

2023 DHET RESEARCH COLLOQUIUM

**On Making Technical
and Vocational Education
and Training Colleges
Institutions of Choice:
Recommendations from
the DHET TVET
Research Programme**



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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WESTERN CAPE



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2023 Department of Higher Education and Training (DHET)
Research Colloquium
on

Making Technical and Vocational Education and Training (TVET)
Colleges Institutions of Choice:
Recommendations from the DHET TVET Research Programme –
15 – 16 November 2023

Colloquium Proceedings Report



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- Dr Monica Mawoyo and her team, for developing the Colloquium report.

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ACRONYMS

ACRONYM	DESCRIPTION
4IR	Fourth Industrial Revolution
ACET	African Centre for Economic Transformation
ACQF	African Continental Qualification Framework
AfDB	African Development Bank
AIDS	Acquired Immunodeficiency Syndrome
ASSAF	Academy of Science of South Africa
AU	African Union
BA	Bachelor of Arts
BBBEE	Broad-Based Black Economic Empowerment
BEAR	Better Education for Africa's Rise
BRICS	Brazil, Russia, India, China, South Africa
BUSA	Business Unity South Africa
CBA	Competency-Based Assessment
CEDEFOP	European Centre of the Development of Vocational Training
CEO	Chief Executive Officer
CEPD	Centre for Education Policy Development
CET	Community Education and Training
CfERIS	Centre for Entrepreneurship Rapid Incubators
CHE	Council on Higher Education
CIC	College Improvement Committees
CIPC	Companies and Intellectual Property Commission
CoS	Centres of Specialisation
COSATU	Congress of South African Trade Unions
CPD	Continuous Professional Development
CPUT	Cape Peninsula University of Technology
CTFL	Clothing, Textile, Footwear and Leather
CYUEE	Chair for Youth Unemployment, Employability and Empowerment
DDG	Deputy Director-General
DEL	Department of Employment and Labour
DG	Director-General
DHET	Department of Higher Education and Training
DLCA	National Department of Transport Driver's License Trading Account
EASTRIP	East Africa Skills Transformation
EC	European Commission
EIBR	Educational Innovation and Business Research
EIPM	Evidence-Informed Policy Making
ETDP SETA	Education, Training and Development Practices SETA
EU	European Union
EWSETA	Energy and Water Sector Education and Training Authority
FASSET	Financial & Accounting Sector Education and Training Authority
FEDUSA	Federation of Unions of South Africa
FE-M&E	Financial Empowerment - Monitoring and Evaluation

ACRONYM	DESCRIPTION
FET	Further Education and Training
FP&M SETA	Fibre Processing and Manufacturing Sector Education and Training Authority
GBA	Gender-Based Violence
GIS	Geographic Information Systems
GVA	Gross Value Added
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
HOD	Head of Department
HPCSA	Health Professional Council of South Africa
HRDCSA	Human Resource Development Council of South Africa
HSRC	Human Sciences Research Council
HWSETA	Health and Welfare Sector Education and Training Authority
ICT	Information and Communication Technology
IIBI	Institute for Independent Business International
INSETA	Insurance Sector Education and Training Authority
IPSS	Institute of Post-School Studies
IQMS	Integrated Quality Management System
JET	JET Education Services
JOVACET	Journal of Vocational, Adult and Continual Education and Training
KZN	KwaZulu Natal
LMIP	Labour Market Intelligence Partnership
M&E	Monitoring and Evaluation
MAS	Mzabalazo Advisory Services
MBA	Master's degree in Business Administration
MRC	Medical Research Council
NALSU	Neil Aggett Labour Studies Unit
NAPTOSA	National Professional Teachers' Organisation of South Africa
NATCOM	National Commission
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
NDP	National Development Plan
NEHAWU	National Education, Health and Allied Workers' Union
NGO	Non-Government Organisation
NHI	National Health Insurance
NHREC	National Health Research Ethics Council
NMU	Nelson Mandela University
NPO	Non-profit Organisation
NQF	National Qualifications Framework
NRF	National Research Foundation
NSA	National Skills Authority
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
PASET	Partnerships for Skills in Applied Sciences, Engineering, and Technology

ACRONYM	DESCRIPTION
PERI	Professional Education Research Institute
POPIA	Protection of Personal Information Act
PPN	Post Provisioning Norms
PPPS	Public-private Partnerships
PQM	Programme Qualification Mix
PRASA	Passenger Rail Agency of South Africa
PSA	Public Servants Association
PSET	Post-School Education and Training
QCTO	Quality Council for Trades and Occupations
REAL	Centre for Researching Education and Labour
RU	Rhodes University
SA	South Africa
SACE	South African Council for Educators
SADC	Southern African Development Community
SADTU	South African Democratic Teachers Union
SAICA	South African Institute of Chartered Accountants
SAIVCET	South African Institute for Vocational and Continuing Education and Training
SARCHI	South African Research Chairs Initiative
SAYPS	South African Youth Panel
SDL	Skills Development Levy
SEPA	Senior Executive Programme
SETA	Sector Education and Training Authorities
SETMIS	Sector Education and Training Management Information System
SIFA	Skills Initiative for Africa
SMME	Small, Medium and Micro Enterprise
SMS	Senior Management Services
SP	Skills Programmes
SSACI	Swiss-South African Cooperation Initiative
STEM	Science, Technology, Engineering and Maths
SUN	Stellenbosch University
TIMSS	Trends in International Mathematics and Science
TVET	Technical and Vocational Education and Training
TVETMIS	TVET Management Information System
UCT	University of Cape Town
UFH	University of Fort Hare
UJ	University of Johannesburg
UK	United Kingdom
UKZN	University of KwaZulu Natal
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	United Nations Educational, Scientific and Cultural Organization Vocational Education
UoN	University of Nottingham

ACRONYM	DESCRIPTION
USA	United States of America
USAf	Universities South Africa
UWC	University of Western Cape
VET	Vocational Education and Training
WBL	Workplace-Based Learning
WIL	Work Integrated Learning
Wits	University of Witwatersrand
WP	White Paper

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BACKGROUND

Overview of the TVET Sector

Technical and Vocational Education and Training (TVET) provision takes place in a wide range of institutions and settings, including Universities of Technology (UoTs), technical high schools, schools of skill, workplaces, assessment centres, State-Owned Corporations (SOCs) training centres, TVET colleges, and in-house training facilities. Public TVET colleges span a large geographic area and are present in all nine provinces, catering to both urban and rural areas (Papier, 2020). There are 50 public TVET colleges with 260 campuses spread across all nine provinces.

Since the establishment of the colleges, the sector has undergone reform and restructuring to improve its effectiveness and efficiency. The most notable reform is the recapitalisation process in 2005, and the turnaround strategy in 2012. The recapitalisation process involved provision of funding to colleges for curriculum upgrade/development initiatives as well as for upgrading resources and facilities (Centre for Researching Education and Labour (REAL) and Network for International Policies and Cooperation in Education and Training (NORRAG), 2016). The turnaround strategy of 2012 with seven pillars was aimed at addressing systemic challenges to improve the performance of the colleges, utilising a model of short-term interventions for immediate gains (Human Resource Development Council (HRDC), 2014). The turnaround strategy has been credited with some very tangible improvements in the college sector including stabilisation of college financial management and strengthening management and governance (HRDC, 2015). Despite some improvements, challenges persist, and it is important to understand these challenges, as well as successes, to address them.

Overview the TVET Research Programme

The five-year research programme (2019-2024), aimed at improving the TVET college system in South Africa (SA) is being managed and supported by the University of the Western Cape's (UWC) Institute for Post-School Studies (IPSS). The programme is led by Prof Joy Papier and Dr Seamus Needham.

The aim of the programme is to build a significant local body of knowledge that can inform TVET policymakers, practitioners, prospective employers, learners and their communities, about the inputs, practices, performance and outcomes of public TVET colleges, with a view to enhancing knowledge and understanding for planning and delivery of interventions towards continuous improvement.

The programme seeks to establish sustainable research processes, link research to policy and practice, and build capacity at policy and knowledge-building levels. Key research themes include an overview of the TVET college sector, responsiveness to the world of work, access and demand for TVET,

evaluation of TVET colleges, teaching and learning, TVET college lecturer development, and private TVET colleges.

The research projects in the programme have employed mixed methods approaches to data gathering, aiming to be representative of the public TVET college sector in SA. The beneficiaries of the research outputs include policymakers, college management, lecturing and support staff, potential employers, and students. The research will augment a fledgling body of evidence on TVET from the Labour Market Intelligence Partnership (LMIP) Project and from research commissioned by Sector Education and Training Authorities (SETAs) and provide an evidence base for the further development of the TVET sector.

The IPSS has partnered with several research organisations to conduct this diverse research, including:

- Nelson Mandela University (NMU);
- University of Fort Hare (UFH);
- Cape Peninsula University of Technology (CPUT);
- University of Cape Town (UCT);
- Rhodes University (RU);
- University of Nottingham (UoN);
- JET Education Services (JET);
- Mzabalazo Advisory Services (MAS);
- DNA Economics;
- Advocacy Aid;
- Swiss-South African Cooperation Initiative (SSACI); and
- AfriGIS.

Purpose of the Colloquium

The purpose was to provide researchers a platform to share the results of their research and engage stakeholders in the TVET sector on key findings of the research projects. The colloquium also intended to raise awareness about the state of TVET as well as make recommendations to improve the various facets of the sector. Besides this greater good, the presentation of the research results at the colloquium was a transparent way to ensure accountability for the public funds used for the research.

The colloquium also promoted dialogue and focus on making TVET colleges Institutions of Choice.

Participation

The colloquium was well attended – 250 delegates were invited to the colloquium and 236 attended on Day 1 and 160 on Day 2. The participants were from 80 organisations which comprised of research

organisations, government departments, institutions of higher education, and sector specific institutions both from the public and private sector.

Categories of participants included the following:

- TVET Colleges, Universities, and Community Education and Training (CET) Colleges;
- Private Colleges;
- SETAs;
- National and Provincial Government Departments;
- Quality Councils and Qualification Bodies;
- Non-Government Organisations (NGOs) /Non-Profit Organisations (NPOs);
- Professional Bodies;
- Research Organisations;
- Businesses;
- Academics; and
- Private Individuals.

The colloquium was also live streamed and in the two days of the colloquium there were more than 500 views. The proceedings of the colloquium can be found at:

- Day 1: <https://youtube.com/live/nqd8hyC63VU?feature=share>
- Day 2: <https://youtube.com/live/xUozDqOguxM?feature=share>

All presentations from the colloquium are available at: <https://psetresearchrepository.dhet.gov.za/>

To date, the Department of Higher Education and Training (DHET) has hosted eight colloquia including the one that is the basis of this report. These are as follows:

THEME	DATE
1. State of Research on Post-School Education and Training (PSET)	04 November 2014
2. Towards Successful Workplace-Based Learning (WBL) in SA	22–23 October 2015
3. Skills Planning	29–30 September 2016
4. Enhancing the Implementation of the South African National Qualifications Framework (NQF)	12–13 September 2017
5. Radically Transforming TVET Colleges Through Empirical Research	12–13 September 2018
6. The Fourth Industrial Revolution (4IR): Implications for PSET	18–19 September 2019

THEME	DATE
7. Open Learning: Flexible and Blended Learning in PSET	22 September 2021
8. Making TVET Colleges Institutions of Choice – Recommendations from the DHET TVET Research Programme	15 – 16 November 2023

SESSION 1: OPENING, BACKGROUND AND KEYNOTE ADDRESS

1.1 Welcome

The Programme Director, the Deputy Director General (DDG) for the TVET Branch, Mr Sam Zungu welcomed all delegates and highlighted the TVET Research Colloquium’s theme: Making TVET Colleges the Institutions of Choice. He advised that the Deputy Minister of Higher Education, Science, and Innovation, Mr Buti Manamela was the guest of honour who would deliver the keynote address.

The DDG reminded participants that the research colloquium is hosted biennially, providing a platform that brings together different stakeholders in the PSET system to discuss various themes on TVET. He commended the research that has been conducted for focusing on the strides, improvements, developments, and future plans intended to elevate the status of TVET colleges. The colloquium offered dedicated time for meaningful engagements between stakeholders, researchers and DHET officials. The envisaged outcomes of the engagement were to create interest in the TVET colleges and to position them as institutions of choice.

1.2 Opening and Introduction of the Deputy Minister

The Director-General (DG) of DHET, Dr Nkosinathi Sishi, introduced the Deputy Minister for Higher Education, Science and Innovation. In his address, he mentioned the achievements of the department, highlighting that these were significant considering that the DHET had only been established in 2009. Key to the DHET’s achievements are system improvement and expanded access to higher education. The DG acknowledged the role of contributors and pivotal stakeholders present at the colloquium, crediting their roles in shaping the vibrant research colloquium hosted by the DHET. The collaborative synergy between the DHET and the UWC’s IPSS for the 2023 colloquium underscored the DHET’s commitment to fostering robust partnerships in academia.

Integral to the success of the colloquium was the pivotal role played by the NSF. Dr Sishi highlighted that the historical narrative of the colloquia emerged as a testament to the evolution within the TVET sphere, vividly portrayed through archived portals chronicling the transformative journey. A pivotal milestone was the publication of the White Paper (WP) on Post-School Education and Training PSET in 2013, underscoring how research fundamentally guides the public sector’s trajectory and the crucial

role played by the Educational Innovation and Business Research (EIBR) in enhancing educational outputs.

The 2023 colloquium was located within a historical continuity where the department's meticulous tracking of TVET advancements via engagements with prior colloquia revealed an unmistakable trajectory of progress and innovation. Dr Sishi indicated that over 30 projects benefitted from funding provided by the NSF, for the TVET research programme, amplifying the department's commitment to nurturing research and development. The colloquium was testament to the value placed on research by the DHET to utilise cutting-edge research in fortifying the advancement of TVET colleges, a theme that would be elucidated by the Deputy Minister.

1.3 Keynote Address

Deputy Minister Buti Manamela articulated the department's vision to transform TVET colleges into ideal educational institutions of choice and excellence. He delineated a bold roadmap aimed at positioning these institutions as the preferred destination for learners seeking diverse and impactful educational pathways. Central to the Deputy Minister's address was a visionary plan encapsulated within the framework of Vision 2030. At the core of this vision lies the ambitious objective of expanding the sub-sector to accommodate 2.5 million students, both in public and private institutions. Underlining the imperative to meet the country's expanding skills demands, the Deputy Minister articulated this objective as a crucial step towards realising the socio-economic imperatives of the country.

The Deputy Minister provided a retrospective reflection of the TVET sector's journey since the dawn of the democratic dispensation in 1994. He acknowledged the progress made from the sector's fractured state, with only 150 000 students, and questionable education provision. Deputy Minister Manamela emphasised the necessity to anchoring future advancements in relation to the historical context and emphasised that the objectives to expand and improve the sector had to be met in the next six years to 2030.

Firmly addressing the skewed landscape of privilege historically held by universities in terms of fiscal funding, Deputy Minister Manamela urged for a concerted investment in leveraging the strengths inherent in TVET institutions. He reiterated the department's commitment to enhancing economic and vocational preparedness among students, envisaging an expanded role for TVET colleges in the evolving educational landscape.

Acknowledging the stark reality of current insufficient infrastructure and funding deficits amounting to a staggering R750 billion, plus an additional required R426 billion, Deputy Minister Manamela

adopted a pragmatic stance, advising that "We have to do what we have to with what we have," underscoring the imperative for collaborative efforts involving private entities and diverse stakeholders to bridge the financial chasm.

The Deputy Minister laid out an exhaustive blueprint encompassing regulations, capacity-building initiatives, diversification of funding sources, and enhancing the quality of programmes. He emphasised the need to amplify the number of students in artisanal programmes and conduct key studies to provide evidence on the functionality and positive outcomes of TVET institutions, stressing the employability, entrepreneurial prowess, and societal contributions of its graduates.

Recognising the pivotal role played by key stakeholders to make the colloquium a success, the Deputy Minister expressed gratitude to the DDG of the TVET Branch, the DG, and other vested contributors for their unwavering commitment and efforts.

In closing, Deputy Minister Manamela stressed that the ultimate success of the envisaged transformations could only be appraised in 2030. He reiterated that TVET colleges should present viable, enticing choices to school leavers, shaping a future where these institutions stand as pillars of academic pursuit and vocational excellence.

1.4 Background on the TVET Research Programme

Prof Joy Papier, provided the background for the TVET research programme. Her message stressed the profound interest and investment showcased by the IPSS in skills training. It emphasised the pivotal partnership between IPSS, DHET, and other institutions in the collective pursuit of research endeavours. Emphasising the pivotal role of this research in enhancing policy understanding, and the significant strides made in the TVET landscape, the message set a tone for the advancement and maturation of this field.

Professor Papier acknowledged the early stage of TVET research, noting that this provides impetus to the pressing need for more pragmatic and informed decisions grounded in comprehensive research.

The focal point of the TVET research programme is to develop a robust research body capable of informing and influencing the entire TVET landscape. This encompassed a multifaceted approach aiming to enhance knowledge, policy, and practice through the assimilation of data for Evidence-Informed Policy Making (EIPM).

However, she cautioned that such ambitious objectives cannot be achieved within the confines of a singular research programme. To address this, Prof Papier advocated for the establishment of practical research processes and the imperative connection of policy to practice. This interconnectedness would facilitate policy informed by practice and vice versa, thereby fortifying the foundation of EIPM.

A key strategy outlined was the emphasis on capacity-building at the policy-making level. Accessible methodologies were noted as crucial tools that the DHET can utilise. Additionally, the recruitment of postgraduate students into the TVET research programme was championed as a means of fostering knowledge-building and fortifying the programme's impact.

Prof Papier delineated the thematic areas constituting the research programme's focus, which encompass a comprehensive array, spanning from producing an overview of completed and ongoing TVET research to exploring the responsiveness of TVET to the evolving world of work. The thematic areas also delved into issues concerning teaching and learning, lecturer development, the private TVET sector, and the critical need for capacity-building and infrastructure development within the DHET.

Professor Papier's message served as a wake-up call, laying the groundwork for a determined attempt to strengthen TVET research. It heralded a period of cooperation, creativity, and rigorous research with the goal of influencing TVET policies and practices and, in the process, opening the door for a more resilient and productive learning environment.

SESSION 2: INTERNATIONAL PRESENTATION

DDG Zungu introduced the only speaker in Session 2, Mr Steve Bainbridge, to speak on international developments in TVET.

2.1 International Developments on TVET

Mr Steve Bainbridge from the European Centre of the Development of Vocational Training (CEDEFOP) spotlighted the European Union's (EU's) concerted efforts and strategies to improve vocational education and training (VET) systems, and like the objective in SA, between 2010 and 2020, the EU aimed to transform VET institutions into preferred educational institutions. This included streamlining access to VET while concurrently ensuring ample opportunities for further education. Emphasising VET's pivotal role in fostering future skills development, Mr Bainbridge underscored the significance of quality teachers and trainers, emphasising the necessity of investing in their skills to enhance the educational framework.

The EU's approach, supported by statistical data, showcased commendable outcomes in reducing the number of unqualified students. The target was: "At least **40% of 30 – 34-year-olds** in the EU should have **completed tertiary education by 2020**". The EU crossed this threshold in 2019, with an achievement of 40.3% and in 2020 the results were 41% of this population group in employment.

However, Mr. Bainbridge acknowledged the challenges in achieving the employment rate targets, attributing this shortfall partially to the unprecedented impact of Corona Virus Disease (COVID-19).

The targets for employment were:

- An **employment rate of at least 82% for graduates aged between 20 and 34**, who left education and training within three years of the reference year.
- An **employment rate of at least 75%** for 20 – 64-year-olds.

In 2015 only 75.5% of 20 – 34-year-olds were employed, and in 2020 this had gone up slightly by three percentage points to 78.5%, still below the target of 82%. Regarding the employment of the labour force in the 20 – 64 year age group, in 2015, 69% in this age group were employed and 72% were employed in 2020, below the target but not substantially so.

Mr Bainbridge emphasised the need to align VET provision with labour market requirements, asserting the direct correlation between increased skills and employment opportunities. Central to the EU's VET reform strategy was the design of frameworks for comparing qualifications, substantial investments in equipment and teachers, and an expanded focus on apprenticeships. These measures are aimed at cultivating practical and soft skills, aligning VET outcomes with industry needs, and shifting the emphasis from learning inputs to learning outputs based on competence.

