



# Technical Vocational Education and Training Technical Task Team (TVET TTT)

**15 August 2014**



**REPUBLIC OF SOUTH AFRICA**

Partnering to innovatively develop SA's human potential

# 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 has been recognised
- Need for focused attention on the TVET college sector to increase access and improve quality of provision.

## TVET TTT Objectives

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



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## Notions of Access and Quality

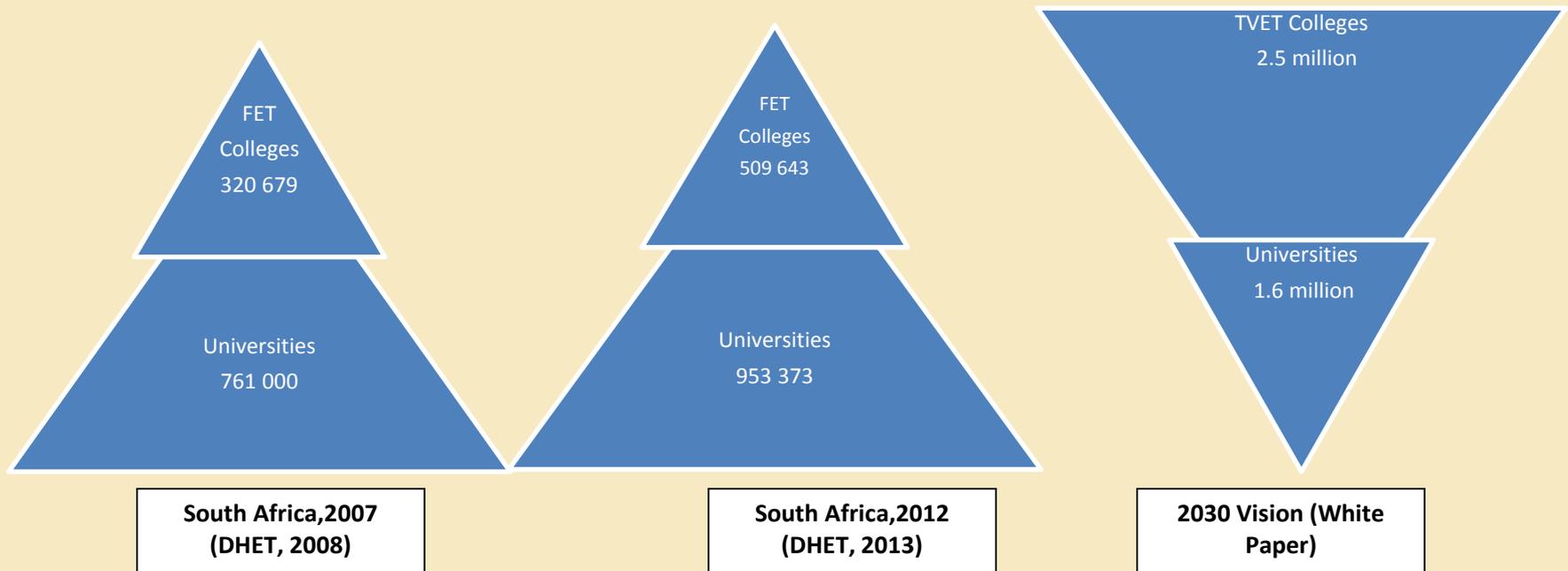
- Key words in TTT's mandate are expanding access and improving quality of provision, need to unpack access.
- 3 categories of access that should be understood and used as a basis for fulfilling mandate:
  - Access into colleges (increased enrolments)
  - Access inside colleges (outcomes and efficiencies)
  - 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.



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## Challenges



- Close on 2 million students enrolled in public and private PSET programmes in 2012.
- 54% in HEIs
- 32% in TVET Colleges (DHET, 2013)

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## Challenges (Cont.)

- Colleges currently seen as a poorer cousin of HEIs: parity of esteem not a reality.
- Colleges cater mainly for those who have left school – should ideally provide education and training to members of their own and nearby communities and develop skills for local industry, commerce and public-sector institutions. In this regard, need to revisit their purpose.
- Colleges have become central part of government strategy in the provision of PSET, targeted for the greatest expansion and diversification (White Paper, 2013). Need to ensure they are properly resourced, led and managed to fulfill this role.



