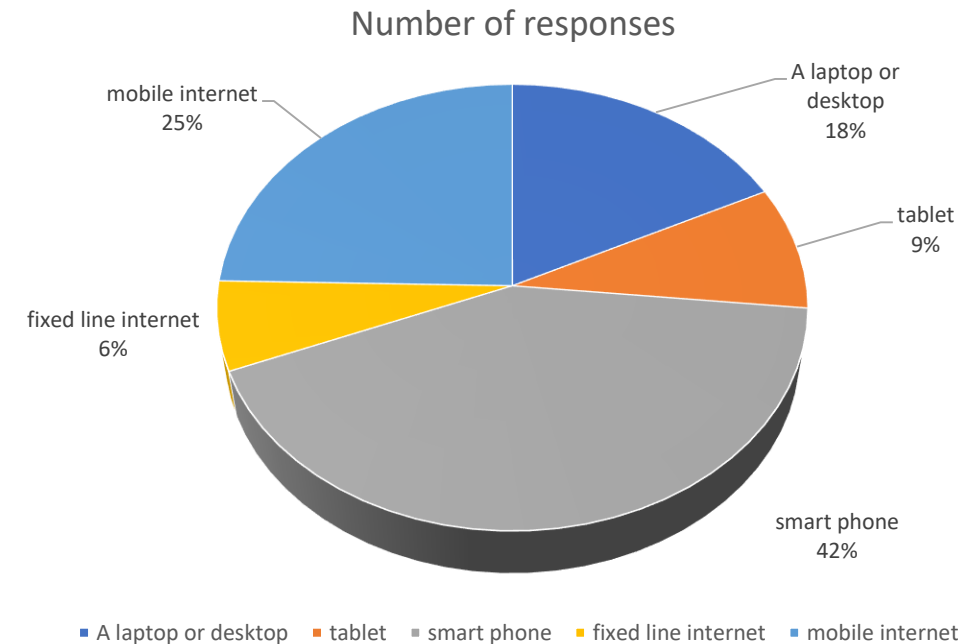
- **Conclusion:** Some 54% of learners were thought to be minimally or not equipped for a sudden move to online learning



# *The majority of the learners enrolled at your institution have access to?*

- Just 31% of learners have independent access to fixed line internet and mobile internet
- Most learners with access (42%) primarily access the internet through a cell phone

Category	Number of responses	Percentage
A laptop or desktop	272	18%
tablet	137	9%
smart phone	651	42%
fixed line internet	99	6%
mobile internet	379	25%



# Summary

- Learners are generally ***unequipped*** to engage with online or blended training or multimodal teaching, learning, and assessment, even if it becomes rapidly available at providers.
- Many providers have suggested that with new intakes, they will need to ***raise fees*** and build in the cost of providing learners with requisite infrastructure such as laptops.
- As can be seen above – the survey pointed to ***a lack of readiness*** for a large proportion of the sector for fully online training, and a similar ***lack of infrastructure*** available to learners to engage with online-only training.





- This left the QCTO with a dilemma – our only option was ***to radically alter various policies to allow for online tuition, online accreditation, online site visits, online assessments where possible, and a focus on flexibility such as newly re-envisioned shorter programmes termed Skills Programmes***, to allow providers to operate and training to continue during the pandemic.
- We were aware, based on the data, however, that much of the sector was ***not ready to move online immediately*** – and ***many qualifications*** within our sub-framework do not lend themselves to online-only instruction.
- Ultimately we decided to ***open up policy comprehensively*** as noted above, but we did so with the knowledge that we were saying to the sector: “You are now *allowed* to operate in the new online format, but we are aware that many providers may not be *able* to operate in this new manner”.



- Nonetheless, we are here today **to take stock** of what occurred during the last year, and our ***speakers will address issues that look broadly at the trends in the sector, hone in on provider experiences, and provide us with options and ideas associated with the Fourth Industrial Revolution*** and models for operating in this “new normal”.