Mr Bainbridge noted the impending challenge of an aging population in Europe and the consequent necessity for upskilling professionals who did not seize opportunities to learn vital skills earlier in their careers. He drew parallels between the EU's coordinated VET reforms and the challenges faced by SA, asserting that while SA has good policies and methods, execution remains a stumbling block. Nevertheless, he expressed optimism that should the country learn and emulate from the EU and its other regional partners, the scaling down of EU methods will take place with relative success.

Mr Bainbridge emphasised the critical aspect of the adoption of the principles of open method coordination, advocating for setting focused objectives, establishing formal structures, fostering engagement through research-driven policy inputs, peer reviews, and maintaining consistency in objectives, without frequent shifts. He also deliberated on the necessity for TVET systems to adapt to future job landscapes, emphasising the need for dialogue on realistic expectations and supporting policies post-2020. In the EU, these policies, focusing on enhancing VET institutions and economic skills, aim to augment adult participation, decrease unemployment rates, boost digital competencies, promote work-learning dynamics, and increase the number of beneficiaries from VET processes.

In conclusion, Mr. Bainbridge urged proactive decision-making to address the evolving challenges posed by the green digital revolution, underscoring the imperative for TVET colleges to evolve and adapt swiftly to ensure a skilled workforce for a digital and economically vibrant society.

2.2 Key Discussion Points

The following three questions were posed to Mr Bainbridge in response to the presentation:

Table 1: Session 2 Questions, Clarifications and Answers

Question/Clarification sought	Response
1. Are there policies on how the data is collected for the targets that are set?	There are statistical networks which support the collection of data called <i>Euro Fact</i> . <i>Euro Fact</i> is a centralised system where data related to VETs is stored by all member states and can be accessed by them.
2. Clarity was sought on the key research outputs and the link between the outputs and research objectives.	The research conducted aligns with predetermined priorities. For instance, it focuses on transforming curriculum outputs to correspond effectively with the demands of the workforce. There is an examination and evaluation of how research findings can be integrated into policy formulation.
3. What strategies are used to involve the labour market and the nature of their partnerships with VETs? How are the strategies devised to engage the labour market in partnerships?	Engagement with the labor market involves a structured process incorporating social partners and representatives from various companies. Notably, in some countries, employers actively participate in setting the curriculum, thus fostering direct involvement in the educational framework.

SESSION 3: MESSAGES OF SUPPORT FROM ORGANISED BUSINESS AND LABOUR

DDG Zungu chaired the session and introduced representatives from Business Unity South Africa (BUSA), the Congress of South African Trade Unions (COSATU), the Federation of Unions of South Africa (FEDUSA), the South African Democratic Teachers Union (SADTU), National Professional Teachers' Organisation of South Africa (NAPTOSA), the National Education Health and Allied Workers Union (NEHAWU), and Public Servants Association (PSA) who were attending to offer words of support, encouragement, and comment on the TVET sector.

3.1 Presentations

FEDUSA's Brenda Modise conveyed her message of support, emphasising the aspiration to open gateways to TVET colleges. FEDUSA's endorsement underscores the importance of creating pathways for individuals within the TVET sector.

SADTU's Magope Maphila expressed the organisation's support for the five-year research initiative focusing on the TVET sector. He urged the DHET to improve the quality of teaching and learning as well as that of facilities. He concluded by encouraging more tracer studies to be conducted.

NAPTOSA's Thabo Manne conveyed a message of commendation and support for the colloquium. He emphasised the potential of TVET colleges in instigating societal change by fostering entrepreneurial ventures. Additionally, NAPTOSA emphasised the pivotal role of TVET alumni in shaping the country's economy for the better.

Mr Takalani Ratshilumela from NEHAWU underscored critical issues within the TVET sector, highlighting concerns regarding declining enrolment against the 2030 enrolment target of 2.5 million students. Currently enrolment is at 500 000 students, and it is highly unlikely that the 2.5 million target will be met. He commented that the issue of number capping is central to enrolment challenges. Concerns were raised by the speaker about reported instances of mismanagement and corruption, leading to a substantial financial deficit when the sector and all in the education and training system should be exercising austerity measures. He concluded by reminding the delegates that South African Institute for Vocational and Continuing Education and Training (SAIVCET) that was promised has not been established yet.

The PSA's Reuben Maleka expressed support for the colloquium and encouraged the implementation of the strategies discussed. They raised pertinent questions, questioning why university research dominated despite more than 50 TVET colleges existing. Moreover, concerns regarding the conditions in these institutions, the status of teacher and nursing colleges within TVET sector, the reactivation of dormant colleges, the appointment process of principals, and uniformity in leave policies were also addressed in the message and were also repeated in some of the participants during the question and answer session after the messages of support.

3.1 Key Discussion Points

Some pertinent questions were raised and comments were made from the floor for noting after the messages of support:

- Why are universities dominating the TVET research programme despite there being more than 50 TVET colleges who have staff who work in them?
- Concerns about the conditions in TVET colleges that make them unattractive to academics were raised.
- A key question was raised about the identity of teacher and nursing colleges within TVET sector, and what the role of the TVET sector was in rejuvenating dormant colleges.
- Irregularities in the appointment process of principals and differentiated leave policies within colleges were also raised as key concerns.

The diverse endorsements and perspectives from organised business and labour as well as the discussion points from colloquium participants shows the significance and complexity of issues within the TVET sector. The support messages reflect a collective commitment towards enhancing the quality and efficacy of TVET institutions for the broader benefit of society and the economy. The discussions and insights shared during the colloquium provide a foundational platform for further dialogue and action within the realm of TVET education.

SESSION 4: RESPONSIVENESS OF TVET COLLEGES TO THE WORLD OF WORK

Ms Aruna Singh, the Chief Director of Programmes and Qualifications in the TVET Branch, introduced the theme of the session and the three presenters. She mentioned that each of the presenters had 15 minutes to present and all questions would be posed and answered at the end of all three presentations. She urged participants to also ask questions on Twitter.

4.1 Analysis of Programme Qualification Mix Responsiveness to the World of Work

Dr Kathryn Isdale started by acknowledging her collaboration in the research with Prof Mike Rogan from the Neil Aggett Labour Studies Unit (NALSU) at Rhodes University (RU). Dr Isdale presented an in-depth analysis focusing on the alignment of the Programme Qualification Mix (PQM) in TVET with the demands of the labour market and society. The presentation shed light on critical aspects that bridge the gap between educational pursuits and employment opportunities.

The key highlights of the presentation include:

- There is a dearth of research investigating the alignment between TVET education and the evolving demands of the labour market and society. This gap in research is especially concerning given the high unemployment rates among the youth, with statistics showing a staggering 60.7% for individuals aged 15 to 24.

- Given this context, the primary objective of the research was to offer comprehensive insights into the current landscape of TVET education. The study focused on analysing, amongst other variables, the nature of subjects being studied, the prevailing labour market conditions, and the existing vacancies and their distribution.
- Large data sets from different sources were utilised for analysis. This comprised:
 - 105 833 records from the TVET Management Information System (TVETMIS).
 - 17 049 apprenticeship and 19 107 learnership student records from the Sector Education and Training Management Information System (SETMIS).
 - 191,020 labour force records from the Quarterly labour force survey from 2008 – 2017.
 - 59 474 records from the Department of Employment and Labour (DEL) job opportunity index.

The data drawn from the TVETMIS was for the National Certificate Vocational (NCV) Level 4 and the National Accredited Technical Education Diploma (NATED) N3 and N6 programmes.

The research revealed the following crucial findings in relation to supply:

- Engineering qualifications were pursued by nearly half of the students.
- Two-thirds of NATED National Qualifications Framework (NQF) Level 5 students were pursuing engineering qualifications.
- A majority of qualifications were concentrated at NQF Levels 4 and 5, with fewer at Level 6.

These key findings are captured in Figure 1

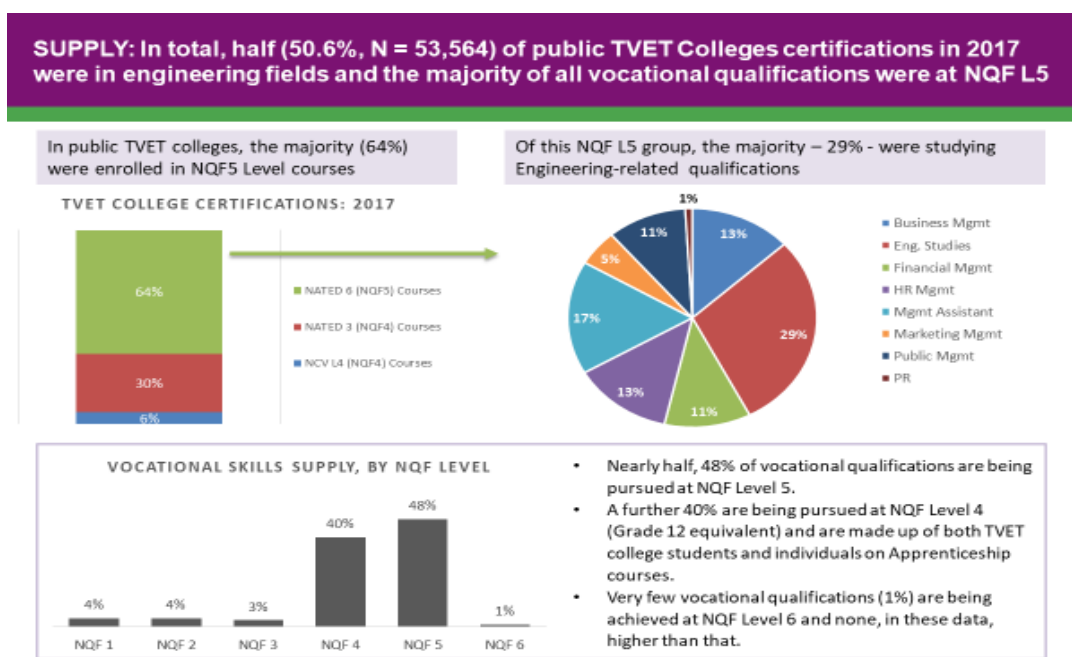


Figure 1: Overview of Supply Side Findings

Source: Kathryn Isdale TVET Research Colloquium Presentation 2023

Regarding labour market dynamics, the analysis highlighted the following:

- A substantial portion of the South African labour force found employment in only three sectors; financial, insurance, real estate & business (37%); community, social & personal services (28%) and wholesale & retail trade (18%).

There is a notable concentration of two-thirds of TVET students was observed in three provinces—Gauteng, KwaZulu-Natal (KZN), and Limpopo—reflecting mismatches between supply and demand.

These results on mismatches are presented in Figure 2.

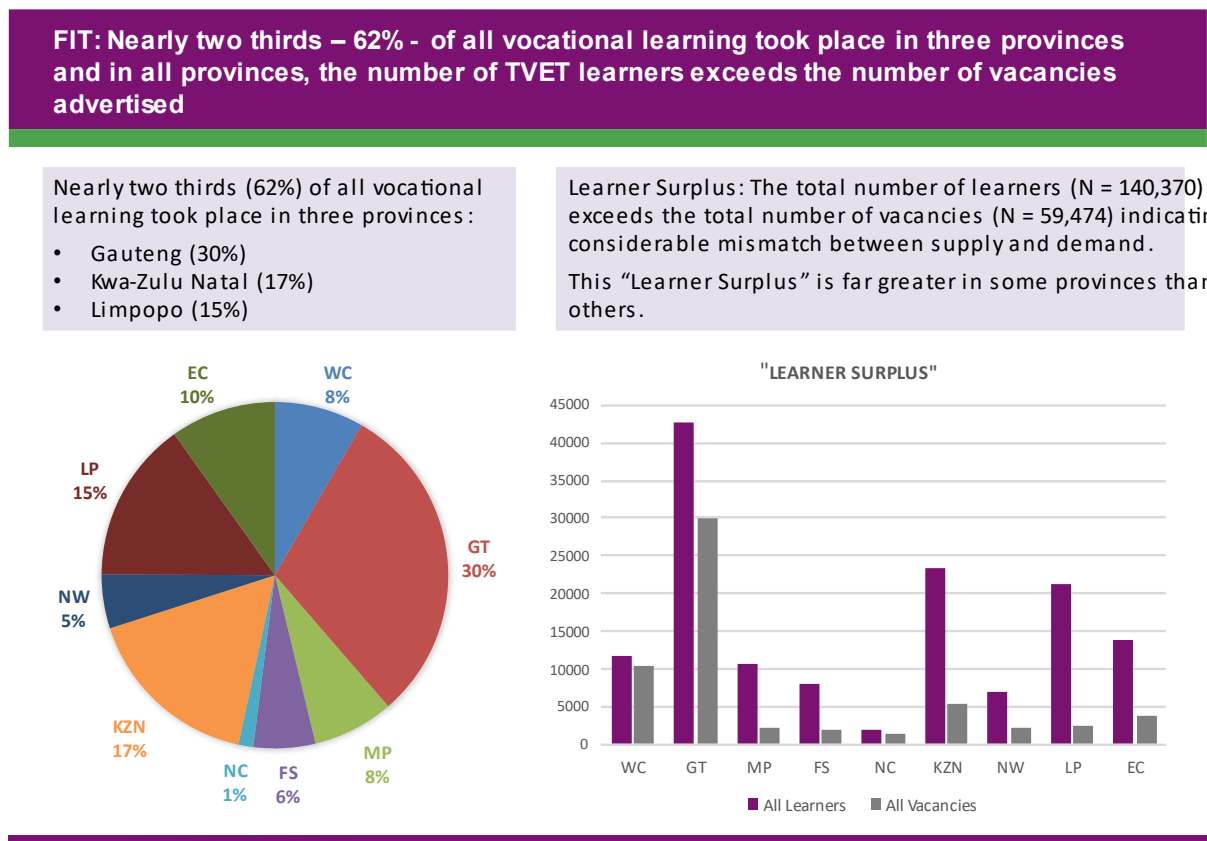


Figure 2: Supply and Demand Mismatches

Source: Kathryn Isdale TVET Research Colloquium Presentation 2023

The study concluded that imbalances included an oversupply of engineers and a shortage of accountants. Dr Isdale emphasised that the existing data should be enhanced, expanded, and centralised to foster better-informed policy decisions and educational reforms. The study exposed the

urgency for a more responsive TVET system that aligns with current employment needs. The insights should pave the way for future strategies to bridge the gap between education and the demands of the evolving workforce.

4.2 Geographic Information System Mapping

Mr Brian Civin from AfriGIS presented on the utilisation of Geographic Information Systems (GIS) in analysing and mapping data pertinent to TVET. Despite AfriGIS not being an academic institution, its core function lies in locating and analysing data, playing a pivotal role in data-driven insights.

The primary objective of their project revolved around discerning the commercial and industrial landscape, focusing on both the supply and demand aspects. Mr Civin stressed that solutions derived from this analysis might not universally apply across regions due to regional variations. A crucial aim of the research was to gauge the potential uptake of TVET colleges by identifying the likelihood of their integration within specific catchment areas. The overview emphasised the prevailing trend of skills uptake from TVET institutions.

Several pertinent questions emerged from this research initiative including absorption rates, the relevance of acquired skills, and whether geospatial analysis could ascertain ideal location profiles for TVET colleges. Moreover, the dynamic nature of society, exemplified by the emergence of Information Technology (IT) hubs, was not considered at the project's inception. As such, the data presented in the report was described more as indicative rather than conclusive, primarily because of the continuous societal changes.

Mr Civin also emphasised the necessity of studying the impact of the skills imparted by TVET institutions. He highlighted that some catchment areas lack the requisite infrastructure to support the demands of the 4IR.

In conclusion, Mr Civin's presentation exposed the intricate process of utilising GIS for analysing TVET data, while also highlighting the ongoing nature of the study, the dynamism of societal changes, and the necessity for a deeper understanding of the impact of TVET skills within various regions and economic landscapes.

4.3 Destinations of TVET College Graduates

Dr Tamaryn Friderichs from NALSU at RU presented the study on the destinations of graduates from TVET colleges, a study that was conducted in collaboration with Prof Mike Rogan also from NALSU. The study investigated the role of TVET colleges in preparing students for the world of work, its impact on socio-economic development in SA, and its contribution to equipping individuals with skills for employability.

The tracer study tracked a random stratified sample of 2018 TVET students from business studies and engineering (n = 14 700) and 3 879 students from services and production, all at NCV levels 4 – 6. Twelve qualification categories were included. Data was collected through a telephonic survey.

The study found gender disparities by field of study, with fewer female candidates in engineering and a higher representation in business studies. However, a significant percentage of both male and female completers across all fields of study were unemployed, with Limpopo, Mpumalanga, and KwaZulu-Natal recording the highest unemployment rates. A comparative analysis of absorption rates of NCV Level 4 qualifications revealed better prospects for engineering graduates as compared to business studies graduates. There were higher unemployment levels among females in the youth demographic (15 – 24 and 25 – 39 age groups).

Most graduates perceived their qualifications as relevant, and those involved in work-based learning highly recommended the programme. Earnings were reported to be higher for NCV business and engineering graduates as compared to services and production graduates (see figure 3). Furthermore, TVET graduates had better employment outcomes compared to those who did not pursue further education. However, despite these findings, the overall outcomes for TVET graduates were considered disappointing, particularly when compared to graduates from Higher Education Institutions (HEIs), who exhibited higher employment rates.

Earnings by qualification

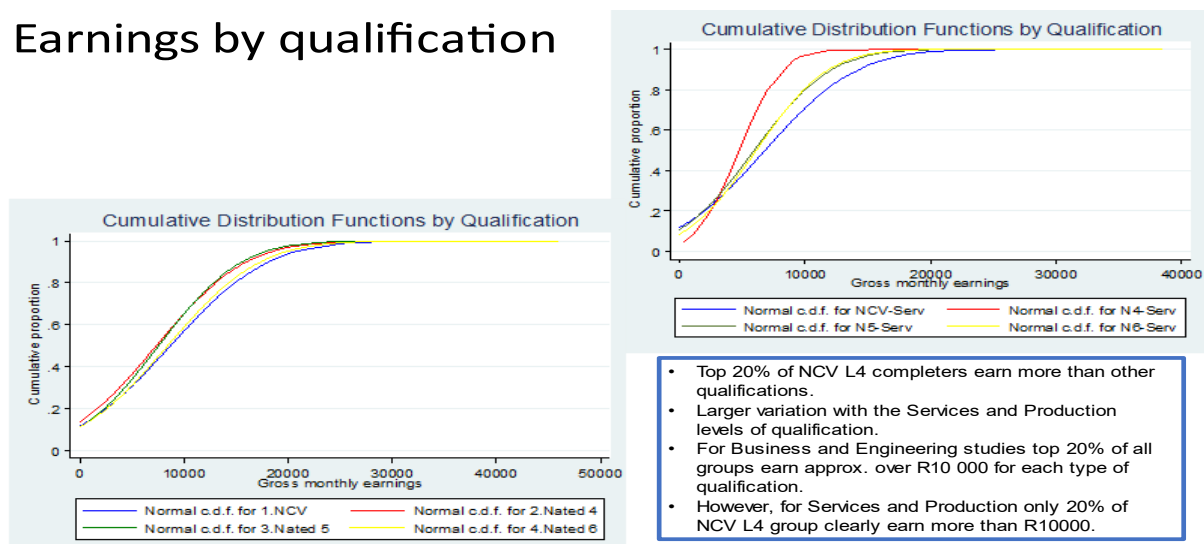


Figure 3: 2018 TVET Completers Economic Status by Gender

Source: Tamaryn Friderichs, TVET Research Colloquium Presentation 2023

Earnings (or wages) is another indicator of job quality. The reported monthly earnings between levels of qualification showed no significant differences within the Business and Engineering studies

sample. The NCV L4 group had the highest monthly mean wage (R8 903.24), followed by the N6 group, which had a mean of R8 588.16. The N4 Engineering and Business studies group experienced the lowest mean (R7 470.11). Although it was expected that the N6 sample group would dominate earnings - this was not clear from the data.

To illustrate further the earnings comparisons, Figure 3 plots the cumulative distribution of monthly earnings for each qualification level for the Business and Engineering completers²⁵. At the lower end of the earnings distributions, there was substantial overlap between the different groups of completers and this was likely due to similarities in wages (or stipends) among interns, apprentices and learners. The highest earning groups of completers are the NCV L4 and N6 groups with the top 5% earn roughly R21 000 and R20 000 respectively per month or more. Although differences were not significant the N4 and N5 qualifications were the two lowest earning qualification groups as indicated in Figure 3.