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## Conceptual Framework: The Notion of a Developmental State

- Major policies issued by the post-apartheid government since 1994 revolve around the notion of a developmental state.
- Most of these policies make explicit reference of the catalyst role the TVET College sector should play within the post-school education and training (PSET) system towards addressing the challenges faced by a developmental state.
- The central question contained in the White Paper (DHET: 2013) is the following: how can skills development support the creation of a developmental state?
- A response to this requires an understanding of the developmental role of TVET Colleges and a re-conceptualisation of their purpose in a developmental state.



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## Methodology

- TVET TTT Indaba in March 2013 that involved sector stakeholders, experts and policy makers in the identification of blockages.
- Three work streams established to further engage with themes identified at the Indaba which were:
  - Partnerships
  - Positive Learning Experience
  - Pathways
- Research commissioned which conducted a desktop review of the sector. Five reports produced.
- There was continuous engagement with stakeholders and experts through task team meetings and e-mail comments and inputs.
- A roundtable of sector specialists held in January 2014 where the draft reports were discussed.



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## Blockage 1: Purpose

- Current Purpose limited, its main focus is 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 (with the involvement of the DTI, EDD, NPC, national business formations, national labour formations).
- TVET for local economy (local businesses, provincial and local government, informal sector).
- Immediate focus should be on occupations and the acquisition of mid-level skills.



# Purpose of TVET Sector

Purpose	Immediate Term	Medium Term	Long Term
Focus	<ul style="list-style-type: none"> <li>• Labour market (formal and informal labour market)</li> </ul>	<ul style="list-style-type: none"> <li>• Labour market (formal and informal labour market)</li> <li>• Community/local needs</li> <li>• (CETC and TVET Colleges)</li> </ul>	Expanded, comprehensive and differentiated colleges
Target Group	<ul style="list-style-type: none"> <li>• Pre-employed</li> <li>• Employed</li> <li>• Unemployed/ Post-employed</li> </ul>	Youths and Adults (both pre-employed and employed and un/post employed)	
Alignment with	DTI (Industrial Policies) EDD (National Dept) Local Labour markets SBD (entrepreneurship)	Economic and Community	Responsiveness to the learner (in broadest sense)
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)	Multiple modes – online, e-learning, blended learning

Occupational routes 

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## Blockage 2: Institutional Effectiveness

### **Recommendation: Build Capacity of College Management**

- Strengthen the partnership between the DHET and individual TVET colleges – that this should not simply be a case of DHET determining a game plan and colleges implementing – need a sense of mutual capacity building, leading to more effective accountability of the main actors.
- Appropriate centralisation/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. Again, the issue of capacity building and ensuring that the necessary resources needed are in place.



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## Blockage 2: Institutional Effectiveness

### Recommendation: Development of College Lecturers

- The task team sees this as a critical issue and its recommendations stand with a plea that this should be accelerated to enable colleges to cope with the envisaged growth in enrollments, particularly the development of a strategy to recruit and train college lecturers to allow the sector to cope with the expansion programme and to also address the current student-lecturer ratio.



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## Blockage 3: Inadequate Partnerships

### Recommendation: Build and Strengthen College Partnerships with Stakeholders

- Partnerships must be an institutional responsibility. However, key for government is to develop a framework and incentive schemes to promote the formation of partnerships.
- Define and develop a very clear perspective of what a partnership is and for what purpose it has been devised.
- The partnership framework should address the following:
  - tasks and responsibilities of key organisations;
  - mechanisms of coordination;
  - mechanisms for stakeholder participation; and
  - the structure of the system.



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## Role of the Private Sector

- Consulting with TVET colleges about skills requirements.
- Advising colleges and the DHET about the quality of training and assessment approaches.
- Participating in curriculum development with colleges.
- Providing work-based training opportunities for college students.
- Participating in national, provincial and local TVET structures.
- Provide opportunities for TVET lecturers to regularly update their workplace experience.



# What the TVET TTT would like the HRD Council to do

- Approve recommendations made in the presentation and final report to be implemented by the DHET and its agencies.
- Establish an Inter-Ministerial Committee (Economic Departments and Ministry of Small Business Development, Rural/Agriculture, Basic Education etc.) to establish synergy for the TVET system. This Committee should also serve a Monitoring and Evaluation role and function.
- Facilitate the streamlining of the functions of the various role-players in the TVET system.



**THANK YOU**

