

## THE IRM STRATEGY 2035

#### **STRATEGIC OBJECTIVES:**

- Increase demand for skills and jobs in SMEs across the infrastructure value chain through:
  - Identification of IRM SME entrepreneurs (both existing and new).
  - Creation of localised entrepreneurial ecosystems linked to industrial investment that enable innovative and growth-oriented entrepreneurial activity
  - Establishing and equipping enterprise and skills hubs at TVET Colleges to coordinate support to local entrepreneurs.
  - Incentivise SME entrepreneurs to upskill their workforce, increase productivity and take on TVET students for workplace-based learning and employment.
- Strengthening the capacity of TVET Colleges to provide dual vocational skills training that is aligned to the skills demands of SMEs and provide a pathway to trade qualification for workers and unemployed youth, with integrated workplace behaviourial development, gender sensitivity and entrepreneurship education.

Over a 15 year period (to 2035), the IRM initiative will exponentially scale up the different components of its delivery model to achieve its outer year targets as follows:



9 IRM Township hubs at TVET College campuses fully operational.

2,520 township-based IRM enterprises have been supported through enterprise development, with focus on green technology.

50 IRM skills centres



at TVET College campuses fully operational.

**30,448** workplace opportunities in IRM enterprises have been unlocked.

**49,560** TVET youth complete IRM vocational skills programmes.



29,736 IRM

graduates successfully transition to employment or self-employment.



4,200 IRM startup businesses successfully incubated, with

**BUSINESS ACTION FOR SUSTAINABLE GRO** 

particular focus on green technology.

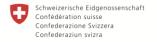


**900 IRM** business owners/workers successfully **qualify as artisans**.













### STRATEGIC ALIGNMENT

The IRM initiative is strategically aligned to various initiatives of government to drive inclusive and just recovery and revitalisation of the economy, particularly in the aftermath of the Covid-19 pandemic.

Located initially in the Presidential Job Summit Framework Agreement in 2018, it has subsequently evolved to align with the Presidential Youth Employment Intervention (PYEI) and, more recently the skills strategy that has been developed by the Department of Higher Education and Training (DHET) to support the Economic Recovery and Revitalisation Plan (ERRP).

Within the context of alignment with these various initiatives, the Initiative adopts three key lenses.

Infrastructure development and maintenance - Linking township contractors to public and private sector construction and maintenance supply and value chains.





**Green economy and just transitions** - Leveraging off demand for sustainable construction and maintenance practices, as well downstream renewable energy products and services.

#### **Reindustrialisation and localisation**

 Alignment to sectoral and local industrial development plans including the revitalisation of industrial parks and establishment of Eco-industrial Parks and SEZs.















# UNLOCKING DEMAND IN TOWNSHIP ECONOMY ECOSYSTEMS



The programme makes a number of assumptions around the conditions required to achieve scale, including:



TVET Colleges can be positioned at the heart of the entrepreneurial ecosystem, capable of supporting township-based SMMEs to sustainably realise their growth objectives and access opportunities in the green economy.



TVET Colleges can adopt a culture of responsiveness to demand for skills in SMMEs in their surrounding communities, including green skills.



Each township based IRM SMME that is supported through the IRM Hubs will be able to absorb a minimum of 2 new IRM trainees that complete the IRM vocational skills programmes.













# **POSITIONING TVET COLLEGES – IRM TOWNSHIP HUBS**

### **IRM Enterprise Inputs**

Enterprise development

**Market Access** 

RPL and upskilling



# **Township Ecosystem**

### Youth Inputs

**Vocational Skills** 

**Work Readiness** 

Entrepreneurship Education

Incubation

### **Entrepreneurial IRM SMEs**

Handypersons

**Plumbers** 

Carpenters

Welders

Appliance repairers

Electricians



# Matching supply and demand

Identifying and mobilizing IRM entrepreneurs

Matching youth to employers

Preparing workplaces to host learners

### **Township Youth**

TVET college students

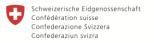
**NEETs** 

**Underqualified Workers** 













# UNLOCKING THE POTENTIAL OF TOWNSHIP ENTERPRISES



Township hubs can play a dynamic role in supporting local economic development. Township hubs can serve as institutional mechanisms where local enterprises can:

Innovate and incubate new products and services for the immediate and broader consumer market.



Access relevant support to enable them to access new markets or to be visible to new customers.



Access relevant support to build their capabilities and competencies to manage their businesses.

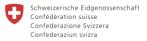
Access relevant support to build their capabilities to produce and/or deliver their services.