The study provided valuable insights into the destinations and outcomes of TVET graduates, highlighting the relevance of the qualifications, WBL, and employment rates. It also highlighted the persistent challenges within the TVET sector, emphasising the need for continuous improvement to enhance employment prospects and align with the successes seen in graduates from HEIs.

4.4 Key Discussion Points

The questions and issues of clarity reflected in Table 2 were on the tracer study and the PQM responsiveness study.

Table 2: Session 4 Questions, Clarifications and Answers

Question/Clarification sought	Response
1. The reality in SA is that more young people are not entering the formal sector, should TVETs not focus on the informal sector?	Mr Civil agreed that there is a need to map out the informal sector, but a sense of where to begin doing this is needed.
2. NCV and NATED absorption rates are the same, was there a study on the duplication of qualifications and what was the impact on absorption rates?	Dr Friderichs acknowledged that there can be a duplication of qualifications.

3. What is the source of data: from formal compared to informal data?	Dr Isdale indicated that there is a lot of missing data in terms of the qualifications required in job opportunities.
4. What were the data constraints from a provincial perspective? What was the impact of constraints of data such as cross province migration?	Dr Friderichs reported that there was no information to distinguish in which province students went to college versus the province where they were working. There is limitation from the data that exists. It should also be borne in mind that the students completed in 2018 and were only interviewed in 2023.

SESSION 5 FACTOR AFFECTING TVET STUDENTS' PERFORMANCE

The Session Chair, Mr Themba Msipha, the Chief Director for System Planning and Institutional Support in the TVET Branch at DHET introduced the theme of the session and the presenters. Professor Lesley Powell and Dr Francis Muronda did a joint presentation because of the synergies in their studies.

5.1 Research on TVET Students and Issues regarding National Student Financial Aid Scheme Bursaries

Prof Powell, from the UCT, together with Dr Muronda from NMU, presented their research on the critical aspects of student access and demand for TVET within the context of SA's educational landscape. The presentation primarily concentrated on data collected from online applications in six TVET colleges, shedding light on several pertinent issues related to student enrolment, performance, and the impact of the National Student Financial Aid Scheme (NSFAS).

The discussion commenced with an exploration of TVET's position within the broader educational system, emphasising its role in addressing unemployment and poverty. Prof Powell stressed the imperative for TVET institutions to be highly responsive to the economy while advocating for social justice by actively combating poverty through tailored educational approaches. Furthermore, the presentation pinpointed the pivotal role of TVET in equipping students with the requisite skills essential for employability in contemporary job markets.

An integral component of the study scrutinised the NSFAS, which the presentation highlighted as creating disjuncture within the system, through for example discrepancies in application timelines and misalignments between application deadlines and the release of examination results. This led to instances where students enrolled in programmes that were either unavailable or already filled, thereby exacerbating issues of insufficient programme options and inadequate sensitivities to student

needs. The presentation noted the alarming trend of non-utilisation of NSFAS funds despite students' dire financial need. There was a call for urgent reforms to ensure effective financial support for students.

The presentation exposed concerning trends such as low pass rates and discrepancies in course outcomes across various programmes. The disparity in academic performance underscored the multifaceted nature of poverty alleviation, which cannot be addressed through a singular approach. The presentation highlighted the disparity between the intended expansion of enrolments and the stark reality of declining or capped admissions. Notably, the data suggested inadequate uptake in TVET programmes and facilities, pointing towards systemic issues affecting accessibility.

The complexity of defining poverty and its correlation with education was discussed, underlining the multi-dimensional nature of poverty that extends beyond financial limitations. The adverse effects of unreliable NSFAS payouts were elucidated, which not only impacted academic pursuits but also led to societal issues such as transactional relationships, increased crime rates, mental health challenges, and the erosion of students' dignity.

In conclusion, the presentation highlighted three critical findings:

- Given the number of youth Not in Education, Employment or Training (NEET) the PSET system does not have the capacity to absorb all students who would require a post school qualification.
- It is universally agreed by staff and students that NSFAS is not working. The recommendation is that if NSFAS is dispensed with because there is free education in TVET, students would be saved from all the stress related to NSFAS.
- Academic performance is a multifaceted dimension rather than a singular issue involving not only the college and the lecturer but college-based factors, student based factors, internal and external factors.

5.2 Centres of Specialisation Programme Mid-Term Evaluation

Ms Zulaikha Brey, from DNA Economics, presented on the progress and challenges faced within the Centres of Specialisation (CoS) Programme. The CoS Programme aimed to establish specialised centres to bridge the gap between labour market demands TVET. This initiative targeted 13 specific trades: automotive motor, mechanic, boilermaker, bricklayer, carpenter and joiner, diesel mechanic, electrician, fitter and turner, mechanical fitter, millwright, pipe fitter, plumber, rigger and welder.

The presentation stressed the critical importance of the CoS programme in addressing various deficiencies within the artisanal landscape, primarily the shortage of skilled artisans and the prevailing

issues in the quality of artisanal training. The weaknesses inherent in the current artisanal system require urgent revamping of the system for better efficacy.

The objectives of the evaluation encompassed assessing progress made thus far and drawing valuable lessons from the implementation process. The CoS programme's significance in achieving both quantitative and qualitative objectives was emphasised. The study specifically explored the relevance, appropriateness and efficiency of the CoS and it revealed several inefficiencies in the program's design and implementation. The presentation shed light on the complexity of the cost structure, noting that certain aspects of the costing remained unclear. Moreover, there were concerns regarding mixed messaging in the curriculum design, leading to delays in materials development. The need for mentoring and upskilling of facilitators emerged as crucial requirements for effective programme delivery.

Another key aspect highlighted in the presentation was the need to enhance the capacity of TVET colleges. Despite progress, there were identified gaps in specific areas, compounded by challenges in the reporting structure, which lagged programme implementation.

One of the persistent challenges observed was the difficulty in securing employers in rural areas, where training initiatives were being conducted. Ms Brey noted the discrepancy between the three-year training cycle of the programme and the one-year funding structure, indicating a significant misalignment that could hinder sustained progress, especially in rural settings.

To conclude, Ms Brey's presentation exposed both the accomplishments and the hurdles encountered in the CoS Programme. While acknowledging its pivotal role in addressing artisanal workforce deficiencies, the evaluation accentuated the need for streamlined costing structures, curriculum refinement, enhanced capacity-building measures for TVET colleges, and addressing the challenges of rural employer engagement and funding duration discrepancies. These insights provided valuable lessons for optimising the CoS programme's effectiveness and ensuring its alignment with the objectives of skilled workforce development in SA.

5.1 Key Discussion Points

During the discussion, several pertinent questions were raised, each shedding light on critical aspects of various educational programmes and initiatives. There was a request for free education for all students. The responses provided by the presenters offered valuable insights into the challenges and considerations within the educational landscape.

Table 3: Session 5 Questions, Clarifications and Answers

Question/Clarification sought	Response
1. Is there any awareness that about 22% attend private colleges and is that factored in the analysis of TVET enrolments?	Prof Powell noted that the data was drawn from public TVET colleges.
2. The effectiveness of occupational training in the Centers of Specialisation was brought into question	Ms Brey noted that final outcomes have not yet been established and these would be established in due course when the project has established itself more fully.
3. What is the correlation between external factors associated with NSFAS and the emerging trend of transactional sexual relationships involving students?	<p>Prof Powell and Dr Muronda responded that while NSFAS has contributed to a shortened academic year, it has also inadvertently created alternative income sources for students, leading to the phenomenon of "professional students".</p> <p>The failures of NSFAS have led to transactional sexual relationships: initially the study was not aiming to uncover these dynamics but they came up in other areas of the study that led to their inclusion.</p>
4. NSFAS has cascading effects. What are the remedial strategies required?	Prof Powell acknowledged the benefits of NSFAS to students. However, the presenters highlighted there is need for research delineating the specific impacts of NSFAS on students, including outlier cases.
5. A suggestion was made importance of supporting quality assurance managers through exposing them to colloquium presentations to empower.	All presenters agreed that sharing presentations can enhance collaboration and knowledge dissemination among stakeholders.

SESSION 6: PARALLEL COMMISSIONS

Colloquium participants chose from three parallel commissions and they moved to their respective venues for deliberations. Each commission had three presenters for a specific theme.

6.1 Commission 1: Perceptions and Realities of TVET Colleges

In introducing the session, Mr MacFarlane, the Commission Facilitator from the Quality Council for Trades and Occupations (QCTO), emphasised that perceptions and realities are important to understand the TVET sector within the context of purpose of TVET, which is to train students for the world of work. With this opening remark, Mr MacFarlane introduced the presenters for the session.

6.1.1 Student Sentiment Analysis

Prof Liezel Cilliers presented the study jointly conducted by her and Prof Viljoen from UFH, by video recording as she could not attend the colloquium in person. She mentioned that the primary aim of the study was to analyse the attitudes and sentiments of TVET college students towards their colleges, as expressed on the three most popular social media platforms commonly used by people of their age group, i.e. Facebook, Instagram and twitter. The objectives of the study were:

- to examine how the TVET colleges are using their social media pages;
- to determine the volume and distribution of posts on TVET colleges social media pages;
- to determine the sentiment of the content of the TVET colleges pages; and
- to make recommendations on how TVET colleges can better use these social media pages to inform and improve their brand recognition.

All 50 TVET colleges in SA were included in this study although not all had a social media presence on Facebook, Twitter (now called X) and Instagram. Analysis was conducted from January 2019 to June 2020 and includes the start of COVID-19 pandemic and included retrieving 350 665 mentions from the colleges' Facebook pages. Colleges utilise platforms such as Facebook, Twitter, and Instagram, with a specific emphasis on posts related to internships and job opportunities, which garnered the most engagements. Many of the posts were about the course subjects that were offered at the college, including the application process and registration process. Most of the comments on the Facebook pages were neutral, indicating that students are using Facebook to ask questions and neutral information - 36.6% were positive while 5.9% were negative. General positivity was around course and application process around engineering and tourism studies. The focus on course subjects, application process, and registration process suggests that these topics are of interest to the audience, leading to increased engagement with the posts.

Thirty-six colleges had Twitter (now called X) accounts that varied in terms of activity. More than 75% of Gauteng, Free State and Western Cape Colleges were active on Twitter, while only 25% of Eastern Cape and KZN colleges had a Twitter account. The highest engagement was recorded in Ehlanzeni and Capricorn colleges and they also recorded the highest negative sentiments. Tweets that generated most negative comments were regarding NSFAS and delays in payments. Challenges with the application process for internships and job opportunities were also evident.

Many colleges use Twitter to generate information. Only two colleges have Instagram accounts. Tweets were categorised into three sentiment categories: (a) neutral 93.9%, (b) negative 3.6% and (c) positive 2.5% sentiment.

Most colleges had registered their profiles as business accounts as its beneficial in terms of adding their business address. Only 37% of the colleges actually included this info.

Topic analysis showed that the colleges use Instagram to connect with their students through posts, provide generic information and share what is happening on their campus to build their brand through exposure. Colleges reposted info from government.

The presentation concluded by making the following recommendations to improve the efficacy of social media:

- Develop a social media policy;
- Develop coordinated communication strategies;
- Clear objectives for each platform;
- Verification and authentication;
- Create student communities; and
- Create feedback loop.

6.1.2 Rural/Urban Classification

Mr Matungoe Chidi, from MAS, reported on the project to develop a defensible typology to categorise TVET colleges in SA based on their socio-economic contexts. This classification would be more robust than the duality of urban and rural historically used to classify TVET colleges, which was not empirically derived. The study focused on the external environment of the colleges and not on internal factors. A literature review was conducted which showed strong evidence that multidimensional was useful. The literature proposed three dimensions for a classification system: geography, industry, and socio-economic conditions. The following indicators were agreed in relation to these dimensions:

- indicators linked to the “geography” dimension are population **density, municipal classification and rates income of municipalities;**
- the indicators linked to the “industry” dimension are **GVA (Gross Value Added) and regional unemployment;** and
- indicators for the “socio-economic” dimension, were derived from the South African **multi-dimensional poverty index.**

The latest available data on these indicators was sourced from Statistics South Africa (Stats SA), Quantec, municipalities and National Treasury. Using this data, a 5-point scale (1-5) was developed and used to measure where campuses could be placed and the scores for campuses were computed to come up with a score for a college, termed the development score. Developmental scores range

from 1- 5 based on the averages across the different campuses. There were colleges with a score of 0.9 (lowest level of development) and there was little economic activity happening around these colleges. The developed college campuses would score 3.39 and these colleges have major cities and the colleges that have a score of 4-5 are colleges in major metros. Figure 4 provides an overview of the developmental scores of all the campuses.

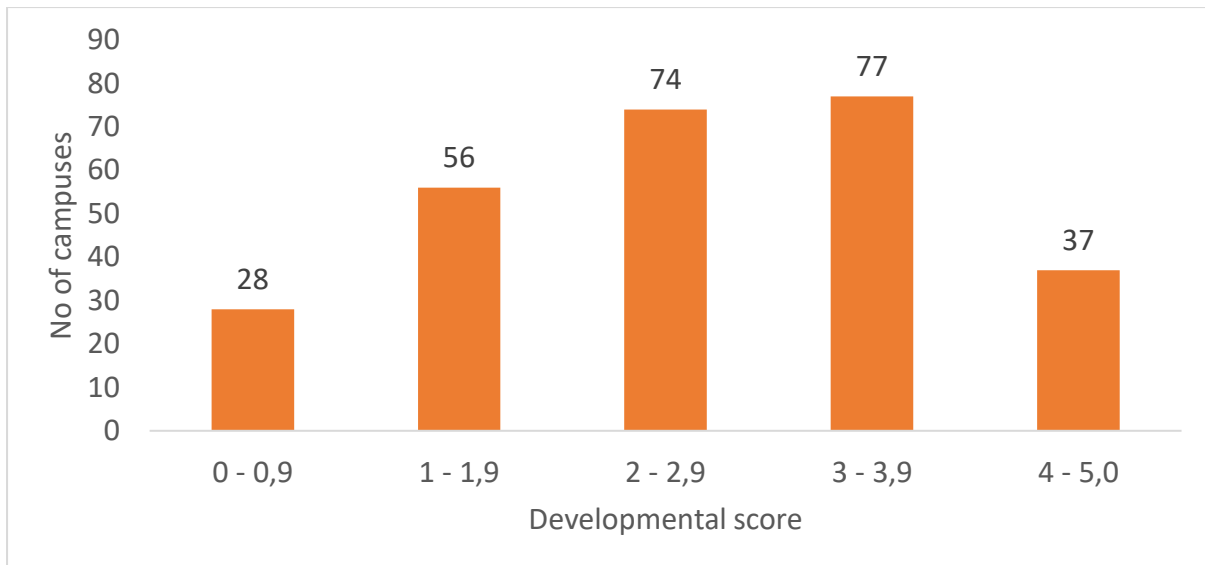


Figure 4: TVET College Campus Developmental Scores

Source: Matungoe Chidi, TVET Research Colloquium Presentation 2023

In terms of validating the model, researchers from MAS spoke to managers in the DHET, engaged with different employees of the TVET colleges and got input, for example, some issues were raised about the indicators and infrastructure (IT). Despite the contestations, which are a valid way to improve the model, the classification model was empirically derived, and it is defensible.

To conclude, Mr Chidi recommended the following:

- Data captured in the classification model can be supplemented with data from other research commissioned by DHET, e.g. supplementing data from municipalities in the “**feeding area**” of **each campus** with data from municipalities in the catchment area.
- In keeping with design-based principles, the model needs to be updated on a regular basis.

6.1.2 Employer Perceptions of TVET College Graduates and Curricula

Ms Bina Akoobhai, from SSACI, presented research on employer perceptions of TVET college graduates and the relevance and applicability of TVET curricula. The study was based on a survey of 1 453 employers whose contact details were provided to SSACI by SETAs, employer bodies and TVET colleges. Data was collected from 295 employers.

The study found that employers prefer students who are balanced with good academic achievements who possess “soft skills” such as communication, problem-solving, and interpersonal skills. They are looking at the attributes that students come with. Desirable personality and behavioural traits are given more weight than technical knowledge specific to job tasks. Hiring managers in SA find it harder to find candidates with the "right attitude" than those with the "right skills." Employers emphasise the importance of a strong work ethic and teamwork. Other important skills that are valued include computer skills, financial management, project management, and time management.

Regarding perceptions of employers about the TVET curricula, some employers surveyed believe it is possible for the college programmes to meet the needs of the employers broadly. The importance of Work Integrated Learning (WIL) was emphasised, with employers emphasising that you learn by doing. There is also a perception that programmes should be developed in partnership with employers so that they are responsive to employer needs. However, there are some employers who suggested that the curriculum is outdated, and the lecturers do not have industry experience and need to go into the workplace and have a look at the current trends.

In conclusion, Ms Akoobhai indicated that foundational and soft skills of TVET graduates is poor. She recommended that sector-based research on employer perceptions of TVET graduates is required to determine the nuances of the skills required for the various sectors. Further, it would be beneficial for colleges to engage with employers to determine which soft skills that are important to and valued by them.

6.1.3 Key Discussion Points

Three questions were posed focusing on the classification model and perceptions of employers, as indicated in Table 4.

Table 4: Session 6 Commission 1 Questions, Clarifications and Answers

Question/Clarification sought	Response
1. What is going on in terms of allocation of resources in terms of the classification of colleges?	Mr Chidi responded that there is a funding model used to allocate funding to different colleges. The key challenge is with NSFAS which needs an approach to utilise the model well.
2. If college classification is based on campuses, what is the proposal on spreading the funding? How do we go about working around the allocation of funding?	Mr Chidi responded that the development of the model started at campus level. In terms of the proposal this is an ongoing discussion, there are factors like student population that also must be taken into account.

3. Which industries were the employer perception surveys sent out to?

Ms Akoobhai responded that it was not diverse industries and therefore the findings are not representative.

6.2 Commission 2: Partnerships – Public and Private, Employment and Self-Employment

The facilitator for commission 2 was Mr PK Naicker from the Fibre Processing and Manufacturing Sector Education and Training Authority (FP&MSETA). He introduced the theme of the commission and the three presenters.

6.2.1 Partnerships between TVET Colleges and the World of Work

Dr Penelope Engel-Hills, from CPUT, reported that she collaborated with Prof Chris Winberg (also from CPUT), and Ms T Njengele on the project. A survey and focus groups as well as a review of 14 college websites across all provinces constituted the data collection methods. The survey and focus group sample included all 50 TVET colleges across the nine provinces, and 21 colleges participated. The survey and focus group respondents included college officials, such as college principals, deputy principals of partnerships, industry liaison officers, and placement officers.

In relation to the purpose for partnerships, the study found that this included student development, lecturer development, programme and institutional development, and industry, regional, and national development. Most partnerships are initiated by college placement/ WIL or career guidance officers. A small percentage of partnerships are initiated by college deputy principals or industry partners. Only one college reported that their partnership was initiated by industry. The study also found that successful partnerships in a diverse and dynamic landscape require flexibility and adaptability and that there is a no one-size-fits-all approach to partnerships. Importantly, the purpose of the partnership impacts its identification and initiation.

A process pathway for the administration and management of industry partnerships was developed in this study which involves pre-partnership planning, partnership initiation, partnership building and maintenance, partnership monitoring and evaluation, and a bigger picture approach.

In conclusion, Dr Engel-Hills recommended the following:

- Pre-partnership planning, partnership initiation, partnership building and maintenance, and partnership monitoring and evaluation are requirements for successful partnerships.
- A bigger picture approach and the role of an advisory committee should be considered.

- Regular reporting is important.
- The cost/risk to benefit for partners should be evaluated.

6.2.2 Rethinking Policy for Private Colleges

Dr Veerle Dieltiens, from MAS, shared research whose aim was to investigate whether there is a rationale for the DHET to support private colleges. The research methods included desktop research, an international review, analysis of DHET statistics, a survey that yielded 48 responses (18% response rate), website analysis of 290 colleges, and interviews with ten private colleges.

She indicated that supporting private colleges is controversial, and conventional policy treats public and private colleges as separate entities although there is overlap in practice, with public institutions involved in for-profit training and private institutions working towards public benefit goals. She suggested that private colleges could potentially improve access to vocational training by increasing the number of students or offering a wider range of occupational options.

