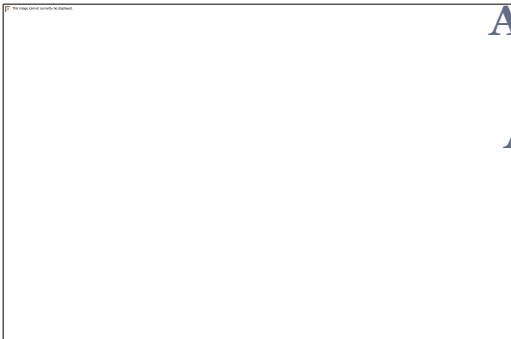


# **The Role of the FET Sector in the Post School Education and Training System in South Africa: Putting the Student in the Centre of all Endeavors**



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AT PRESIDENT HOTEL, BLOEMFONTEIN**



# The Topic:



- The Given Constructs: (1) Role of FET Sector
- (2) FET Sector
- (3) Post School Education and Training system
- The Underlying Constructs (1) The Student
- (2) (The Teacher
- The Prerequisite Universal Construct:
- **SUPPORT!!**

# 1.CONTEXT



- THE ROLE

- **(1)The known role**

- FET Colleges are for Ns and a post metric studying for those who cant get to universities

They are largely for children of the not-so- successful and the poorest of the poor,

- Those who do not make it elsewhere must try colleges - almost a dumping site for students,

- They are last resort centers where there is no pressure, to register in advance because students wait for outcome of university applications.

- When demoted from head to the hand,

the re-configured college is an attempt to add some head to the hand

- universities could partner with colleges to propagate vocational training at colleges

- **(2) The *current* role**

- Even though their intended role is well constructed in paper colleges are still dragging the stigma of old technical colleges and their known role of

- technical education theory, little practical

# Introduction (2)



- **(3) The exaggerated role**

- colleges should be the answer for all the skills training requirements in the country
- the ability of colleges to respond to the skills needed is unlimited

- **(4) The *suggested* role( by this conference)**

must be part of a comprehensive and differentiated post school system

and be key providers of services to meet South Africa's education, training and skills development needs

# Introduction (3)



## ○ (5) **The *ideal* role**

To be centres where 100% pass rate and 100% job placement of graduates To provide quality vocational, educational and skills training to students through ISSS (Integrated Student Support Services)

### ✦ Pre-entry services:

- career guidance and counseling
- information on programmes, qualifications, financial support and job opportunities

### ✦ On-course services:

- provision of academic support and financial support
- addressing facilities to increase accessibility (disabled students, security, transport, student accommodation)
- provision of life skills and counseling

### ✦ Exit services:

- assist with access to workplace opportunities during and on completion of studies
- tracking and tracing students beyond college life

## 2.Challenges (1)



- **Mobilization of funding**
  - lack of budgetary allocation for the development of Student Support Services
  - general perception that SSS is not a strategic imperative
- **Building Capacity**
  - Administrative workload
  - Inadequate qualitative and quantitative human resources
- **Promoting Best Practices**
  - lack of coordination of student support services within the sector (policies are developed within colleges)

# Challenges (2)



- **Improving Quality of Service to our Students**
  - instability in staff recruitment and appointment and inadequate training to ensure continuity and quality service
  - lack of resources to accommodate students with special needs and to enhance academic development through resource centers, computers, etc
- **Improving relations with Donors/Sponsors incl. NSFAS**
  - Challenging Bursary administration schedule time frames
  - adherence to NSFAS policies eg student documentation
  - delayed final bursary allocations by the department
- **Review of progress made in higher and further education funding**
  - financial support needed for the administration of NCV
  - stagnant accommodation (R10 000) and transport (R3 000) allocations

# Recommendations



## ISSS:

- ISSS to be prioritized in terms of funding and human resources
- Adopt an integrated college, community and partnership - approach

## Financial Support:

- review of stagnant accommodation and transport allocations to be market related
- provision made for allowance allocation
- provisional allocation should be made in October of the previous year and the final allocation in February of the current year
- realistic timeframes should be set in line with allocation and semester and trimester schedules





I thank you