# Question

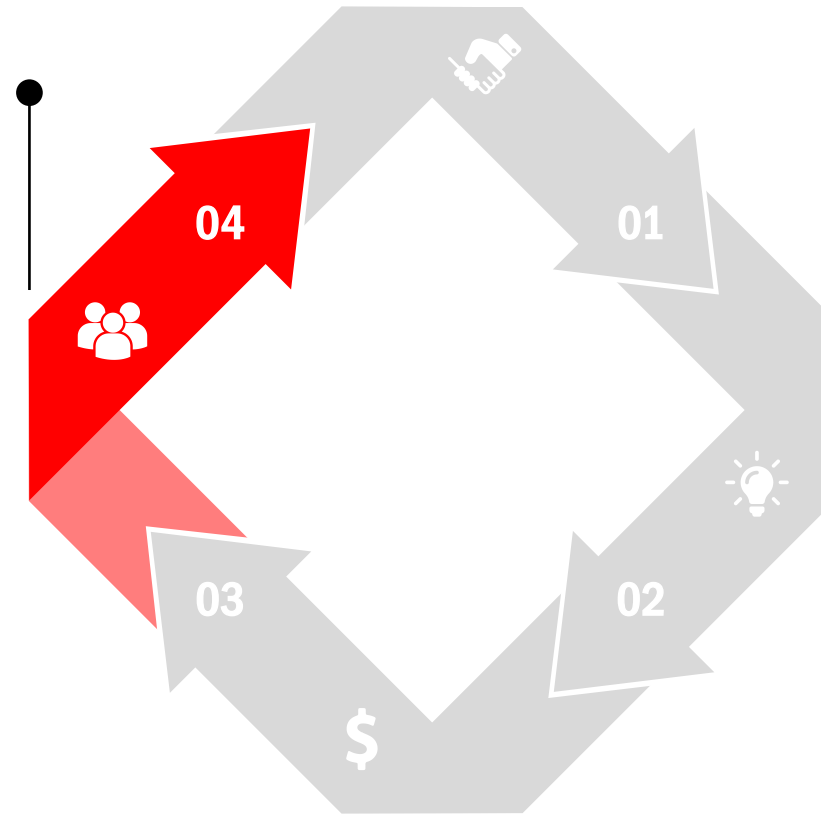
- What does the sector need from policy-makers and regulators, like the QCTO, to smooth the path ahead and provide you with a policy environment that enables operations and enhances quality in the sector?



## RESILIENCE

Bounce back

We need to build a **RESILIENT** Post-School Education and Training (PSET) System. We will have to work differently, and having a good understanding of our policy and legislative environment and what affects it.



Being fully aware of our limitations on resources, the risks, opportunities, and strengths that remain. We recognise that we rely on each other as stakeholders to ensure we build an innovation-led skills development response.





# Questions to answer:

- What have the consequences of the pandemic and associated lockdowns been for the PSET-sector?
- What policy moves can be made to allow for flexibility and recovery in the post-pandemic? and lastly,
- What can post-pandemic policy do to account for the massively accelerated pace of the 4<sup>th</sup> Industrial Revolution?



# Introduction of the presenters



- Research Chair of Skills Development and Professor of Education at the Centre for Researching Education and Labour at Wits University.
- Fellow at the Centre for Educational Sociology at the University of Edinburgh.
- She has worked in government, distance education, trade union education, teaching high school, teaching adult basic education and training, and leading a student organization.
- She served on many committees by appointment of Ministers of Education in South Africa, has served as special advisor to the current Minister of Higher Education, Science and Innovation (Dr Blade Nzimande), and has been involved in numerous policy processes



Prof Stephanie Allais



- Policy researcher and evaluator for more than 25 years
- Managing Member of Singizi
- Involved in the management, design, fieldwork and analysis of numerous research and evaluation processes in the areas of skills development and TVET, youth employment, gender and human rights and has a number of publications in these fields.
- Coordinator of the Presidential Jobs Summit and is currently supporting the Project Management Office in the Presidency with the Presidential Youth Employment Intervention (PYEI).
- Previous chair of the Ministerial Task Team on TVET
- Served on the Ministerial Task Team on SETA Performance.
- Research associate at the Centre for Researching Education and Labour (REAL) at the University of Witwatersrand.



Ms. Carmel Marock





# COMFORT BREAK



- Retired and Visiting Associate Professor at the Centre for Researching Education and Labour (REAL), University of Witwatersrand; Johannesburg,
- Appointed as the Chairperson of the Seventh Board at the South African Qualifications Authority (SAQA).
- Former Director of the Centre for Researching Education and Labour at the University of Witwatersrand.
- First Chief Executive Officer of Umalusi
- Former Director at the Institute for the Development of Learnerships and Assessments (INDLELA), previously known as Central Organisation for Trade Testing (COTT).
- Past recent Quality Council for Trades and Occupations (QCTO) since 2011 until 30 March 2020.
- Recently chaired the National Planning Task Team for Community Education and Training Colleges.



Prof Peliwe Lolwana



- Change leader and social innovator
- Executive Director at Yellowwoods
- Founder and Chairman of the Harambee Youth Employment Accelerator for which she received the Skoll Award for social entrepreneurship in 2019.
- Fellow of the Aspen Global Leadership Network,
- Board member of the African Leadership Network and of several private sector businesses.
- Full-bright scholar and holds an MA from New York University.



Ms. Nicola Galombik



# PLENARY DISCUSSION







# Closure





**YOU CANNOT SWIM FOR NEW  
HORIZONS UNTIL YOU  
HAVE THE COURAGE TO LOSE  
SIGHT OF THE SHORE.**

**- WILLIAM FAULKNER**



# Thank You

Stay in touch with the QCTO



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