The main findings of the study are:

- The number of new private colleges has been steadily increasing since the 1990s, indicating growing demand.
- The survey analysis showed that in 2021, private colleges enrolled about 13% of college students, down from a high of 25% in 2018.
- If occupational qualification students are excluded, only 10% of all students were enrolled in private institutions in 2021.
- Female students were over-represented between 2010 and 2013, but by 2020, there were 6% more male students than female students in private colleges.
- In 2022, 74% of students in private colleges were black African, significantly lower than the 92.8% in public TVET institutions. This highlights the significance of NSFAS in expanding access.
- Private colleges are more likely to enrol older students and have 2% – 3% foreign students, with a third of them being Zimbabwean.
- In 2020, 390 students with special needs were reported in private colleges.
- The most popular N6 programmes in private colleges were Art and Design, Business Management, Clothing Production, Educare, and Engineering Studies.

Dr Dieltiens concluded her presentation by revealing that private colleges provide access to vocational education for students who do not qualify for NSFAS. As a result, most private college students are self-funded, and there are few available bursaries. The private colleges are essential for meeting TVET enrolment targets and counting private college students towards national targets and implementing

a voucher system to expand access to those who cannot afford the fees at these colleges are potential strategies to incentivise these colleges to contribute to national targets. Public-Private Partnerships (PPPs) could be beneficial for sharing resources and expertise between public and private colleges. Private colleges seem to be more successful with industry partnerships and their entrenchment within industry could benefit public TVET colleges.

The recommendations from the study are:

- Monitor and count private college student numbers against National Development Plan (NDP) and WP targets as this does not seem to be the case currently.
- Explore PPPs as a mutually beneficial approach for resource and expertise sharing between public and private colleges.

6.2.3 Entrepreneurship Development in TVET Colleges: A Situational Analysis

Ms Shanita Roopnarain, from SSACI, informed the participants that the aim of her research was to evaluate how entrepreneurship education and initiatives at TVET colleges enable students to launch and manage businesses. The study also had a secondary aim to propose measures to amplify entrepreneurial activity on campuses.

The primary objectives of the research were to identify obstacles preventing TVET graduates from successful business ventures and formulate recommendations to foster entrepreneurial activity on campuses. The key research focus areas included defining effective entrepreneurship education, comparing TVET college entrepreneurship curriculum with international standards, examining the environment for entrepreneurship education at TVET colleges, and analysing the current state and needed support for Centre for Entrepreneurship and Rapid Incubator (CfERIs).

The research utilised a descriptive research design, focusing on describing the state of entrepreneurship education without making causal links. Data collection methods included literature review, interviews with various stakeholders, surveys, and case studies.

The study discovered that there are limited course offerings in entrepreneurship-related subjects, and that there is need for practical application within the curriculum. There are also gaps in lecturer expertise, challenges with student engagement and attitudes, and lack of policy and structural support. and best practices in entrepreneurship education through case studies.

The findings related to CfERIs include operational challenges faced by the hubs, the need for support through partnerships and enhanced marketing efforts, stability for hub staff, the need for curriculum

overhaul and lecturer training, and the potential of the CfERI model to produce sustainable entrepreneurs.

The study recommends including the establishment of a comprehensive policy framework, the creation of dedicated entrepreneurship divisions in TVET colleges, fostering industry collaboration, expanding resource accessibility for students, and enhancing and integrating the entrepreneurship curriculum.

6.2.4 Key Discussion Points

Three key questions were posed during the question and answer session:

Table 5: Session 6 Commission 2 Questions, Clarifications and Answers

Question/Clarification sought	Response
1. Would the proposal to make TVET colleges free be considered for private colleges?	Dr Dieltiens responded that this is highly unlikely as private colleges are fee paying. However, as they mostly enroll black students and public TVET colleges are not meeting the demand, public funding could follow the students to these colleges based on the proposal for a voucher system.
2. Did the industry partnerships project only focus on peri urban colleges?	Dr Engel-Hills indicated that the researchers did not seek to focus on any geographical region. The responses were quite a spread.
3. How many partnerships are successful in linking college and industry?	Dr Engel-Hills responded that each college mixed results, with successful and unsuccessful partnerships in the same college.

6.3 Commission 3: Teaching, Learning and Assessment in TVET

Prof Papier was the facilitator for this commission, and she introduced the theme of the commission and presenters at the beginning of the session.

6.3.1 Quality of Learning and Teaching in TVET

Dr Seamus Needham, from IPSS at UWC, presented the study on quality of learning and teaching which focused on best practices in teaching and learning. The research objectives were to gather evidence on pedagogies that enhance learning, success, best practice and use of specific methodologies and technology. The study was motivated by the low perception of TVET colleges. It was felt that looking at and communicating best practices would change perceptions and public sentiment about colleges, encouraging the public to take the colleges more seriously.

Fourteen colleges considered to be performing well were sampled for the study. The research methods included a literature review, a survey of TVET students' and staff's experiences of teaching and learning, and focus group interviews with both students and staff exploring the same issue in depth. The survey data has been analysed, interviews and focus groups had been completed and data was being analysed for write up.

These preliminary results are drawn from the survey:

- The surveyed colleges are making use of technology in the curricula.
- There is a strong focus on competencies.
- The curriculum is learner centered.
- Quality workshops support practical learning.
- Learning environment is conducive in most colleges.
- College leadership is mostly efficient, effective and motivated, transformational and flexible.
- Students mentioned the importance of practical examples spoken that help them understand the work.
- Students emphasised peer learning as useful for their understanding of their college work.
- Lecturers with industry knowledge were regarded as better at teaching.
- Textbooks are regarded as highly beneficial.
- Smartboards are central and more investment in technology is required.
- Although the study was on best practice, students tended to focus on problems rather than positive aspects, for example, some expressed the sentiment that colleges focus on teaching for the exams and not real work situations. There were also complaints about unreliable Wi-Fi access.

6.3.2 Assessment in TVET Colleges

Prof James Garraway, from CPUT, shared findings of a desktop study that assists TVET staff to analyse assessment practices. The purpose of the study is to create a prototype framework of best practices in assessment. The framework presents a preliminary analysis of assessment practices, focusing on the three fundamental principles of CBA: authenticity, holism, and reflexivity.

The study suggests that a robust version of Competency-Based Assessment (CBA) can effectively reshape TVET assessment, rather than focusing solely on technical aspects. CBA approaches in vocational education help planners and practitioners design assessments that predict students' workplace coping abilities. These assessments must consider social and material variances of authentic work situations, ensuring competence and responsiveness in students' learning and responsiveness to various circumstances.

The analysis of Assessment Guidelines in Computer Programming, Electrical Workmanship, and Renewable Energy Technologies reveals that current NCV documents do not significantly address CBA principles. As a result, implementing CBA requires reworking guidelines, ensuring adequate assessment resources and mechanisms, and staff development in assessment.

The starting point was the Umalusi critique of current assessment practices which emphasises insufficient cognitive challenge, lack of practical application, limited creativity, and need for better feedback and task design. The research project focuses on CBA, which focuses on atomistic technical skills, attitudes, and knowledge in real-world work contexts. Critics suggest implementing CBA in policy documents, bottom-up work with staff, and using role plays, simulations, and cases. CBA focuses on complex real work challenges, combining theory and practice. Principles include authenticity, content reality, and physical conditions. Tasks should be holistic, requiring students to reflect on issues and their own work. Prof Garraway emphasised the need to work with staff to ascertain their needs in assessment as one-size does not fit all.

6.3.3 Practical Work in TVET Colleges

Professor Chris Winberg, from CPUT, presented on a study that focused on practical work in TVET colleges, examining collaboration and outcomes. It applied a social realist theory, encompassing contextual, procedural, applied, and theoretical knowledge. The aim was to create a practical guide, not a theory-based model, through lecturer interviews in 16 colleges across six subjects. A framework was developed that outlines key actions and evaluative questions for evaluating practical work, focusing on students' theoretical, applied and technical knowledge, and engagement in practical activities. In the study, lecturers were in agreement with the view that the NCV curriculum is not practical and very divorced from what is happening in industry and what students will be doing when they qualify.

Despite the challenge of a theory heavy NCV as mentioned by lecturers, the study identified some positive aspects about the NCV. It found that the NCV curriculum shows evidence of a high level of cognitive demand and conceptual development, preparing students for further study. Some lecturers are contributing to creative teaching and student engagement, and some are linking education to the workplace because they have a strong sense of the theory/practice chasm.

Curriculum and pedagogy challenges include unclear practical outcomes, outdated curricula, and limited industry involvement, while pedagogy issues include uneven student experiences, resource scarcity, and difficulty in implementing practical tasks.

The study recommends enhancing curricula by clarifying practical outcomes, streamlining learning, addressing conflation of learning outcomes and assessment criteria, enhancing outcomes, aligning with industry standards, and committing to regular updates of the curriculum. Lecturer training is needed to improve pedagogy.

6.3.4 Key Discussion Points

The questions and responses in Table 6 highlight the culmination of the commission 3 presentations:

Table 6: Session 6 Commission 3 Questions, Clarifications and Answers

Question/Clarification sought	Response
1. The sample subjects for the practical work study are NCV. There is disagreement with the assertion that the curricula are outdated as the NCV has just been updated.	One of the participants agreed that there is an outdated curriculum as this came out strongly at one of the summits. Lecturers try to make the curriculum work.
2. What recommendations are there for support?	Prof Winberg responded that the curriculum is a mismatch to what is happening, for instance there was no textbook for IT. More support than training is required. Universities are designing a curriculum earmarked for TVET teaching and learning.
3. When you base your assessment on criteria you embrace diversity, what is the meaning of the findings?	Prof Winberg responded that assessment of practical work in the workplace is required. She reported that there is rich data from the lecturers that the outdated curriculum acts as an impediment. Lecturers cannot develop soft skills such as client engagement. There should be an acknowledgement of the efforts of the lecturers in training themselves. The curriculum is a mismatch to what is happening, for instance there was no textbook for IT.

SESSION 7: OPENING AND CONTINENTAL TVET PRESENTATION

7.1 Welcome and Introductions

The DDG for Planning, Policy and Strategy at DHET, Ms Gasa, who was the Programme Director for Day 2 opened the colloquium and chaired the session on the continental presentation. She tendered her apologies for missing Day 1 of the colloquium because of her mandated duties at parliament's portfolio committee. She commended the commitment displayed by the colloquium participants who

continued deliberations well beyond 17h00 to achieve the colloquium's objectives. DDG Gasa highlighted the proceedings of Day 1 and noted that the agenda for Day 2 of the colloquium would continue to delve deeper into the research findings of the TVET research programme to provide a comprehensive understanding of the advancements, challenges, and opportunities within the TVET sector.

7.2 Continental Developments on TVET

Dr George Afeti, from Skills Initiative for Africa (SIFA), presented on skills initiatives that are African led and centred around the most significant developments within TVET in Africa. It emphasised the pivotal role of multi-country collaborations in establishing a resilient TVET sector, characterised by peer learning, benchmarking, and their resulting successes. The presentation specifically focused on five notable multi-country collaborations, namely: the East Africa Skills Transformation (EASTRIP), Better Education for Africa's Rise (BEAR), Partnerships for Skills in Applied Sciences, Engineering, and Technology (PASET), African Centre for Economic Transformation (ACET), and Skills Initiative for Africa (SIFA).

The EASTRIP initiative involves three countries: Kenya, Ethiopia, and Tanzania. It is an establishment of 16 TVET Centres of Excellence, with its emphasis on priority sectors including transportation (with a focus on the railway system in Ethiopia) and power and energy.

BEAR is a development programme based on United Nations Educational, Scientific and Cultural Organization (UNESCO's) strategy, concentrating on skills development, inclusivity, and African-focused education. Multiple countries across regions in Africa are benefiting from this initiative.

PASET consists of an investment of \$2 million for skills development. Its focus is on building a skilled workforce through lifelong learning. It works on urging universities to concentrate on skill continuity which will benefit the TVET space. Universities and TVET colleges have the potential to foster mutually beneficial relationships. Notable are regional initiatives including EASTRIP and forums dedicated to skill development. PASET does not aim to take away from them, instead to add on to them.

ACET's main endeavour is acknowledging TVET as a critical component for economic transformation. Leading research on how TVET can accelerate the 4IR is imperative as this can prepare the youth for the "jobs of tomorrow". ACET is operational in six countries including Niger, Côte d'Ivoire, Ethiopia, and Rwanda.

SIFA's primary goal is providing funding to prepare young people for the World of Work. SA's involvement in this programme was noted: the Capricorn TVET is a beneficiary of this initiative. SIFA has an emphasis on creating work opportunities for the youth and recognises the necessity of private

sector involvement. The aim of this initiative is to engage both TVET colleges and employers. There are three windows of funding available from the EU dedicated to enhancing TVET institutions through this initiative.

Dr Afeti's presentation also addressed several topical issues relevant to TVET colleges and 4IR highlighting that TVET colleges have the capacity to meet the demands of 4IR. A poignant point made by Dr Afeti was that TVET colleges can play a pivotal role in preparing students for jobs that do not yet exist. However, he acknowledged the challenges with digital infrastructure and inadequate Science, Technology, Engineering and Maths (STEM) skills from basic education. These pose a threat to TVET colleges advancing skills for the future.

He further pointed out Africa's position in relation to 4IR, emphasising the need to bridge the education gap for African youth. Discrepancies between exposure to technology and the actual capacity to utilise it effectively were noted as a major stumbling block.

Dr Afeti further went on to speak of the interdependence of TVET systems with economic realities and the responsibility of governments in their growth. With this, he made a few recommendations for SA. His most profound recommendation was that of greater involvement in collaborations with other African countries. This involvement could contribute significantly to the success and development of both SA and the broader African continent. Additionally, Dr Afeti underscored TVET's role in addressing youth unemployment and promoting a united, progressive, and peaceful Africa.

The presentation concluded by reaffirming the significance of TVET within the African Union's (AU's) agenda since the early 2000s. It reiterated the important role of TVET in addressing youth unemployment and fostering a cohesive and integrated Africa through cross-country collaborations and initiatives.

7.3 Key Discussion Points

The responses to Dr Afeti's presentation were mostly an acknowledgement of what he had shared, especially the advocacy around African collaborations. Table 7 captures the comments and questions and Dr Afeti's responses.

Table 7: Session 7 Questions, Clarifications and Answers

Comments, Question/Clarification sought	Response
1. Do you have any academic writing to share?	Dr Afeti indicated that his publication will be released later which makes reference to further information and websites.

Comments, Question/Clarification sought	Response
2. The presentation did not focus on the absorption rates of graduates in work in Africa. Does Dr Afeti have data on the absorption rates on the continent?	The absorption rates question is vital, in line with the suggestions from the CEDEFOP presentation on Day 1.
3. We need to look at the qualifications framework from the SA perspective in the TVET sector and Southern Africa Development Community (SADC). What is the value of the SA qualifications framework in the SADC TVET system?	The beginning of the adoption of the African Continental Qualification Framework will harmonise the standards.
4. The concept of a continuum of skills development was praised and a comment made that SA does not create synergy or a clear articulation from TVET colleges to universities.	The ultimate aim of TVET colleges is to support economic transformation, TVET colleges are not designed to be a route to university. But there must always be flexibility in the education system and TVET colleges must not be a dead end. If all TVET college students go to university, there will be a skills gap created. Dr Afeti agrees with the link between TVET and university but not at the expense of TVET colleges.
5. What are the possibilities of having continental TVET competition?	The world skills programme only included two African countries. This programme which can emphasise the importance of TVET colleges can enhance national skills events. Such programmes are important in improving skills development. The first step is to organise a national skills competition.
6. How much progress has SA made in getting involved in Africa?	Collaboration cannot be forced on institutions. Institutional leaders can play a role in promoting collaboration through creating a common interest. Common ground must be laid and the collaboration must be institutionalised led by the head of the institution.
7. Are you aware of donor funding for innovative skills needs projects?	Donor funding comes with checks that are met and then they go away. However, the donors have their own agenda, albeit this is changing. They are now looking at the impact which is measured such as supporting industry or areas where there are skills shortage. There is a shift from looking at donor funding as panacea. He does not discourage accepting donor funds but encourages an interrogation on

Comments, Question/Clarification sought	Response
	whether the assistance speaks to the needs of the institution.

In closing, Dr Afeti emphasised that the main message is that we must ensure in engagements that we are addressing the needs of Africa. These discussions are central as SA hosted Brazil, Russia, India, China and South Africa (BRICS), the Paris conference and in two years' time SA will host the G20. This calls for being strategic on how SA handles TVET colleges and reflects on them.

SESSION 8: TVET LECTURER PROFESSIONALISATION

Mr Thivhudziwi Vele, Director for TVET Curriculum Development and support at DHET, introduced the session and presenters and made some initial remarks on the theme. He noted that lecturers are pivotal to the process of learning, and with rapid changes in the TVET space, there is also a changing role of lecturers which necessitates a change in skills. He further commented that a key observation from Dr Afeti's presentation was the primary role of TVET is to create skills for the economy. SA is fixated on making everything centre around university which can cause disparities between TVET education and universities. The ultimate goal is making TVETs a bridge, or an articulation, to university, which Dr Afeti highlighted can be counterproductive.

8.1 Quality of Lecturing Staff

Prof Volker Wedekind, from UoN, presented on the collaborative effort of a study that emphasised the pivotal role of TVET lecturers within the complex framework of TVET systems. The most pertinent points in the presentation were that the role of lecturers at TVET colleges is complex, challenging, and fulfilling for them. The presentation proposed that the complexity inherent in the role of a TVET lecturer requires a comprehensive understanding of their multifaceted responsibilities. The research project that Prof Wedekind did was primarily focused on designing an evidence-based toolkit tailored for TVET lecturers, with an emphasis on comprehending the lecturer's role, their significance in student learning, and the diverse set of responsibilities they undertake. The toolkit would incorporate TVET-specific knowledge and holistic competencies, mediation within the skills ecosystem, as well as bridging the gap between theory and industry application.

His study utilised survey data obtained from both TVET lecturers and students regarding perceptions of quality lecturers. This data helped increase interaction through workshops aimed at engaging TVET lecturers further, and thus, provided a more holistic overview of the complexities of the role TVET lecturers play. The study resulted in the conceptualisation of a chart outlining dimensions integral to

the role of TVET lecturers, emphasising their role as connectors between the intricate TVET system and society. Figure 5 presents these dimensions of a quality TVET lecturer.

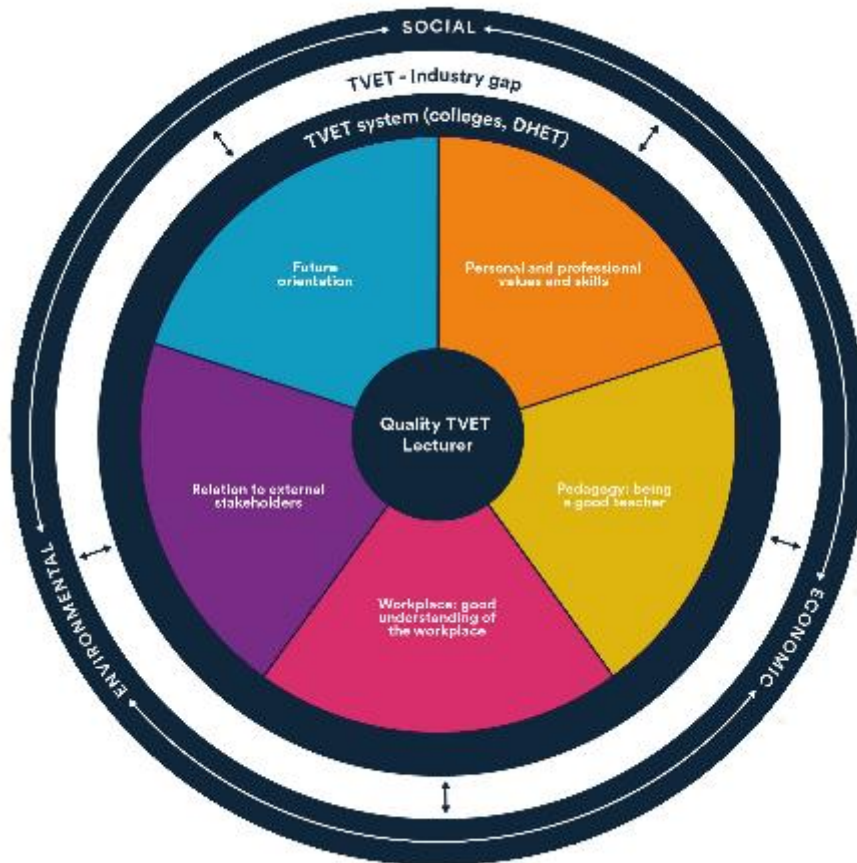


Figure 5: Dimensions of a Quality TVET Lecturer

Source: Volker Wedekind, TVET Research Colloquium Presentation 2023

Pedagogy relates to teaching methodologies and mentorship. Workplace understanding is bridging education with the world of work and industry expertise. Relations to external stakeholders is connecting with industries and diverse knowledge domains. Future orientation is about adapting to technological advancements, and personal and professional values and competencies relate to embedding quality within the individual.

