

#Crossroads – WhereToNext?

Technical & Vocational Education and Training (TVET) Colleges

27-29 June 2016

Presentation Outline

- 1. College sector history**
- 2. Purpose of the TVET sector**
- 3. TVET Sector**
- 4. FET Colleges Turnaround Strategy**
- 5. Governance**
- 6. Conclusion**

TVET College sector history

- **Post 1994: The transformed Technical College Sector:**

As per White Paper 4: A programme for the transformation of Further Education and Training (FET)

- **FET Act 98 of 1998 was enacted. It has since been replaced by the FET Colleges Act 16 of 2006. This Act has been amended to mainly transfer FET Colleges functions from the Provincial competence to the Department of Higher Education and Training (DHET) established in 2009.**

TVET sector history (cont..)

- **During 2001-2003:**
 - **All Technical Colleges were as per the FET Act, declared FET Colleges.**
 - **152 Technical Colleges merged to 50 mega FET Colleges (264 Campuses) in pursuance of efficiency and improved access to intermediate level skilling opportunities.**
- **Education and training programmes offered at FET Colleges:**
 - **Continuation of Report 191 or N Courses.**
 - **introduction of occupationally directed / learnerships programmes.**
 - **Recapitalisation of FET colleges infrastructure and the introduction of the new National Certificate Vocational (NCV) programmes (2007).**

Purpose of TVET Sector

Purpose	Immediate Term	Medium Term	Long Term
Focus	<ul style="list-style-type: none"> • Labour market (formal and informal labour market) 	<ul style="list-style-type: none"> • Labour market (formal and informal labour market) • Community/local needs • (CETC and TVET Colleges) 	Expanded, comprehensive and differentiated colleges
Target Group	<ul style="list-style-type: none"> • Pre-employed • Employed • Unemployed/ Post-employed 	Youths and Adults (both pre-employed and employed and un/post employed)	
Purpose	The main purpose of these colleges is to train young post-school leavers, providing them with the skills (incorporating knowledge and attitudes) necessary for employment (formal)	Youths and adults <i>“building skills for work and life”</i> <i>Main purpose to provide labour market needs and community development</i>	Economic, equity and transformation
Learning Mode	F/T, with P/T provision (WIL crucial)	F/T, with P/T provision (WIL crucial) - <i>Community engagement</i>	Multiple modes – online, e-learning, blended learning



Occupational routes

Technical & Vocational Education and Training

Problem Statement

- Importance of TVET colleges as seen in key government plans and strategies.
- The central role of TVET colleges in addressing skills shortages to advance economic growth
- Need for focused attention on the TVET college sector to increase access and improve quality of provision.

TVET Objectives

- Identify measures for strengthening and supporting TVET colleges in order to;
 - expand access; and
 - improve the quality of provision.

Technical & Vocational Education and Training (cont..)

Notions of Access and Quality

- **Key words are expanding access and improving quality of provision, need to unpack access.**
- **3 categories of access that should be understood and used as a basis for fulfilling mandate:**
 - **Access into colleges (increased enrolments)**
 - **Access inside colleges (outcomes and efficiencies)**
 - **Access out (into labour market, further education, self-employment)**

Recognising that quality can (only) be achieved through, and by means of open and unfettered institutional access and that access cannot be achieved without attention being paid to quality.

Technical & Vocational Education and Training

Challenges

- Not enough lecturers have the capacity to take charge of their learning environments.
- With the envisaged expansion of student enrolments, not enough lecturers in the system to cope with the expansion.
- Colleges cater mainly for those who have left school.
- Colleges have become central part of government strategy in the provision of Artisan

Technical & Vocational Education and Training (cont..)

Purpose

- **Current Purpose limited, too oriented towards supply-side with its main focus on employment in the formal labour market**

Recommendation

- **Get the longer-term purpose right: should also speak to overall long-term Mission and Vision for the sector.**
- **Purpose should reflect TVET for economic and broader societal and developmental objectives.**
- **TVET for local economy (local businesses, provincial and local government, informal sector) as well as responding to national imperatives.**
- **Immediate focus should be on occupations and the acquisition of mid-level skills.**

Technical & Vocational Education and Training (cont..)

Institutional Effectiveness

Recommendation: Build Capacity of College Management

- **The capacity of the DHET (in its oversight role) and colleges (as implementers) needs continuous strengthening.**
- **Appropriate centralization/decentralisation needs to be accompanied by clearly defined role awareness and the necessary capacity that accompanies this approach.**
- **Office of college Principal to be enabled to perform its primary role of institutional vision and mission management and leadership as well as institutional co-ordination and accountability management.**

TVET Colleges turn around Strategy

Focus areas of the Turnaround Strategy:

- **Teaching and Learning – improving lecturer qualifications and student certification rates.**
- **Institutional Management and Governance**
- **Administration and Curriculum Delivery**
- **Improving Quality of Teaching Staff and Systems**
- **Student Support Services**
- **Infrastructure, Facilities and Equipment Management**
- **Partnerships, Linkages and Stakeholder Management**

Governance in TVET Colleges

- **Role of TVET College Council**
 - **A governance body (In terms of the TVET Act 2006 as amended)**
 - **Responsible for making and enforcing laws and policies to regulate the delivery of services towards the achievement of the TVET college goals**
 - **Focuses on oversight of student activities, leadership and development of student body and advocacy of student interests within a co-operative governance system,**
 - **Provision of strategic direction of the college.**

Governance in TVET Colleges (cont..)

Council Composition:

- **The TVET Act – define 15 members**
- **External members – 5 (including Chairperson)**
- **Members with Specialised Skills – 4**
- **Internal members – 3**
- **Students – 2 SRC**
- **Principal**

CONCLUSION

- **Key messaging:**

- RSA depends on TVET sector for specialised category of skills
- Visible progress and change of attitudes towards TVETs
- All of us must take leadership in rebranding the sector

- **Universities:**

Partnerships with colleges towards:

- **Articulation**
- **Research and curriculum innovation**
- **Capacity building**