Access shared support services which are essential for business growth.







Swiss Confederation







# IRM DELIVERY MODEL



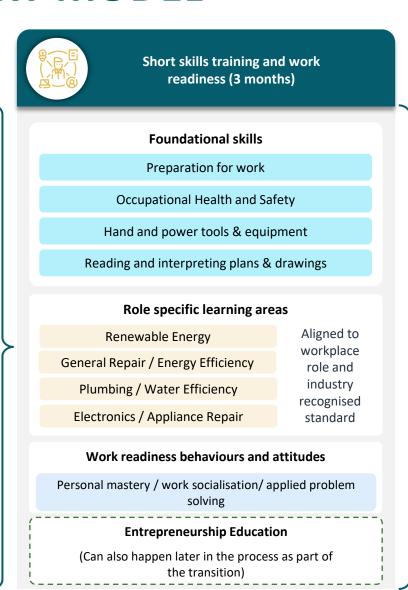
Sourcing and selection

#### **Primary target group**

- Black Youth (Including Youth Living With Disabilities, graduates, unemployed youth)
- Prioritization of Women

#### Selection/ matching criteria

- Proximity to project site
- Minimum qualification match (TVET College Engineering Graduates [N2/N3], Technical high School Matriculants, Out of School Youth)
- (Other) Project requirements match
- At least 1.5 people to be trained per opportunity created





- Further training
- Coaching and Mentoring
- Skills transfer

# Certification and recognition

- Summative assessment
- Certification
- Registration with relevant industry body



Facilitated exit

Work opportunity (absorption or transition)

#### Micro enterprise

(Self-Employment / Start-Up Contractor; Potentially linked to ESD Programme)

**Further Skills Development** 

(Pathway into a trade)







Federal Department of Economic Affairs, Education and Research EAER State Secretariat for Economic Affairs SECO



**PLACEMENT** 

**PROJECT** 



**TRANSITION** 

### STRATEGIC PARTNERS

The IRM ecosystem comprises a range of partners across government, the private sector, the development cooperation community and non-governmental organisations.

#### **National government**

The Presidency (PYEI)

Department of Higher **Education and Training (DHET)** 

The Small Enterprise Development Agency (SEDA)

The Department of Trade, **Industry and Competition** (DTIC)

**Department of Public Works** and Infrastructure (DPWI)

### **Ecosystem Partners** (intermediaries)

**Industry Associations** 

**Professional Bodies** 

**Business Chambers** 

**Government Agencies** 

#### **Opportunity Partners**

Companies

**Government Departments** 

**NGOs** 

### **Delivery Partners**

**TVET Colleges** 

Community Education and **Training Centres** 

**Private Training Providers** 

**NGOs** 

### **Funding Partners**

**Development Partners** 

**Private Sector** 

(Procurement)

Private Sector (CSI)

Provincial and Local















Confederation of Danish Industry

# **DELIVERY ENABLEMENT – The IRM Programme Management Office (PMO)**



#### **Unlocking Demand**

- Demand Mapping across targeted sectors, including identifying "latent demand"
- Demand unlocking by supporting SMMEs through IRM hubs and linking them to market opportunities
- Demand-led credentialing, working with industry bodies to develop and recognize new learning pathways linked to demand
- Micro-enterprise incubation through the IRM hubs as well as SMME aggregators and incubation partners

#### Improving the Quality of Supply

- Demand matching, using data-driven profiles to match IRM candidates to workplaces for more effective selection
- Enhance curriculum through the development of newly designed demand-led skills training programmes, including work readiness and entrepreneurship education
- Improve delivery of curriculum, through capacity building of TVET and CET College facilitators
- Ensuring effective workplace learning by preparing workplaces to host candidates and ensure workplace learning is monitored and tracked

#### **Unlocking Funding**

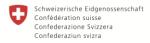
- The PMO will develop a resource and funding model which unlocks and optimises the various sources of investment in the system (both public and private), including:
  - Infrastructure (IRM Hubs, Skills Centres): Development cooperation agencies, government
  - Delivery (Enterprise Acceleration and Incubation Support): SEDA, NYDA, Govt, Private sector ESD
  - Delivery (Demand Servicing): SETAs, Provincial Government, Private Sector CSI
  - Programme management: Development cooperation agencies, Private Sector CSI, Provincial Government

#### **Ecosystem Management**

- **Demand-side:** Industry associations, SMME aggregators, government departments, employers
- **Supply-side:** Public and/ or Private Education and Training Institutions
- Supply-demand interface: Ecosystem partners across different demand categories







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# THANK YOU



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