The key findings stressed the interconnectedness of various qualities lecturers possess and their interconnectedness to other projects. He emphasised the importance of understanding the implications of quality for diverse stakeholders involved in TVET projects.

In conclusion, Prof Wedekind underlined the intricate nature of the TVET lecturer's role and the imperative nature of acknowledging their multifaceted responsibilities. The proposed toolkit not only aims to measure and enhance the quality of TVET lecturers but also holds the potential for informing DHET policies to uplift the overall quality of TVET systems.

8.2 Post Provisioning Norms

Ms Blanche Engelbrecht and Mr Matungoe Chidi, from MAS, presented the research on evaluating Post Provisioning Norms (PPN) within TVET colleges. The research focused on understanding the implementation and challenges surrounding PPN, and this research would conclude in 2024.

The presentation highlighted significant milestones in PPN, including initiatives dating back to 2006, such as KPMG's appointment by DHET for the transformation of employment as per the CET Act of 2006, the transfer of colleges to DHET in 2009, and the turnaround strategy in 2012 focusing on teaching, learning, and infrastructure. South African Institute of Chartered Accountants (SAICA) was also appointed in 2014 to research and recommend changes in TVET.

The research identified issues such as inconsistent funding across colleges, disparities in systems, inequitable resources, and challenges in filling critical positions. The theory of change highlighted a high impact with insufficient funding. The research methodology encompassed interviews with colleges, managers, and unions, resulting in a survey with a response rate of 420, and 50 valid responses.

The presentation focused on the extent of PPN implementation, determining its success. It was reported that while placements generally matched well, mismatches in expectations and delays in DHET appointments were noted due to limited resources. Operational challenges heightened during COVID-19, with around 50% of the College Implementation Committee (CIC) experiencing distrust. Financial constraints delayed the project's start by a year, casting doubt on the study's conclusion by March 2024. Concerns also arose regarding the phasing out of NATED and its implications for lecturers.

Preliminary recommendations from the study are to implement formal lecturer change management and incorporate risk assessment, provide enhanced support post-COVID and ensure the appointment of CIC members. Furthermore, it is imperative to continuously build the capacity of the CIC.

8.3 Professionalisation of TVET Lecturers, Performance Management and Continuing Professional Development

Dr Andrew Patterson and Ms Zaahedah Vally, from JET, presented on the professionalisation of TVET lecturers and performance appraisal within the TVET college system. A considerable portion of the presentation centred on the challenge of professionalising TVET lecturers. The scarcity of literature

and evidence regarding the professionalisation of TVET lecturers presented challenges for the study in defining professionalisation. The empirical data revealed that the concept of TVET lecturer professionalisation has multiple interpretations.

The presenters explained that professionalisation entails imbuing professional behaviors, skills, and ethics among of TVET lecturers. The pathway to professionalisation was explored, emphasising the need for professional standards, a professional association, and a specialised body of knowledge for TVET lecturers. The lack of established frameworks and contextual adaptations from other countries were noted as challenges obstructing professionalisation of TVET lecturers.

The study collected data through interviews with staff at five TVET college campuses. The findings were used to create a four-loop diagram that identified key factors in the performance appraisal relationships, highlighting positive connections except in one loop. Key factors influencing the loops included induction interventions, lecturer perceptions shaping behavior, reward systems, and a focus on collegial growth. Systems in place for Continuous Professional Development (CPD) were illustrated, with emphasis placed on development opportunities, leveraging points, framing performance appraisals and CPD. Further insights revolved around the purpose of TVET, emphasising its integral role in societal reform rather than mere skills development institutions. DHET initiatives, industry involvement, and social dialogues were highlighted as strategies to address some the challenges to professionalisation.

The presenters specified that lecturer performance within the system can be enhanced through performance appraisal and CPD. A model based on systems theory to improve the system. He also suggested a consideration of broader systemic components, including continuous teacher development and Human Resource linkage.

Lastly, the emergent themes such as lecturer well-being, recognition spaces, digitalisation, and monitoring and evaluation were also included as key findings.

8.4 Key Discussion Points

There was a high level of interest in asking questions from this session’s presentations as reflected in Table 8.

Table 8: Session 8 Questions, Clarifications and Answers

Question/Clarification sought	Response
1. A concern was raised that the colloquium focused on TVET lecturers, yet there was a limited representation of	Mr Vele, the session chair, acknowledged that it would be important to include TVET college lecturers in the future.

Question/Clarification sought	Response
lecturers and no presence of student body representatives during the presentations.	
2. An explanation was requested regarding financial constraints in the implementation of PPN as funds allocated were not fully utilised.	Ms Engelbrecht responded that the PPN was being implemented in a constrained fiscal space and the financial resources were not always adequate to address what was required.
3. Potential contradictions between presentations were pointed out. Specifically, references were made to piloting existing systems like South African Council for Educators (SACE) and Integrated Quality Management System (IQMS) in one presentation, while another hinted at establishing professional bodies, potentially creating inconsistencies.	Prof Wedekind replied that the suggestion in the report was not to add another layer to the system but to improve the tools that already exist to embed other useful dimensions. These would not be imposed but negotiated.
4. The title of the research on TVET lecturer professionalisation was perceived to be misaligned with the content of the research. It was questioned why lecturing is a profession.	Ms Vally indicated that the study did not intend to insinuate that TVET lecturers are unprofessional.
7. The research on lecturer quality collected data on three out of 50 colleges. This is concerning in terms of validity of the findings.	Prof Wedekind responded that the sample selection for the qualitative aspect of the study was informed by budgetary considerations and the research could not drill down to all colleges in this regard. However, the survey was administered to all 50 colleges.
8. An engineering lecturer at a TVET college is expected to be an engineer. The research says lecturers in TVET colleges lack in pedagogy. Research needs to be strengthened on lecturer pedagogy.	Prof Wedekind encouraged TVET college lecturers to become researchers to research some of these issues. He added that qualifications, both pedagogical and artisanal are important and they show the multifaceted nature of quality. Qualifications alone do not denote quality in lecturers, they also have to know how to mediate the knowledge they have and present it meaningfully to students.

SESSION 9: WAY FORWARD

Ms Lulama Mbobo-Vava, the DDG for Corporate Services at DHET, introduced the order of proceedings of the final session of the colloquium.

9.1 Feedback from the Parallel Commissions

9.1.1 Feedback from Commission 1: Perceptions and Realities of TVET Colleges

Mr Marco Macfarlane gave a synthesised overview of the outcomes from Commission 1. He reported that the presentation on student sentiment analysis explored social media engagement by TVET students. The study identified student dissatisfaction with the NSFAS which point to its inefficiency. The research highlighted concerns regarding internship and job opportunities, emphasising the necessity to forge stronger relationships between TVET colleges and employers. Furthermore, the study raised awareness about the proliferation of unofficial social media pages on institutional sites, underscoring associated risks. It advocated for the development of college policies regarding social media usage and active engagement with students across various platforms.

The study on classification of TVET colleges introduced a new model categorising TVET colleges into developmental levels based on a comprehensive five-point metric that rates every campus and then determines an average score for colleges using indicators like geography, socio-economic status and industry activity. The robust classification framework will be used for determining funding and other support to TVET colleges.

The employer perceptions of TVET graduates and curricula study reported how employers placed high currency on soft skills in the workplace how there are mixed feelings about the relevance of the TVET college curriculum and how employers' value workplace based training.

9.1.2 Feedback from Commission 2: Partnerships between Public and Private Sectors

Mr PK Naicker reported on the Commission 2 presentations, indicating that the study on partnerships between TVETs and Industry explored the nature of collaborations between TVET colleges and industry, revealing that most partnerships were initiated by colleges rather than industry (only one partnership was initiated by industry). The study stressed the absence of a uniform approach to forging partnerships with industry, which necessitates for adaptable strategies due to the evolving landscape. Furthermore, a suggestion for robust pre-planning processes and the establishment of advisory committees to monitor partnerships was raised by the study.

The study on rethinking policy for private colleges advocated for increased support for private colleges, potentially leading to enhanced enrollment. The importance of recognising the demand for private colleges and their self-funded student base was emphasised. It was also suggested that collaborations between public TVET and private colleges could yield mutual benefits as private colleges fared much better on partnerships with industry. A recommendation was made to utilise data from private colleges to meet WP on PSET and NDP enrolment objectives.

The final study of the commission, a situational analysis of entrepreneurship development in TVET Colleges, proposed the need to foster entrepreneurship within TVET colleges, which would require among other things capable and skilled lecturers as well as students who were interested in being entrepreneurs.

9.1.3 Feedback from Commission 3: Teaching, Learning and Assessment in TVET

Professor Joy Papier who was the facilitator of this commission reported that she would incorporate her commission feedback into the research synthesis she was tasked with addressing.

9.2 Research Synthesis and Recommendations from the Programme

Prof Papier started by urging participants to meticulously examine the reports and discern their inherent value. She placed emphasis on asking pertinent questions that could yield valuable insights. The objective is to critically evaluate the current situation, identifying areas for improvement without casting aspersions on the entire system.

She flagged how notable discussions revolved around the EU's engagement, aiming to bring all stakeholders to a roundtable discussion and how Dr Afeti highlighted the continental challenges faced by Africans, stressing the need for collaboration and coordination.

Evidently, the field of EIPM in TVET is crucial. It was acknowledged that knowledge in this domain is not static, necessitating sustained evidence gathering practices beyond the typical five-year plan horizon.

Reporting on key findings from presentations, Prof Papier indicated that the analysis of PQM revealed insufficient job availability across provinces, raising doubts about TVET's ability to address employment challenges comprehensively. Discrepancies in the job market were noted, with shortages of accountants and an oversupply of engineers, highlighting the necessity for flexible planning.

Tracer studies revealed satisfaction among programme completers, together with numerous findings and recommendations focused on partnerships, demand for TVET, access issues leading to enrolment declines, insufficient PSET institutions, and challenges associated with the NSFAS.

A substantial amount of introspection occurred during the research period. Policy implementation has experienced delays which led to reflective practices within TVET. TVET colleges are recognised as a pivotal player in the PSET sector, with a need to address existing challenges. There is evident and increasing demand for TVET education which is very encouraging for the future of TVET. Amid the reflections, the significance of ongoing research programmes for M&E was highlighted. There was acknowledgement that the research programme will substantially contribute to the advancement of TVET colleges and their role in societal development.

Some of high-level recommendations from the study, per theme, are highlighted below:

RESPONSIVENESS OF TVET COLLEGES TO THE WORLD OF WORK

- Enable TVET college provision to become more flexible in order to cater to local demand and improve relevance.
- Centralise and integrate data on TVET throughput with labour market information on skills needs to provide better career guidance to students and colleges.
- Align TVET curricula with actual workplace activities and skills required.
- Design and deliver a curriculum focused on self-employment as well as preparation for formal employment.
- Implement a deliberate curriculum strategy for developing students' soft skills and delivering in a structured approach, and address lecturers' need for training in this regard.
- Coordinate college-industry partnerships at a regional and national level in order to deal with issues of curriculum relevance and advice, and drive cooperation for workplace training.
- Apply targeted funding to partnership initiatives in order to initiate and to sustain them.
- Maintain vigorous advocacy of vocational education wherever possible to combat negative stereotypes of the TVET college sector.

ACCESS AND DEMAND

- The disparity between expansion of enrolments and capped admissions need to be re-examined and clarified.
- Address urgently the challenges associated with NSFAS and the impact that unreliable student subsidies, resulting in student poverty, dropout, and other undesirable societal issues.
- Forge stronger relationships between TVET colleges and employers particularly in college catchment areas.
- Integrate data on colleges with data from municipalities in the catchment area of each campus to achieve better information for all parties.

- Develop formal college policies on social media usage and seek active engagement with students across various platforms.

EVALUATION OF TVET COLLEGES

- Adopt a whole-college approach to improvement of academic performance that involves college-based factors, student based factors, internal, and external factors.
- An external evaluation of the council be added to the self-evaluation and conducted annually.
- Performance assessment of the council members (self-assessment as well as 360-degree assessments) be standardised and implemented.
- All council members to sign a code of conduct; councils to report to the Minister on what they have achieved in their participation as council members as well as what the council has achieved.
- A needs-based approach can provide clearer guidance (than an asset-based model) on the selection of students for on-campus accommodation.
- The PPN Policy for TVET colleges does not make provision for dedicated staff for student residences and this should be addressed.
- A needs-based model can more easily be outsourced to or be regulated to be provided by private providers.
- Data management must be improved to ensure that policy decisions are based in evidence on the number of students needing accommodation and the supply of beds in public and private facilities.

TEACHING AND LEARNING

- Enhance curricula by clarifying practical outcomes, streamlining learning content, addressing conflation of learning outcomes and assessment criteria, aligning with industry standards, and committing to regular updates of the curriculum.
- Step up holistic student support services.
- Ensure opportunities for practical, hands-on, and workplace learning in order to supplement and complement teaching and learning that takes place in classrooms.
- Improve colleges' infrastructure to create more conducive learning and recreational spaces.
- Recognise and acknowledge good practice and ensure retention of excellent college lecturers and managers, since committed lecturers and leaders are clearly making a difference in the lives of their students.

TVET COLLEGE LECTURER DEVELOPMENT

- Acknowledge the complexity of the TVET lecturer's role and their multifaceted responsibilities.
- Implement measures to evaluate and enhance the quality of TVET lecturers in order to inform policies that uplift the overall quality of TVET systems.
- Implement formal lecturer change management processes.
- Continuously build the capacity of the Curriculum Implementation Committee.
- Use a model based on systems theory to implement a system of CPD.

PRIVATE COLLEGES

- Include private provision in the TVET delivery system by monitoring and counting private college student numbers against national policy targets.
- Explore Public-Private Partnerships as a mutually beneficial approach for resource and expertise sharing between public and private colleges.

Some specific project-related recommendations, were also noted as follows:

Analysis of PQM Responsiveness to the World of Work

- Half of all public TVET colleges certifications in 2017 were in fields related to engineering and, across all vocational programmes and in all provinces, the result is a considerable oversupply of skills related to the Manufacturing and Engineering sector. There is a massive oversupply of Engineering qualifications across all provinces and all NQF levels. The demand from the Manufacturing and Engineering sector is not present, either in terms of vacancies advertised or the structure of the labour market.
- There is an undersupply in skills related to the Finance, Insurance, Real Estate and Business sector as well as the Community, Social and Personal Services sector.
- Available data need to be strengthened, expanded and centralised: Without integrated and centralised data relating to the throughput and completion of vocational training and WBL, linked to labour market outcomes, we will remain limited in our ability to both understand the role and effectiveness of the post-secondary education and training, as well as the accurately assess the size of the skills: demand gap. The data that is currently available needs to be strengthened and expanded.

Centres of Specialisation Programme Mid-Term Evaluation

- There is a need to improve engagement and collaboration between stakeholders involved in programme governance, management, and oversight to ensure that the CoS Programme is driven using the top-down approach initially to gain momentum. Improve the CoS Programme-related relationship between and with the Skills Development Branch of the DHET (including SETA Coordination and INDLELA); the SETAs and their employer member base; and the QCTO.
- At an implementation level, work to institutionalise, strengthen and capacitate the Special Projects Unit (SPU) Project Management Unit (PMU) and the TVET project managers while reducing dependency on the Occupational Team Conveners (OTCs). The high reliance on the OTCs, while a driving force in the implementation of the programme, has been somewhat counter-productive for the development of relationships between key stakeholders to the programme where consultants were used as intermediaries between TVET colleges and employers – such a process does not build direct TVET college-employer relationships.
- Ensure that all stakeholders understand what their roles and responsibilities in relation to the CoS Programme are while also expanding on how, by whom, where and when these roles are to be performed. This includes when the programme is part of the stakeholders business as usual activities (such as in the case of SETAs, where assumptions were made that the SETAs would recognise this), and where changes may be needed to accommodate the CoS Programme (in the case of employers).
- Funding should not be fragmented. Efforts should be made to follow the TVET norms and standards funding model. Voted and Skills Development Levy (SDL) funds (NSF and SETAs) should also be coordinated to ensure that funding is secured in a holistic way for the CoS Programme (funding needs to be linked to a learner from registration to certification for the full three-year period for any apprentice in one single agreement). The true cost to employers must be factored into the budgeted and planning (to understand the true cost of producing an artisan), with this also clearly communicated to employers from the onset of the programme. This includes wages above the SETA rate, allowances and the cost of time and lost productivity involved with mentorship.

Student Sentiment Analysis

- TVET colleges should use social media to market themselves to prospective students and the community, but need to approach this in a professional manner to avoid reputational harm.

- The DHET should provide guidelines to all TVET colleges on including social media in their communication strategy, including guidance on the Protection of Personal Information Act (POPIA) and social media.
- The DHET should provide guidelines on risk communication during emergencies. Risk communication can also include adverse events on campus, such as Gender-Based Violence (GBV), natural disasters like flooding, or community emergencies like strikes. The recent COVID-19 pandemic has shown that social media was not used optimally by most TVET colleges, with the exception of one or two TVET colleges, to inform students about measures by the TVET college on campus to reduce the risk of students being exposed to the virus and emergency measures to ensure students continue to study during this time.

Rural/Urban Classification

- The classification was developed based on existing data sources, due to the consideration of simplicity, objectivity and transparency. It is recommended that data captured in this classification system and model be supplemented with data from other research commissioned by DHET.
- Research on the number and names of municipalities in the “feeding area” of each campus. In other words rather than use the municipality in which the college is located, explore the possibility of identifying municipalities in the catchment area.
- Colleges be given the opportunity to supplement the data used with more granular data. For example if GVA or population could be sourced for each region where a campus is located rather than rely on a single municipal score, then this more localised data could be used. If this is agreed, a guidance note should be developed to clarify the criteria for making adjustments and ensuring any new data is aligned to agreed principles.

Employer Perceptions of TVET College Graduates and Curricula

- Soft skills are crucial in the workplace related to Energy, Gas and Water sector, and thus need a strategy from DHET in terms of how it can be imparted to the students in TVET colleges.
- To develop and deliver a programme of this nature the following steps can be considered:
 - Conduct a thorough needs assessment to identify the soft skills gaps among the students. Identify the specific soft skills that are most relevant and in-demand for the industry.

- Based on the needs assessment, set clear and specific objectives for the soft skills programme. Define the desired outcomes, such as improved communication, teamwork, problem-solving, adaptability, and leadership skills.
- Develop a comprehensive curriculum that integrates soft skills training into the existing TVET programmes. Identify specific modules or courses dedicated to developing different soft skills. Ensure that the curriculum is aligned with the needs of the industry and includes practical exercises, case studies, and real-world examples.
- Provide training and support to the lecturers who will be responsible for delivering the soft skills programme. Conduct workshops and professional development sessions to enhance their knowledge and teaching methodologies for soft skills development. Encourage collaboration and sharing of best practices among the colleges.

Partnerships between TVET Colleges and the World of Work

- Funding was the most frequently stated challenge and the management solutions offered include that “SETAs must prioritise internships at colleges and that private funders should be recruited”. The establishment of more SETA offices would contribute to solving many of the funding and other organisational challenges. Colleges that suggested that “SETAs should be hosted within the premises of the college to improve working relations and ensure that some challenges are dealt with at an early stage.
- The challenge of curriculum relevance has driven some colleges to embark on curriculum renewal in order to “respond to the needs of the market”. To do this effectively the “involvement of Business/Industry in curriculum development is essential”. Computer Literacy was extracted as one generic outcome that “should be in the curriculum of every qualification” and it is anticipated that workplaces could contribute significantly to closing this gap.
- There are negative stereotypes that exist in and of the TVET college sector. More engagement and national workshops are a way to address these stereotypes and re-write the script for the TVET sector as a critical partner in the social upliftment of many young South Africans and a major contributor to the economic development of the country.

Rethinking Policy for Private Colleges

- Private colleges enrol quite a significant number of learners, and it is important for the DHET to monitor and get reports and count the numbers against NDP and WP targets.

- Currently it seems most students in private colleges are self-funded (or sponsored by employers). The statistics indicate that private colleges have proportionately a higher share of older learners than public TVET colleges which could indicate greater financial independence. DHET could pilot a limited voucher system as part of planning ahead for the possibility that vouchers could be used to expand access to TVET in the future without necessarily having to expand public sector capacity.
- PPPs could be a mutually beneficial way for public and private colleges to share resources and expertise. For example, private colleges may have better linkages with industries that they could share with public TVET colleges.
- TVET colleges currently have limited capacity to train in the artisan trades. They are theory orientated and have few networks for WBL opportunities. As a result TVET colleges will contract private providers to deliver artisan training. That seems to work as a PPP, though it would be worth formalising some of these informal arrangements and try and piloting them as genuine PPPs.

Situational Analysis of Entrepreneurship Development in TVET Colleges

- DHET should spearhead the creation of a comprehensive policy framework and clear guidelines for driving Entrepreneurship Development at TVET colleges. This framework will set the foundation for cultivating a culture of entrepreneurship among students.
- Each TVET college should establish a dedicated Entrepreneurship Division (which may be the CfERI) staffed with qualified professionals. This division will oversee the implementation and continuous improvement of the Entrepreneurship Development initiatives across the college. In colleges with CfERI, college management must strengthen its relationship with the centre.
- Entrepreneurship Education should be an integral component of all TVET programmes. It is recommended that Entrepreneurship Education be offered as a compulsory subject, enriched with a substantial practical component. A standardised Entrepreneurship Education subject should be designed, adaptable to different programmes while considering contextual factors related to the various industries.
- Foster partnerships with relevant industries. Collaboration will create opportunities for CfERI and Small Medium and Micro Enterprises (SMMEs) to thrive.
- Entrepreneurship Development should be integrated into apprenticeship programmes, capitalising on the inherent potential of these programmes to develop technical skills that can

lead to revenue generation. Practical aspects of entrepreneurship should be woven into the apprenticeship curriculum.

Quality of Learning and Teaching in TVET

- Aspects of TVET teaching that students found most helpful were practical classes, followed by theory classes. Lecturers asked to describe the classroom environment that contributed most to student success, reported interactive, and conducive learning environments as the most effective strategies.
- Lecturers and students were also asked about the use of technology in teaching and learning, with the majority of both groups using smartphones, and college Wi-Fi, and computers.
- The study highlights the importance of practical classes, interactive and conducive learning environments, and supportive leadership in contributing towards student success. However, there are still challenges that need to be addressed, such as academic (including student problems with lecturers/lecturing styles) and socio-economic issues, transport issues, and COVID-19 restrictions.

Assessment in TVET Colleges

- Promote a stronger version of CBA in the Assessment Guideline documents that can support the development of improved assessment practices in colleges.
- Lecturer development in the form of once-off workshops and supportive documentation (as part of continuous capacity building), aimed at changing practices towards more CBA approaches would, on their own, probably be insufficient.
- What is needed in the TVET sector would be a more systematic approach to assessment change that takes into account the rules and cultures operating within the colleges and within subjects, the roles and responsibilities of different players in the sector including workplace representatives, DHET officials and parents and what it is that motivates students to learn and lecturers to teach in particular ways within the constraints of available resources.
- A theory of change and a method to work with and implement such assessment change is also needed. One such practical theory is that of expansive learning within a change laboratory. In the change laboratory teaching staff work collectively to raise problems in their current work, to understand these problems systematically and then to resolve them through developing and experimenting with new forms of practice.

Practical Work in TVET Colleges

- Develop clear guidelines within the curricula that specify the purpose of the practical component. Ensure that it explicitly serves to consolidate conceptual knowledge and prepare students for work-like practices.
- Revise curricula to increase the representation of practical knowledge and skills. Implement compulsory practical opportunities such as internships, work placements, or formal work-integrated learning programmes to provide students with real-world experiences. This practical exposure is essential for bridging the gap between theory and practice.
- Establish regular feedback mechanisms involving industry stakeholders to ensure curricula are aligned with current industry practices and standards. This can be achieved through advisory boards, industry partnerships, or curriculum review panels.
- Provide training for lecturers, particularly those without industry experience, to help them effectively to teach the practical components of their subjects. This training should focus on creating workplace-oriented practical tasks and exercises. Lecturers are likely to gain a better understanding of the pedagogy of practice-based learning principles and styles.

Post Provisioning Norms

- Where an intervention like the PPN is being rolled out, a change management process must be planned and implemented. Communication with staff impacted by the interventions must be planned, structured, and maintained. Resources within the CIC must be responsible for communication with staff, and a resource within DHET must be accessible to provide support.
- The composition of a structure such as the CIC should be reconsidered, and an independent labour relations expert should be nominated to serve on the committee. A representative from DHET with ideally the knowledge of conflict management should also attend CIC meetings and intervene where there are disputes and deviations from the policy and implementation guidelines prescripts.
- The DHET team involved in implementing the PPN must be strengthened, and a system must be developed that ensures the coordination of role-players within the department. People interested in administrating the process must understand the purpose of the intervention and the applicable timeframes.

- The financial resources should have accommodated growth in student numbers, in line with what the policy intent and policy directives in the country are. The financial sustainability of the implementation of the PPN should also be addressed.

Professionalisation of TVET Lecturers

- Industry and employers must be involved in TVET decision-making with real power so that they help determine policy, curricula, planning and implementation. This is essential for the workplace experience and training of TVET lecturers and students and for the credibility, responsiveness and image of TVET.
- TVET lecturers and employers/ industry/business have to be well incentivised to overcome their reluctance to participate in any form of initial lecturer development or continuing professional development. Lecturers will not willingly engage in CPD if they cannot realise some form of benefit from it. Employers and industry would have to be incentivised to see the benefit of making their productive time, resources and expertise available to the TVET sector.

Prof Papier ended by proposing that the comprehensive insights gathered from this colloquium will pave the way for strategic interventions and improvements within the TVET sector, emphasising the need for proactive measures and continued research to address evolving challenges and opportunities.

9.3 DHET Response to the Programme and Way Forward

DDG Zungu gave his response to the programme by first expressing gratitude towards the planning committee for orchestrating an event that encompassed a myriad of significant discussions and presentations. He then proceeded to offer insights and comments on service delivery in relation to the proceedings. He also acknowledged the fruitful nature of the conference, spanning diverse presentations and discussions. He further recognized the DHET's receptiveness to insights and work shared during the conference and emphasised the existence of various platforms available to address the multifaceted issues discussed. He encouraged increased engagement facilitated by the outcomes of the gathering. He highlighted the following achievements of the DHET:

- The DHET has been working on various initiatives to support the transition from high carbon to zero-carbon jobs in TVET colleges. These include intensifying the establishment of entrepreneurship hubs, developing pathways from high carbon to zero-carbon jobs through the Green Hydrogen TVET Ecosystem, and supporting the production of artisans to meet the NDP target of 30,000 by 2030.

- The DHET is also focusing on increasing occupational offerings in TVET colleges, with ten universities receiving accreditation to offer TVET related programmes. Additionally, the Department is engaging more universities to offer TVET programmes and pursuing a system of lecturer development.
- To address youth unemployment, the Department has launched 17 colleges for enterprise development among students, with five supported last year and four currently supported by the Small Enterprise Development Agency (SEDA), National Youth Development Agency (NYDA), and other stakeholders.
- Partnerships with the Education, Training and Development Sector Education and Training Authority (ETDP SETA) have established 4IR Centres of Excellence in ten TVET colleges. Curriculum Support Teams for NATED Report 191 subjects have been established, and nine colleges have been approved to start implementing the Robotics stream in 2023.
- The DHET is also prioritising learning programmes in robotics and digital skills for implementation in TVET colleges, with 38 curricula reviewed. The Department is also working on ensuring more TVET colleges have Disability Support Units (DSUs) to support students with disabilities.
- Lastly, the Department is focusing on increasing the number of apprentices trained as artisans at 19 colleges with / CoS workshops for one of the 13 priority trades.

DDG Zungu advocated for the establishment of more hubs aimed at involving TVET college students in entrepreneurship, with objectives to transition from high carbon to zero carbon. He noted efforts to accelerate the green economy, exemplified by the growth from one trade centre in 1994 to 34 trade centres in 2023. Furthermore, he outlined targets for 2030, including the goal of producing 30 000 artisans and increased enrolments in TVET colleges. He emphasised the need to upgrade and systematically improve NATED programmes to offer comprehensive courses, and discussed engagement with universities in providing NATED courses, stressing how critical this diversity is for TVET improvement.

The DDG proposed that an evaluation of the readiness of the PPN was needed, particularly concerning the dominance of engineering courses leading to an oversupply of engineers compared to the undersupply in commerce and social sciences. He then advocated for mid-term evaluations to ensure improvement in CoS. He stressed the importance of clarifying stakeholder roles and avoiding fragmented funding and encouraged the leveraging of social media marketing to attract students responsibly. The provision of soft skills training for students was also top on his list of key recommendations.

DDG Zungu reiterated the commitment of the DHET to enhancing the TVET sector and he affirmed ongoing efforts to transform the TVET landscape with the primary focus on establishing TVET colleges as institutions of choice. The colloquium was closed with a reminder of the theme: Making TVET colleges institutions of choice.

9.4 Vote of Thanks and Closure

Mr Reineth Mgiba, Chief Director of Policy, Planning, Monitoring and Evaluation at DHET, started his vote of thanks by acknowledging the presenters, participants, colleges, DHET staff and entities and colleges. He confirmed that judging by the proceeding of the colloquium, the chosen theme was apt. He acknowledged that organising an event of such magnitude takes months and involves intricate logistics which would not have been possible without the assistance and inputs of all the people who helped with organising the event, preparing papers, and sponsoring the event, among others. Mr Mgiba gave a detailed vote of thanks, singling out contributors and their role.

A special thanks was given to:

- The NSF for funding the Colloquium and the TVET Research Programme;
- Dr Seamus Needham for his unfailing support, Prof Joy Papier for her guidance, Ms Jenny Martin, and Mr Hardi Zacharias and team for managing the live streaming of the event;
- The sponsors of the colloquium:
 - FP&M SETA for sponsoring our Colloquium bags.
 - Energy and Water Sector Education and Training Authority (EWSETA) for sponsoring the USBs.
 - Services SETA for sponsoring the gifts for all the presenters.
 - Health and Welfare Sector Education and Training Authority (HWSETA) for sponsoring the ambulance onsite for the event.
- DDG Nolwazi Gasa, for her leadership and oversight over the research agenda of the Department;
- DDG Sam Zungu, for his strategic support over the TVET Research Programme;
- Policy, Research and Evaluation Directorate of the DHET, led by the Director, Ms Renay Pillay, for championing the organisation of this event, and supported by Ms Rakal Govender, Mr Angel Mathebula, Ms Sinovuyo Makalima, Ms Lebogang Letsepu and Ms Dimakatso Lebepe;
- Other DHET Colleagues: Ms Nosipho Ngcukayitobi; Ms Bellinah Molaudzi; Dr Mokwi Maphutha; Mr Thabiso Boshomane; Mr Thagane Mphai from Security Services; And Mr William Somo, Mr Siyabonga Nxumalo, Ms Galane Mahlatse and Ms Nobuhle Dlepu;
- The presenters and partners for sharing evidence-based findings;

- Members of the Research Forum on PSET:
 - Ms Sylvia Tsunke from FP&MSETA;
 - Mr Mxolisi Gugushe from EWSETA;
 - Ms Lizzie Mabotja, Ms Abigail Madiba, Dr Tsiliso Tamasane, and Ms Lucky Radebe from Services SETA;
 - Mr Ernest Kaplan from the Insurance Sector Education and Training Authority (INSETA);
 - Mr Abongile Tsotsi from the Financial & Accounting Sector Education and Training Authority (FASSET);
- Chairpersons, Facilitators, and Programme Directors for leading us through the highlights of the TVET Research Programme; and
- The event organisers, XL Millenium, Ms Angela Beukes, Ms Stephanie de Beer, Ms Bernadine Brander, and Ms Tarryn Langford. And Ms Zethu Maphula from Nexus; and
- Dr Monica Mawoyo and her team for producing the Colloquium report;

Mr Mgiba officially closed the colloquium by indicating that the results of the research projects would be used to inform practice in the DHET.

Appendix A: Research Colloquium Programme

DAY 1: WEDNESDAY, 15 NOVEMBER 2023

**PROGRAMME DIRECTOR: MR SAM ZUNGU, DEPUTY DIRECTOR-GENERAL (DDG) –
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET),
DEPARTMENT OF HIGHER EDUCATION
AND TRAINING (DHET)**

SESSION 1: OPENING, BACKGROUND AND KEYNOTE ADDRESS

Chairperson: Mr Sam Zungu, DDG - TVET, DHET

07h30 - 08h45 REGISTRATION

09h00 – 09h05 Welcome:
DDG Zungu - TVET

09h05 – 09h10 National Anthem

09h10 - 09h20 Opening and Introduction of the
Deputy Minister: Dr Nkosinathi Sishi,
Director-General, DHET

09h20 - 09h40 Keynote Address:
Mr Buti Manamela, Deputy Minister of Higher Education, Science, and Innovation

09h40 - 09h50 Background on TVET Research Programme:
Prof Joy Papier, South African Research Chairs Initiative (SARCHI) Chair, TVET
Teaching and Learning

SESSION 2: INTERNATIONAL PRESENTATION

Chairperson: Mr Sam Zungu, DDG - TVET, DHET

09h50 - 10h20 International Developments on TVET:
Mr Steven Bainbridge, European Centre for the Development of Vocational
Training (CEDEFOP)

10h20 - 10h50 Discussion

10h50 - 11h20 REFRESHMENT BREAK

SESSION 3: MESSAGES OF SUPPORT

Chairperson: Mr Sam Zungu, DDG - TVET, DHET

11h20 - 11h45 Messages from Organised Business and Labour (BUSA, COSATU, FEDUSA, SADTU,
NAPTOSA, NEHAWU, PSA)

SESSION 4: RESPONSIVENESS OF TVET COLLEGES TO THE WORLD OF WORK

Chairperson: Ms Aruna Singh, Chief Director - Programme and Qualifications, DHET

11h45 - 12h00	Analysis of Programme Qualification Mix (PQM) Responsiveness to the World of Work: Dr Kathryn Isdale, Rhodes University
12h00 - 12h15	Geographic Information System (GIS) Mapping: Mr Brian Civin, AFRIGIS
12h15 - 12h30	Destinations of TVET College Graduates: Dr Tamaryn Friderichs, Rhodes University
12h30 - 13h00	Discussion
13h00 – 14h00	LUNCH

SESSION 5: FACTORS AFFECTING TVET STUDENTS' PERFORMANCE

Chairperson: Mr Themba Msipha, Chief Director - System Planning and Institutional Support, DHET

14h00-14h15	Research on TVET Students and Issues regarding National Student Financial Aid Scheme (NSFAS) Bursaries: Prof Lesley Powell, University of Cape Town (UCT)
14h15-14h30	Factors Affecting Student Performance at TVET Colleges: Dr Francis Muronda, Nelson Mandela University (NMU)
14h30-14h45	Centres of Specialisation (CoS) Programme Mid-Term Evaluation: Ms Zulaikha Brey, DNA Economics
14h45-15h10	Discussion
	Make way to Commissions and Working Tea

SESSION 6: PARALLEL COMMISSIONS

<p>COMMISSION 1: PERCEPTIONS AND REALITIES OF TVET COLLEGES</p> <p>Facilitator: Mr Marco MacFarlane, Research Director, Quality Council for Trades and Occupations (QCTO)</p>	<p>COMMISSION 2: PARTNERSHIPS – PUBLIC AND PRIVATE, EMPLOYMENT AND SELFEMPLOYMENT</p> <p>Facilitator: Mr PK Naicker, General Manager: Research, Planning and Reporting Fibre Processing and Manufacturing Sector Education and Training Authority (FP&M SETA)</p>	<p>COMMISSION 3: TEACHING, LEARNING AND ASSESSMENT IN TVET</p> <p>Facilitator: Prof Joy Papier, SARCHI Chair, TVET Teaching and Learning</p>
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15h15 - 15h30	Student Sentiment Analysis: Prof Liezel Cilliers, University of Fort Hare (UFH)	Partnerships between TVET Colleges and the World of Work: Dr Penelope Engel-Hills, CPUT	Quality of Learning and Teaching in TVET: Dr Seamus Needham, Institute of Post-School Studies (IPSS), University of the Western Cape (UWC)
15h30 - 15h45	Rural/Urban Classification: Mr Matungoe Chidi, Mzabalazo Advisory Services (MAS)	Rethinking Policy for Private Colleges: Dr Veerle Dieltiens, MAS	Assessment in TVET Colleges: Prof James Garraway, Cape Peninsula University of Technology (CPUT)
15h45 - 16h00	Employer Perceptions of TVET College Graduates and Curricula: Ms Bina Akoobhai, Swiss-South African Cooperation Initiative (SSACI)	Situational Analysis of Entrepreneurship Development in TVET Colleges: Ms Shanita Roopnarain, SSACI	Practical Work in TVET Colleges: Prof Chris Winberg, CPUT
16h00 - 16h30	Discussion	Discussion	Discussion

DAY 2: THURSDAY, 16 NOVEMBER 2023

PROGRAMME DIRECTOR: MS NOLWAZI GASA, DDG - PLANNING, POLICY AND STRATEGY, DHET

SESSION 7: OPENING AND CONTINENTAL TVET PRESENTATION
Chairperson: Ms Nolwazi Gasa, DDG - Planning, Policy and Strategy, DHET

07h30 - 08h45	REGISTRATION
09h00 – 09h10	Welcome and Introduction: DDG Gasa – Planning, Policy and Strategy
09h10 – 09h40	Continental Developments on TVET: Dr George Afeti, Skills Initiative for Africa (SIFA)
09h40 – 10h10	Discussion

SESSION 8: TVET LECTURER PROFESSIONALISATION
Chairperson: Mr Thivhudziwi Vele, Director - TVET Curriculum Development and Support, DHET

10h10 - 10h25	Quality of Lecturing Staff: Prof Volker Wedekind, University of Nottingham (UoN)
10h25 - 10h40	Post Provisioning Norms: Ms Blanche Engelbrecht and Mr Matungoe Chidi, MAS
10h40 - 11h00	REFRESHMENT BREAK
11h00 - 11h20	Professionalisation of TVET Lecturers, Performance Management and Continuing Professional Development: Dr Andrew Patterson, JET Education Services (JET)
11h20 – 11h50	Discussion

SESSION 9: FEEDBACK, WAY FORWARD AND CLOSURE
Chairperson: Ms Lulama Mbobo-Vava, DDG – Corporate Services, DHET

11h50 - 12h20	Feedback from the Parallel Commissions: Commission Facilitators
12h20 – 12h35	Research Synthesis and Recommendations from the Programme: Prof Joy Papier, SARCHI Chair, TVET Teaching and Learning
12h35 – 12h50	DHET Response to the Programme and Way Forward: Mr Sam Zungu, DDG - TVET, DHET

12h50 – 13h00	Vote of Thanks and Closure: Mr Reineth Mgiba, Chief Director - Policy, Planning, Monitoring and Evaluation, DHET
13h00 – 14h00	LUNCH

Appendix B: Colloquium Survey Instrument

7. Has this colloquium contributed to your professional/educational background? *

- Yes
- No

Please provide an explanation for your answer. *

8. Would you attend another colloquium organized by us in the future? *

- Definitely yes
- Probably yes
- Neutral
- Probably not
- Definitely not

9. What types of themes or topics would you like to be presented at the next Colloquium? *

10. Is there anything you would like to see improved for future colloquia? *

POPIA DISCLAIMER

In accordance with the Protection of Personal Information Act, all personal information provided will solely be used for the purpose of this event.

[Click here](#) to view the XL Millennium policy.

I have noted the POPIA Disclaimer *



SURVEY

2023 RESEARCH COLLOQUIUM

PERSONAL DETAILS

First name *

Surname *

E-mail address *

QUESTIONS

1. Please indicate the type of organisation you represent *

- | | |
|--|--|
| <input type="radio"/> DHET | <input type="radio"/> Professional Body |
| <input type="radio"/> TVET College | <input type="radio"/> Government Department |
| <input type="radio"/> CET College | <input type="radio"/> Research Organisation |
| <input type="radio"/> University and Research Centre | <input type="radio"/> Consultant |
| <input type="radio"/> SETA | <input type="radio"/> Labour |
| <input type="radio"/> Quality Council and SAQA | <input type="radio"/> Other <input type="text"/> |
| <input type="radio"/> Employer Body and Business | |

2. Do you usually attend the DHET Research Colloquia? *

- Yes
- No

3. How did you hear about the DHET Research Colloquium?

- Email Invitation
- Online
- Other

4. Please briefly explain why you attended this Colloquium. *

5. Please indicate your satisfaction with the following aspects of the colloquium below:

Venue *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

Registration *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

Catering and food options *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

Speakers *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

Quality of Sessions/ Content of presentations *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

Number of Sessions and Commissions provided *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

Duration of sessions *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

Time for discussions *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

Level of interaction and engagement in the sessions *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

Dates of Colloquium *

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied

6. How would you rate your overall experience at the colloquium? *

- Excellent
- Good
- Average
- Poor
- Very Poor

Appendix C: Biographies of presenters

Dr George Afeti is an Engineering Educator and a TVET and Skills Development Expert. He has over 30 years of experience in academia as a University Lecturer and Administrator and as a TVET consultant for the World Bank, UNESCO , AU, and African Development Bank (AfDB) , among others. He has authored and co-authored more than 70 refereed journal papers, books, technical reports, and newspaper articles on postsecondary education and TVET. He has taught at universities in Ghana, France, and Nigeria, rising to the rank of Associate Professor. Dr Afeti was Rector of the Ho Technical University in Ghana and Secretary General of the Commonwealth Association of Technical Universities and Polytechnics in Africa. He is currently Vice-Chair of the Consultative Advisory Group of the PASET in Africa, and a Senior Skills Development Expert with the AU Development Agency on the SIFA Programme.

Ms Bina Akoobhai is the Director of Research and Innovation at the SSACI. She has been working in skills development for the last 25 years. Her expertise lies in teacher development, curriculum development, TVET college improvement, education research and evaluations. Ms Akoobhai has been conducting research in the TVET sector in SA since 2009 especially on issues relating to the college curricula, the quality of teaching and learning in colleges pathways to employment for college graduates, and most recently Identification of skills gaps in SA, towards the development of the country-wide Master Skills Plan. She has presented at national and international conferences.

Mr Steve Bainbridge is a United Kingdom (UK) national and former Private Secretary to the Minister for Employment in the UK. After three years at the EC, he joined CEDEFOP in 1996 as an expert in European VET policy analysis. He is a former editor of the European journal for vocational training (1996 - 2001) and has written three CEDEFOP reports on European VET policy: An age of learning (1999), Learning for employment (2004) and A bridge to the future (2010). He drafted the final version of CEDEFOP's Future skill supply and demand in Europe (2012) and helped develop a set of statistical indicators to monitor the performance of national VET systems published in On the Way to 2020: Data for vocational education and training policies (2013). He drafted the two reports on findings of CEDEFOP's opinion survey on adult education and VET, Perceptions (2019), which analysed the findings by Member State and More perceptions (2021), which analysed the findings by socio-demographic group. From 2008 to 2016, he was the Chief Writer of CEDEFOP's briefing notes and assistant to CEDEFOP's Director 2016 - 2019. He is currently working on statistical monitoring for European VET policy.

Ms Zulaikha Brey heads the FE-M&E at DNA Economics. She is a Development Economist with more than 15 years of research experience and 12 years of experience in programme design,

implementation, and M&E for government, multilateral institutions, donors, corporates, and NPOs. Ms Brey possesses a diverse skill set in research and M&E methodologies, allowing her to work across a wide range of sectors such as trade, finance, health, education, entrepreneurship, employment, and socio-economic development, and has completed more than 80 evaluations and research studies. In the financial sector, Ms Brey has been involved in assessing outreach, consumer education, and financial literacy programmes. She has also undertaken substantive work on financial inclusion, consumer protection and financial integration in SA and across SADC. Ms Brey holds a Master's degree in Development Finance from the University of Stellenbosch (SUN).

Mr Matungoe Chidi is an experienced Management Consultant and is currently a Director at MAS. MAS has worked with the human resource development system in various ways since 2006. It has conducted research and assisted various organisations with policy development, planning, programme implementation, and M&E. MAS has partnered with a few universities in specialised and multi-year research programmes over the years. Through his role at MAS, Mr Chidi has interfaced with the entire human resources development landscape, from early childhood development to PSET. He has been involved in several TVET projects under the UWC research programme.

Prof Liezel Cilliers is a Professor in the Department of Information Systems at the UFH. She is the Deputy Dean for Research and Internalisation in the Faculty of Management and Commerce. Prof Cilliers is a C-rated NRF researcher with a special interest in electronic health. She obtained her Doctorate of Philosophy in Information Systems from the UFH in 2014. Prof Cilliers has made significant contributions to the field of electronic health with a strong background in electronic health records, health applications and health information found on social media. She has conducted extensive research and published numerous papers on these topics, contributing to the advancement of knowledge in the field.

Mr Brian Civil is the chief Sales and Marketing Officer at AfriGIS (Pty) Ltd. A strategically minded business leader with a Master's degree in Business Administration (MBA) as well as vast experience in consulting to achieve strategic organisational structuring and effectiveness, he offers advanced skills in business development and leadership, sales and marketing strategies, engaging stakeholders, compliance and financial management. Brian is a past member of the Institute for Independent Business International's General Advisory Council and a fellow of the Institute for Independent Business International (IIBI). He has served in non-executive roles for a variety of companies. Within his current role, he leads and directs the planning, development, coordination, implementation and evaluation of business practices relating to sales, marketing, business development, key account management, organisational structure, operational effectiveness and change management; he

advises on and ensures Broad Based Black Economic Empowerment (BBBEE) compliance, through development of policies and structures designed to provide sustainable high levels of compliance, having successfully maintained a level 1 on the Information and Communication Technology (ICT) sector charter, and he mentors and coaches executives and senior personnel.

Dr Veerle Dieltiens is a Senior Researcher at MAS. She has been a Researcher in basic education, higher education and TVET since 2000, first with the University of the Witwatersrand (Wits) Education Policy Unit and then with the Centre for Education Policy Development (CEPD). For the IPSS project she has led the research on TVET student accommodation and private colleges.

Ms Blanche Engelbrecht is an experienced Research Consultant with over 20 years' experience in management and working on various research and analysis initiatives in the public and private sector. Her career includes seven years with an organisation involved in productivity improvement, seven years as a consultant with a private consulting firm, two years as a Project Manager facilitating the transfer of a training board to a SETA, 13 years as a Skills Planning Manager and later as acting Chief Executive Officer (CEO) of a SETA. For the last 10 years she has worked as a senior research consultant at MAS. As a researcher, Ms Engelbrecht has been involved in research in various fields, feasibility studies, strategic planning, evaluations for various clients and expenditure reviews on behalf of the National Treasury. Her work includes research into various aspects of the functioning of TVET colleges.

Dr Penelope Engel-Hills retired as Dean of the Faculty of Health and Wellness Sciences at the CPUT in January 2021. From then she has been an Adjunct Professor in the faculty and the Professional Education Research Institute (PERI). Dr Engel-Hills conducts research in the health sciences and has a continued interest in the post school education sector, specifically in work-integrated learning and professional education. She contributes to a Health Professions Education postgraduate programme at another university in the Western Cape and teaches on a professional education course at two universities in Africa. Dr Engel-Hills is an active researcher with a C2 NRF rating and her research collaborations include international, national and regional partnerships. She serves on a TVET College Council, the National Health Research Ethics Council (NHREC) and the Health Professions Council of South Africa (HPCSA), where she is a Universities South Africa (USAF) representative.

Dr Tamaryn Friderichs is a Senior Lecturer in the Department of Economics and Economic History as well as Researcher for the NALSU, both at RU. She has published widely on topics such as Human Capital and Education and Inequality. She enjoys making meaning of the results of large datasets analysis and has worked with various government departments, NPOs and research institutions.

Prof James Garraway is an Adjunct (retired) Associate Professor in PERI at CPUT. His current work involves exploring university-society/ WIL relationships and institutional change through the lens of the Activity Theory-inspired change laboratory methodology. His previous academic development work involved teaching on the post-graduate certificate module 'Assessment in Higher Education' and convening the short course on assessment for the Cape Higher Education Consortium's 'Quality Teaching in Higher Education' project. He was also the CPUT coordinator of the foundation/extended programme initiative.

Dr Kathryn Isdale has a Doctorate in Education and Social Policy from the University of London and worked for the Institute of Education, University of London for over 14 years. She is an expert in quantitative and longitudinal analysis and her research has explored skill development and the intergenerational transmission of educational success, as well as intervention evaluations and impact assessments. Now based in Cape Town, she works as a Freelance Researcher in both SA and the UK, conducting analysis and writing reports for organisations and policymakers seeking to use data to better understand individual development, educational transitions, employment choices and trends over time. She held an Honorary Fellowship within the Human Sciences Research Council (HSRC) and has worked extensively on the Trends in International Mathematics and Science (TIMSS) and South African Youth Panel (SAYPS) studies and has also run several large-scale, longitudinal projects. Dr Isdale has authored more than 15 academic journal articles, 25 Government research reports and strategy papers, a book and several standalone chapters.

Dr Francis Muronda is a Researcher with the Chair for Youth Unemployment, Employability and Empowerment (CYUEE) at NMU where he is also Postdoctoral Fellow. He has an Economics background, and his research interest focuses on educational economics, political economy of education, the TVET sector and international economics. His professional career started as a Secondary School Teacher before moving to the TVET sector where he worked as a Lecturer for almost a decade before moving into his current position.

Dr Seamus Needham is the Director of the IPSS in the Faculty of Education at the UWC. The IPSS has three broad domains: Adult and Community Education and Training, TVET and Higher Education studies. Seamus has been active in vocational education, policy and development for about 25 years. His current research interests include TVET policy and development, articulation and dual education. He has served on the Ministerial committee of Articulation Policy in 2013 as well as the Human Resource Development Council of South Africa (HRDCSA) Further Education and Training (FET) (now TVET) Technical Task Team. He is currently the project manager for a five-year TVET Research

Programme in collaboration with the DHET and the NSF. Dr Needham continues to serve on national policy forums namely, the Council on Higher Education (CHE) and the NQF Review Panel.

Prof Joy Papier is the NRF SARCHi Chair: TVET studies. She has been actively involved in TVET research and capacity building for over 25 years. She served as Director of the FET Institute at the UWC from 2005 to 2015 and, thereafter, as Director of the first Institute for Post-School Studies at UWC until 2022. Prof Papier is currently the South African NRF Chair: TVET. Her research interests include TVET teacher education, TVET policy and development, vocational curricula, workplace and institutional cultures, youth employment, and education opportunities for youth and adults. She has published widely in the field of TVET and has served on numerous national and international task teams, think tanks and policy commissions in this regard. Prof Papier is a Founding member and Editor-in-Chief of the *Journal of Vocational, Adult and Continuing Education and Training (JOVACET)*, a peer reviewed academic journal in SA, established in 2017.

Dr Andrew Patterson is a Research Specialist at JET. His current research in SA and widely on the continent includes: skills development for sustainability of migrants and refugees, youth employment, leveraging access to decent employment of youth through micro credentials; use of skills recognition for low-and medium income workers to access formal work opportunities; and teacher trust and accountability in schools. Dr Patterson has many years of experience: in higher education as Lecturer and Researcher at the Universities of the Northwest, Western Cape, Johannesburg and Cape Town mainly in teacher education; as a full time Researcher at the Southern African Development Bank and the HSRC as well as school teaching experience. He obtained his Doctorate in social history on schools operated by African Independent Churches that competed with missionary schools in the Cape Colony in the late 19th and early 20th century.

Prof Lesley Powell is an Associate Professor of the UCT School of Education. Her scholarship has largely focused on VET with her theoretical interest being the ways in which learning and skills can intervene in poverty and particularly the way(s) in which it can advance the conditions for meaningful and sustainable livelihoods. Here she has published on VET from human development and social justice perspectives, and more recently also on skills and the informal sector applying a social skills lens.

Ms Shanita Roopnarain is the Executive Director of the SSACI, bringing 30 years of in-depth experience in the TVET sector. Her career, which began as a TVET college lecturer, evolved into advocacy for work-integrated learning as a cornerstone of youth employability. A recognised expert in WBL, TVET system advancement, and College-Industry partnership development, she has effectively project-managed large-scale initiatives such as the CoS and various developmental pilot projects under the SSACI banner. Her contributions extend beyond operational management to strategic roles in fostering the

establishment of institutions such as the SAIVCET. Ms Roopnarain is also esteemed for presenting SSACI's work on an international scale, championing WIL and Skills Development Systems.

Dr Nkosinathi Sishi is the DG for the DHET. He has 36 years of experience at different spheres of government and state-owned enterprises holding various positions in the Executive and Senior Management Services (SMS) of the public service throughout his career, including, but not limited to Head of Entity (A): Trading Entity of the National Department of Transport Driver's License Trading Account (DLCA), DDG: Governance Councils: Office of the DG (National Department of Transport), Group CEO: Passenger Rail Agency of South Africa (PRASA), DDG: Public Entity Oversight (National Department of Transport), DDG: Planning, Policy and Strategy (DHET), Superintendent-General: Head of Department (HOD) of Education (KZN) Provincial Government). Dr Sishi currently occupies roles on organisational committees of several organisations, such as being Chairperson on the Inter-governmental Steering Committee on the NQF, the KZN Examination Board, the KZN Education Development Trust and the Ministerial National Examinations Integrity Committee. He also serves as a member of the UMALUSI Council as well as the Governance Committee for the PRASA. Dr Sishi holds a Doctorate in Philosophy specialising in Management (Education) from the University of Johannesburg (UJ).

Ms Zaahedah Vally is an experienced Researcher at JET. Her areas of expertise include skills recognition in the labour market, micro credentials and digitalisation in TVET colleges. Ms Vally has experience in research and project planning as well as implementation and has worked locally and in a number of countries including Ethiopia, Seychelles, Burundi, Ghana, and Kenya. Ms Vally is currently enrolled in a Master's programme with specialisation in Development and Economics at the Wits.

Prof Volker Wedekind is Professor and Head: School of Education, UoN. He is Convenor of the Nottingham United Nations Educational, Scientific and Cultural Organization Vocational Education UNESCO (UNEVOC) Centre. Prior to joining the UoN, he worked at University of KwaZulu Natal (UKZN) as Head of School and Deputy Dean for Continuing Education, and Wits' Centre for Researching Education and Labour (REAL) as ETDP SETA Research Chair in Vocational Education and Pedagogy. He served on three ministerial committees, Higher Education Quality Committee's (HEQC's) Accreditation Committee, and Umalusi's Research Committee. He was a Panel Member of Academy of Science of South Africa's (ASSAf's) study on agricultural education. He was Visiting Professor at the University of Cologne's Research Center for Comparative Vocational Education and Training. He was editor in chief of the Journal of Education and is Associate Editor of the International Journal of Training and Development and Pedagogy, Culture and Society and as a member of the international Editorial Board of JOVACET. He has supervised 13 Doctoral Theses to completion.

Prof Chris Winberg holds the South African NRF Chair in WIL and is the Director of the Professional Education Research Institute at the CPUT in Cape Town. Her research focus is professional and vocational education, with a particular focus on engineering education, teacher professional development, and technical communication. She obtained a Doctorate in Applied Linguistics from the UCT and lectured in applied linguistics and language education at the UCT, the UWC and at the University of Stockholm in Sweden. From 2010 – 2012, she was Chairperson of the South African Association for Applied Linguistics. Prof Winberg was the Director of the Fundani Centre for Higher Education Development at the CPUT from 2011 – 2015 where she was responsible for supporting curriculum renewal, academic staff development, and for promoting educational research.

CHAIRS AND SESSION FACILITATORS AT THE COLLOQUIUM

Mr Sam Zungu is the DDG of TVET at DHET. With more than two decades of experience in FET, DDG Zungu has occupied many positions in his ascent to DDG. His Career began as a principal at Umfolozi TVET college and has included positions such as Chairperson of the BRICS TVET cooperation alliance, interim chairperson of the Imbali Education and Innovation Precinct (IEIP), and the Ministerial Appointee of the University of KZN council, among others. Samuel has obtained a Higher Diploma in Education, Accounting and Finance from the UCT, a bachelor's and Master's degree in Public Administration from SUN's School of Public Leadership, and a MBA from the Business School of SUN.

Ms Aruna Singh initially served in the TVET colleges sector as Head of Department in Business Studies at the then Madadeni Technical College in Newcastle in KZN, and later served as Campus Manager, under what is today Majuba TVET College. She started out her career in the national Department as Chief Education Specialist in 2004, in the then Department of Education that later split into two Departments, namely the Department of Basic Education (DBE) and DHET. Ms Singh served for the greater part of her tenure (around 10 years) as the Director of Curriculum Development and Support in DHET. Ms Singh is currently the Chief Director for TVET Programmes and Qualifications and, as such, is responsible for the entire teaching and learning value chain in TVET colleges. She holds a Bachelor of Arts (BA) Degree, a University Higher Diploma in Education, a BA Honours (Psychology), an MBA, and has started on a Doctorate in Curriculum Studies at the University of North Texas.

Mr Themba Msipha is the Chief Director of Systems Planning and Institutional Support in the TVET Branch at DHET. Previously, he was a consultant specialising in project management and governance,

organisational development, human resources, performance management and skills development. He started off his career in education as a lecturer at Molapo Technical College (now called Southwest Gauteng TVET College). He joined Vista University's (now called UJ) Soweto Campus as a lecturer in the Faculty of Education. He has a wealth of experience of the changing nature of the education system of the country as he has been a part of its progress for the past 27 years. His experience in post-school education and training has been obtained through his consulting projects with Sifikile Consulting, Simeka Management Consulting and IQ Business respectively where a large proportion of his projects focused primarily on the role of skills development and training, education and training approaches, training material development and client relations. He was appointed into the panel of experts by the National Treasury's Technical Advisory Committee (TAC). It is through the TAC that he was appointed as the Project Manager for the DHET to facilitate the migration of TVET colleges and CET colleges from nine Provincial Education Departments to the DHET via a process commonly known as the 'function shift'. Mr Msipha holds a Master of Education as well as a Master of Management in Public and Development Management, both obtained from Wits.

Mr Marco MacFarlane is the Director for Research at the QCTO and has been conducting research within the national education system for more than a decade. After having worked for several non-governmental organisation, Mr MacFarlane began his public service career at Umalusi, on the Council for Quality Assurance in General and Further Education and Training. He has wide experience conducting and managing research running the gamut from early childhood development, schooling, and PSET both within SA and abroad.

Mr PK Naicker is currently employed by the FP&M SETA and occupies the position of General Manager: Planning, Research & Reporting. He has extensive experience in quality assurance, skills planning and research relating to education, training and skills development. Mr Naicker was a former Head of Department of Languages at secondary school and joined the then Clothing, Textiles, Footwear and Leather (CTFL) SETA as Senior Manager of Education and Training Quality Assurance in 2006. He also served in the capacity of CEO of the CTFL SETA between 2008-2011, before it was amalgamated into the FP&M SETA. Mr Naicker's education qualifications include a Junior Secondary Education Diploma, BA (Honours), and a Master's degree in Adult Education with a specialisation in workplace learning, which he acquired from the UKZN.

Ms Nolwazi Bright Khanyisile Gasa is DDG: Planning, Policy and Strategy at the DHET. She is an experienced professional with a demonstrated history of working in government, development finance institutions, state-owned institutions, research and non-governmental organisations, in both management and executive capacity. She is skilled in Strategic Planning and Information, Public Policy

Roadmaps and Reviews. Outcomes Monitoring, Evaluation and Learning. Her highlights include leading sector experts that translated the Development Plan into a set of Outcomes with indicators, targets that were monitored and evaluated to establish impact of government work. Further highlights include being the Project Lead for the Health Roadmap that informed the 10 Point Plan for transforming the Health Sector. DDG Gasas qualifications include a Master of Arts Degree in Clinical Psychology and a Diploma focused in Municipal Governance from University of Johannesburg. DDG Gasas is a Yale Fellow at the School of Public Health in the United States of America (USA), a member of a Ministerial Committee on Health Information, a Board member of UNESCO National Commission (NATCOM), and a member of the Ministerial Advisory Committee on the National Health Insurance (NHI).

Mr Thivhudziwi Walter Vele is a teaching and learning professional, currently employed as the Director: TVET Curriculum Development and Support at the DHET. He holds qualifications in Higher Education Studies (RU), Post-School Education (-CPUT), VET studies (Haaga-Helia University of Applied Sciences in Finland) and Chemical Engineering (CPUT). His main interests are in Academic Development and Curriculum Studies.

Ms Lulama Mbobo-Vava has 29 years of public sector experience at various management levels: 2 years in the health sector and 27 years in the education sector. She has amassed a wealth of experience in policy formulation, planning, education management information systems development and human resources management. She has served in the previous national Department of Education as a Deputy Director, Director and Chief Director in Planning, Education Management Information Systems, Education Infrastructure Planning and Monitoring and Evaluation. She has immensely contributed to the establishment of the DHET including the migration of staff from provincial departments of education to the DHET. She holds a BA Degree, an Honours and Master's degree in Psychology and a higher education diploma. Her academic qualifications and extensive experience at senior management and leadership levels were sharpened by the Senior Executive Programme (SEPA) that was offered jointly by the Harvard and Wits Business Schools. She has amassed a wealth of skills on strategic leadership, planning and policy development, human resources and corporate management. She conducted research on Women and Acquired Immunodeficiency Syndrome (AIDS) as part of her Master's programme. She has published articles for the Medical Research Council (MRC) on: Urbanisation and Health (Alcohol and women abuse), Development of Information Systems and SA's Health Objectives and Indicators. She is a committed public servant, driven by ethical leadership, humility, transformation and making a difference in improving the lives of the poor, informed by her own humble beginnings.

Mr Reineth Mgiba is the Chief Director for Policy Planning, Monitoring and Evaluation at DHET. His key responsibilities include strategic planning, policy, research and evaluation, systems monitoring and labour market intelligence, and skills planning. He holds a bachelor's degree in public administration from the UKZN; Master's Degree in Public Policy from Wits and an Honours Degree in Economics. He has also completed a few skill-enhancing short programmes with various learning institutions in areas of M&E as well as Evidence for Policy Making, to name but a few. He has more than 20 years' experience in the fields of strategic planning, policy development and analysis, and monitoring and evaluation. He started his career as a practitioner at the Department of Labour, moving through the ranks of management to become a Chief Planner and Deputy Director at the National Department of Human Settlements and Director for Strategy at the DHET. He leads a team of experts in economic analysis, research, planning and labour market intelligence.



European progress in vocational education and training reform: What's going on?

Making TVET colleges institutions of choice: DHET research colloquium
14 November 2023- *Steve Bainbridge*



European progress in vocational education and training reform: What's going on?

The objectives of European VET policy for 2010 -20 were to:

- make VET an attractive learning option – a 'choice' for young people by
 - making access to VET easier and
 - enabling more VET students to go on to further and higher education
- Improve the quality of VET by aligning it more closely with labour market needs to improve the transition of young people into the labour market

Policy initiatives were supported by statistical benchmark targets – European averages (some Members States would be above others below the average) to be achieved by 2020

European progress in vocational education and training reform: What's going on?

Benchmark targets

	2015	2020
An average of no more than 10% of early school leavers	13.8%	9.8%
At least 40% of 30-34-year-olds in the (EU) should have completed tertiary education by 2020 Reaching 40.3%, the EU crossed this threshold in 2019.	37.3%	41%
EU average participation in lifelong learning should be at least 15% of the adult working population (25 to 64 years old)	9.3%	11%
An employment rate of at least 82% for graduates aged between 20 and 34 , who left education and training within three years of the reference year	75.5%	78.5%
An employment rate of at least 75% for 20- to 64-year-olds	69%	72%
Employment rates of recent VET graduates aged 20- to 34-years-old compared to general education graduates	+13.6 percentage points	+17.4 percentage points

European progress in vocational education and training reform: What's going on?

Other Reforms

- **frameworks for comparing qualifications** (European qualifications framework (EQF) between and national qualifications frameworks (NQFs) within countries),
 - improved VET **quality control**,
 - systems to **validate prior learning**;
 - more **apprenticeships** and work-based learning;
- **curricula** reform (move from learning inputs - hours, courses, location – to learning outputs – what someone can do after any type of formal, non-formal, or informal learning experience)

European progress in vocational education and training reform: What's going on?

How it works

Through the open method of coordination for European VET policy, which is:

A process that coordinates the agreement, monitoring and review, across EU Member States, towards achieving shared vocational education and training policy objectives, which include statistically measurable targets

VET in Europe is very diverse; 27 Member States, at least 35 VET systems. Cooperation based on a politically (not legally) binding agreements that outline agreed VET policy priorities.

Key elements are **partnership, resources and momentum**. Partnership to agree common priorities; resources to achieve them; and momentum maintained through political leadership and mandates.

5

European progress in vocational education and training reform: What's going on?

How it works

- The open method of coordination is **not** a new strategy
- It coordinates the priorities and objectives **of existing strategy** and **monitors implementation** In South Africa for example, priorities and objectives could come from: the *Skills Strategy*, the *Economic Reconstruction and Recovery Plan*, the *Presidential Youth Employment Initiative* and *Masterplan* processes.
- The OMC applies at European level, but its principles can be used to create effective partnerships and networks at national, sectoral and local levels – learning institutions a key part (Malpolska region, Poland)
- Principles of the open method of coordination were well summarised in work done in South Africa in a skills partnership dialogue series that took place in 2023, organised by the Centre for Researching Education and Labour (REAL) based at the University of Witwatersrand.

6

European progress in vocational education and training reform: What's going on?

Principles of the open method coordination: South African version

- **Why: understanding the real objectives of skill engagements**

Many engagements fails because they try to do too many things – the need is to tackle specific problems in the context of the skills system

- **Who: who should be involved and what should they do?**

There are many formal structures in SA(HRDC, SETA's, QCTOs, as well as government departments) but not everyone needs to be involved in everything

- **How: finding ways to engage**

Various methods used in the EU: research, labour market analyses, statistical data, monitoring, reporting peer review, revision of objectives

- **What: what is needed to succeed?**

Partnership, resources and momentum. Partnership to agree common priorities; resources to achieve them; and momentum maintained through political leadership.

7

European progress in vocational education and training reform: What's going on?

The open method of communication: Why do it?

- *Skills reform not possible without partnership and cooperation*
- VET needs a voice – unlike education responsibility is divided and devolved
- Promote mutual goal-setting, collaborative action, and shared accountability for results
- Strengthens links and alignment between the VET system and economic and industrial policy, employment strategies, sector priorities and labour market needs
- Began in the EU in 2000 due to concerns over high unemployment and fears that skills did not match labour market needs
- Continues as European VET policy post-2020 supports the drive to strengthen the European economy's resilience and support the transition to a green and digital society and economy

8

European progress in vocational education and training reform: What's going on post-2020?

Objective	Target 2025/30
Participation of adults aged 25-64 in learning during the last 12 months	50% - 60%
Participation of low-qualified adults 25-64 in learning during the last 12 months	30%
Share of unemployed adults aged 25-64 with a recent learning experience	20%
Share of adults aged 16-74 having at least basic digital skills	70% - 80%
Share of employed graduates from VET (age group 20-34 who have graduated 1-3 years ago from upper secondary or post-secondary non-tertiary VET)	82%
Recent graduates from VET (age group 20-34) who benefitted from exposure to work-based learning during their vocational education and training	60%
Learners in VET who benefitted from a learning mobility abroad	8%

Information online or sent to you: ask us

Look for



at cedefop.europa.eu

Europe's skill challenge
 Europe's skill challenge: Europe's skill challenge: Europe's skill challenge



CEDEFOP | European Centre for the Development of Vocational Training

Skills forecast - Employment trends

Identifying skills needs, Understanding qualifications, Adapting policy, Developing lifelong learning

Search: []

Selected sectors: About Category, Skills, Other skills, Schemes, Projects, Europe, Press center, Library and occupation, Working with us, News, Events, Publications, Statistics and indicators, Information services



Source: Cedefop | Skills Forecasts (2006) published in 2012

Sector	Levels (000s)			Change (%)	
	2000	2010	2020	2000-2010	2010-2020
Primary sector of agriculture	1676	1455	1210	-20.5%	-17.1%
Manufacturing	28340	24845	24462	-12.5%	-1.5%
Construction	16388	16192	16387	-1.2%	1.2%
Business & other services	54424	68710	82198	25.5%	19.3%
Non-manufacturing services	47428	54285	65152	14.5%	17.7%
All industries	219300	220328	228688	0.5%	3.8%

CONTINENTAL DEVELOPMENTS ON TVET

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PRESENTATION OUTLINE

1. Introduction: Regional Approach to TVET
2. EASTRIP | East African Skills Transformation and Regional Integration Project
3. BEAR | Better Education for Africa's Rise
4. PASET | Partnership for Skills in Applied Sciences, Engineering and Technology
5. ACET | African Centre for Economic Transformation
6. SIFA | Skills Initiative For Africa
7. Capacity of TVET Systems in Africa to Adapt to the Future of Jobs
8. Creating an Enabling Business Environment for TVET
9. Recommendations for SA TVET Colleges

2

INTRODUCTION

- TVET is active on the agenda of the African Union since early 2000
- Continental Strategy to Revitalise TVET in 2007
- TVET Strategy to Foster Youth Employment in 2013
- Recent developments on the continent include adoption and implementation of regional interventions and multi-country projects
- Regionally-driven interventions seek to address common skills needs to support regional integration through the pooling and sharing of training resources, exchange of staff and students and cross-country occupational standards

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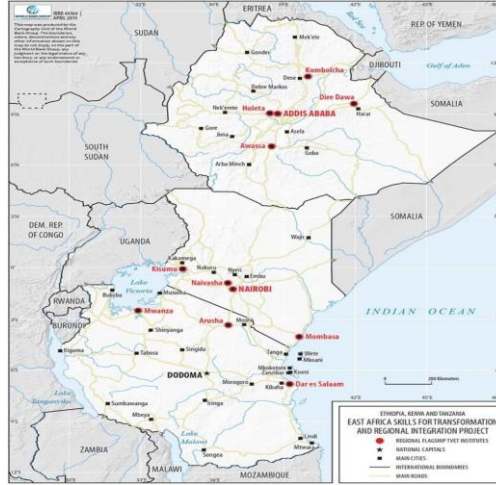
EASTRIP | East African Skills For Transformation And Regional Integration Project

- Six-year multi-country project launched in 2019
- Investment of USD 293 million from the World Bank and the Governments of Ethiopia, Kenya and Tanzania
- 16 TVET Centres of Excellence
- Priority Sectors:
 - Transport (Railway Road, Marine, Air)
 - ICT
 - Manufacturing (including agro-processing)
 - Power and Energy (including renewables)

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EASTRIP COUNTRIES

- ETHIOPIA
- KENYA
- TANZANIA



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EASTRIP REGIONAL CENTRES

Sector	Focus	Centre Name	Country
Transport & Infrastructure	Railway	Dire Dawa Polytechnic College	Ethiopia
	Railway	Ethiopia Railway Academy	Ethiopia
	Marine	Kenya Coast National Polytechnic	Kenya
	Air	National Institute of Transport	Kenya
	Road	Kombolcha TVET Polytechnic College	Ethiopia
	Building Infrastructure	Meru National Polytechnic	Kenya
	Highway Infrastructure	Kenya Institute of Building and Highway Engineering	Kenya
Power & Energy	Power/Energy	General Wingate Polytechnic College	Ethiopia
	Geothermal	KenGen Geothermal Institute	Kenya
	Hydro/ Renewable Energy	Arusha Technical College	Tanzania
Manufacturing	Tool Making	Federal TVET Institute	Ethiopia
	Textile/Garment	Hawassa TVET Polytechnic College	Ethiopia
	Textile	Kisumu National Polytechnic	Kenya
	Leather	DIT Mwanza Campus	Tanzania
	Agro-processing	Holeta TVET Polytechnic College	Ethiopia
ICT	ICT	DIT Dar es Salaam Campus	Tanzania

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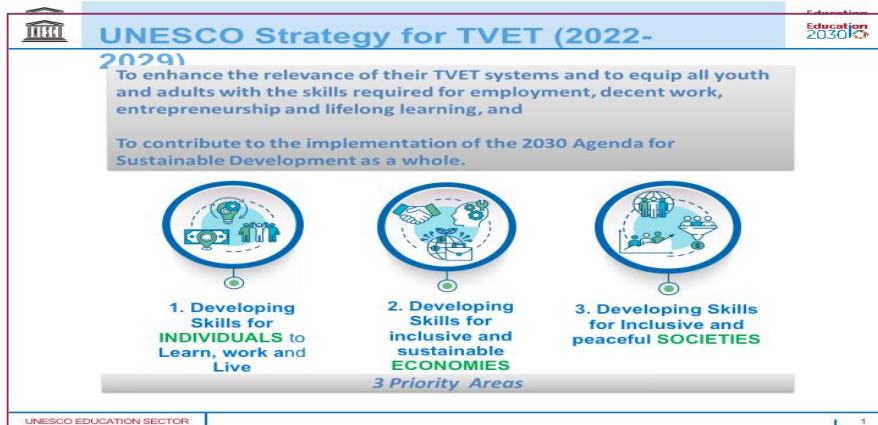
UNESCO BEAR PROJECT

- BEAR | Better Education for Africa's Rise
- Joint initiative of UNESCO and the Republic of Korea
- Specific goals of BEAR:
 - Increase the relevance of TVET by connecting industry and sustainable development with TVET programmes
 - Enhance the quality of TVET provision through improved institutional management, TVET teacher training, curricula reforms and provision of pedagogical resources and training equipment
 - improve the perception and attractiveness of TVET

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BEAR PROJECT & UNESCO TVET STRATEGY

BEAR Project is aligned with UNESCO Strategy for TVET (2022– 2029)



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BEAR I, II & III | SELECTED ECONOMIC SECTORS | 14 COUNTRIES

- **Ethiopia** : agro-processing
- **Uganda**: postharvest management and agro-food processing
- **Madagascar**: textile industries
- **Kenya**: environmental technology, solar photovoltaic
- **Ghana**: agricultural sector
- **Nigeria**: agricultural sector
- **Sierra Leone**: agro-processing and postharvest management
- **Côte d'Ivoire**: fashion and beauty therapy
- **Botswana**: hospitality and tourism
- **DR Congo**: metal fabrication and building
- **Malawi**: agro-processing, interior design
- **Namibia**: construction
- **Zambia**: construction & hospitality
- **Tanzania**: agribusiness & creative industries

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PASET | PARTNERSHIP FOR SKILLS IN APPLIED SCIENCES, ENGINEERING AND TECHNOLOGY

- PASET is an initiative of African governments supported by the World Bank to address challenges in developing human capital to support Africa's socioeconomic transformation
- Key objectives of PASET:
 - build a skilled workforce by focusing on the **continuum** of skills from upper secondary TVET to higher education, including scientific research and innovation
 - strengthen ASET systems and institutions in Africa
 - enable the sharing of knowledge and experiences



KEY REGIONAL INITIATIVES

- Regional Scholarship and Innovation Fund (RSIF) focusing on PhD Studies in ASET fields
- Governments contribute a minimum of USD 2 million each | Ten countries currently beneficiaries
- Regional TVET initiative to develop specialised technical and vocational skills, adopting a regional approach to skills development to include harmonisation of standards and qualifications to facilitate labour mobility and peer learning
- Knowledge sharing and exchanges between African universities and partner institutions around the world
- PASET Forums: Next Forum is on: **Leveraging TVET in the knowledge and skills edcosystem for Africa's industrialisation** | Nairobi, April 2024

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ACET | AFRICAN CENTRE FOR ECONOMIC TRANSFORMATION

- ACET is an economic policy institute supporting Africa's longterm growth through transformation
- ACET has identified TVET as a critical pathway for economic transformation in Africa
- Ongoing study on the readiness of TVET systems in Africa to deliver a workforce prepared for 4IR, starting in Ghana, Côte d'Ivoire, Niger, Ethiopia, Rwanda and Uganda
- Key question:
What are the strategic policy directions, frameworks, and training partnerships needed to equip the youth with employability skills for the present and future jobs?

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SIFA | SKILLS INITIATIVE FOR AFRICA

- SIFA is an initiative of the AU Commission supported by the German Government and the European Union through KfW, the German Development Bank
- SIFA provides funding on a competitive basis for the implementation of innovative skills development projects that engage the private sector, address market needs and national human resource development priorities
- SIFA emphasises on improving the employment prospects of young people and vulnerable groups



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SIFA OBJECTIVES AND RESULT AREAS

1. Funded institutions are capacitated to provide employment-oriented skills training
2. Access to employment-oriented skills development is improved, in particular for women, learners from low-income backgrounds and other vulnerable groups
3. Private sector contributes to improving skills development by participating in the design and the delivery of employment-oriented skills development programmes
4. Lessons learned and best practices are disseminated at national, regional and continental level

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FUNDING WINDOWS

- **Window 1:** Large skills development investment projects proposed by training providers in partnership with industry
Funding is up to EUR 3 million and can be used for: procurement of training equipment; training of trainers; curriculum design; construction, rehabilitation or expansion of learning infrastructure; learner scholarships
- **Window 2:** Skills development investment projects proposed by international private sector entities in collaboration with domestic skills training entities
Funding is up to EUR 1.5 million
- **Window 3:** Innovative skills promotion smaller technology-driven projects proposed by domestic training entities in partnership with public and private sector companies
Funding is up to EUR 0.8 million

Further information: www.skillsafrica.org

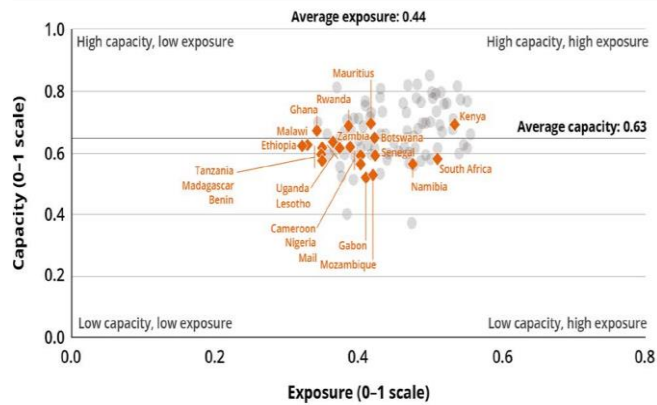
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SOME TOPICAL ISSUES | I: CAPACITY OF TVET SYSTEMS TO ADAPT TO THE FUTURE OF JOBS | 4IR

- Preparing learners for the future of work is a key challenge of many governments and TVET colleges in Africa.
- Capacity of training providers to teach 4IR skills is hampered by:
 - inadequate STEM skills of learners
 - inadequate digital infrastructure
 - limited access to digital tools, high grade electricity, reliable and affordable internet
 - modern training facilities
 - Inadequate qualified teachers in 4IR technologies
- Many countries in Africa have low exposure to and capacity for 4IR technologies
- The World Economic Forum estimates the average exposure as 44% and the average capacity as 63%

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EXPOSURE AND CAPACITY | 4IR TECHNOLOGIES



capacity: capacity of a country to adapt to the requirements of future jobs measured by assessing the quality of its education and training systems, postbasic education attainment and breadth of skills

exposure: a country's exposure to future trends measured by the impact of latest technologies, local economic diversification and complexity, employee productivity and unemployment

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SOME TOPICAL ISSUES | 2: CREATING AN ENABLING BUSINESS ENVIRONMENT FOR TVET

- Innovative TVET systems cannot be isolated from the economic realities of a country
- Effective TVET systems need to be responsive to market demand
- An enabling business environment for responsive TVET will require:
 - policy and fiscal measures that facilitate the creation, growth and expansion of enterprises
 - policies that promote value addition to primary commodities
- As enterprises innovate and grow, the market demand for advanced TVET skills would grow, thus forcing TVET systems to adapt and innovate as well

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KEY RECOMMENDATIONS AND CONCLUSION

- South African TVET colleges should engage in collaborative research activities and training partnerships with similar institutions on the continent
- Benchmarking, peer learning and sharing of best practices and experiences would enrich the delivery of TVET across Africa and contribute to the realisation of the African Union Agenda 2063: The Africa We Want
- African countries can learn lessons from South Africa on how the education and training system interacts with South African industry and business