



The 5th Annual
DHET RESEARCH COLLOQUIUM

On

*Radically Transforming TVET Colleges
Through Empirical
Research:*

Colloquium Proceedings Report



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Department of Higher Education and Training

123 Francis Baard Street

Pretoria

South Africa

Private Bag X174

Pretoria

0001

Tel: 0800 87 22 22

Published by the Department of Higher Education and Training

©Department of Higher Education and Training, 2018

The ideas, opinions, conclusions and policy recommendations expressed in this report are strictly those of the authors and do not necessarily represent those of the Department of Higher Education and Training (DHET). The DHET will not be liable for any content or syntax errors, or for the accuracy of the information contained in this report.

This publication may be used in part or as a whole, provided that the Department of Higher Education and Training is acknowledged as the source of information. Kindly therefore, cite the work as follows:

Department of Higher education and Training (DHET). (2018). *The 5th Annual DHET Research Colloquium on Radically Transforming TVET Colleges Through Empirical Research: Colloquium Proceedings Report*. Pretoria: DHET.

ISBN: 978-1-77018-843-3

This report is available on the Department of Higher Education and Training's website:
www.dhet.gov.za

Enquiries:

The Director: Policy, Research and Evaluation

Tel: +27 (0) 12 312 5297

Email: dhetresearch@dhet.gov.za

The 5th Annual

DHET Research Colloquium

on

Radically Transforming TVET Colleges through Empirical

Research:

Colloquium Proceedings Report



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

CONTENTS

ACKNOWLEDGEMENTS	v
ACRONYMS	viii
BACKGROUND	1
DAY 1: 12 SEPTEMBER 2018 (WEDNESDAY)	3
1. SESSION 1: OPENING	3
1.1 Welcome and Opening Remarks.....	3
1.2 Unleashing the Potential: Transforming TVET for Sustainable Development	5
1.3 Plenary Discussion	7
2. SESSION 2: QUALIFICATIONS AND CURRICULA AT TVET COLLEGES	9
2.1 Making Sense of Public TVET Offerings – What Can Research Tell Us?.....	9
2.2 Under-, Over-, and Half-Qualified TVET College Lecturers in South Africa: Can Continuing Professional Development (CPD) Give Us Some Answers?	11
2.3 Plenary Discussion	13
3. SESSION 3: CONTINENTAL PERSPECTIVE	15
3.1 Rethinking TVET Policy Reforms and Practices in Africa: What are the Missing Links?	15
3.2 Plenary Discussion	18
4. SESSION 4: EMPLOYABILITY	20
4.1 Pathways to Employability for Technical Occupations: The Harambee Installation, Repair and Maintenance (IRM) Initiative.....	20
4.2 Tracer Studies: National Curriculum (Vocational) [NC(V), Artisans and National Accredited Technical Education Diploma (NATED)	22
4.3 Evaluation of the Third National Skills Development Strategy (NSDS III): Findings on the Role of the Public TVET Colleges during the First Five Years of Implementation.....	24
4.4 Plenary Discussion	27
4.5 Closure	28

DAY 2: 13 SEPTEMBER 2018 (THURSDAY)	29
5. SESSION 5: TEACHING AND LEARNING FOR IMPROVED EMPLOYABILITY AND WORK INTEGRATED LEARNING (WIL) AT TVET COLLEGES	29
5.1 The Relationship between Lecturers’ Loci of Control, Job Satisfaction and Teaching Approaches	30
5.2 Current WIL Practice and Staff Development Needs in TVET Colleges	32
5.3 Strategies for Teaching Critical Thinking Skills to at Risk Tourism Level 2 Students	34
5.4 Capability or Employability: Orientating Vocational Education and Training (VET) towards ‘Real Work’	35
5.5 Plenary Discussion	37
5.6 Commission Briefing	38
6. SESSION 6: FIRST SET OF PARALLEL COMMISSION	39
6.1 Partnerships (Breakaway Room A)	39
6.2 Curriculum (Breakaway Room B)	42
6.3 Quality Assurance: Assessment, Exams and Certification (Breakaway Room C).....	45
7. SESSION 7: SECOND SET OF PARALLEL COMMISSIONS	49
7.1 Entrepreneurship (Breakaway Room A)	49
7.2 25 Year Review on TVET: Initial Findings (Breakaway Room B).....	51
7.3 Artisan Development Partnerships (Breakaway Room C)	54
8. SESSION 8: REPORT BACK AND WAY FORWARD	57
8.1 Commission Report Backs X 6	57
8.2 Plenary Discussion	57
8.3 Way Forward and Vote of Thanks.....	57
8.4 Closure.....	57
9. BIBLIOGRAPHY	58
10. APPENDICES	75
APPENDIX A: LIST OF ORGANISATIONS REPRESENTED AT THE RESEARCH COLLOQUIUM 2018.....	75
APPENDIX B: RESEARCH COLLOQUIUM PROGRAMME.....	79
APPENDIX C: COLLOQUIUM FEEDBACK REPORT	87

ACKNOWLEDGEMENTS

The Department of Higher Education and Training (DHET) acknowledges all individuals and organisations who worked tirelessly together to ensure that the fifth annual Research Colloquium was a success, and would like to express gratitude for their immense contribution and support. These include event sponsors; members of the Research Colloquium Working Group; members of the Research Forum on Post-School Education and Training (PSET); DHET staff; and all Colloquium participants; including Programme Directors, Session Chairpersons, Commission Facilitators, Presenters, Scribes, and Attendees.

The following Sector Education and Training Authorities (SETAs) are acknowledged for sponsorships towards the Research Colloquium:

- ❖ Banking Sector Education and Training Authority (BANKSETA) for the venue and catering;
- ❖ Chemical Industries Education and Training Authority (CHIETA) for the design and layout of the Colloquium programme, and for the printing of the programme and Research packs;
- ❖ Education, Training and Development Practices Sector Education and Training Authority (ETDPSETA) for the gifts for presenters;
- ❖ Energy and Water Sector Education and Training Authority (EWSETA) for the USBs;
- ❖ Fibre Processing and Manufacturing Sector Education and Training Authority (FP&M SETA) for the Colloquium bags;
- ❖ Finance and Accounting Services Sector Education and Training Authority (FASSET) for the nametags;
- ❖ Insurance Sector Education and Training Authority (INSETA) for the gifts for presenters;
- ❖ Manufacturing, Engineering and related Services Sector Education and Training Authority (MerSETA) for supporting the travel and accommodation needs of presenters;
- ❖ Services Sector Education and Training Authority (Services SETA) for the Colloquium Report; and

- ❖ Transport Education and Training Authority (TETA) for the buses for the TVET college excursion and gala dinner;

Also, a special thank you goes to each of the Research Colloquium Working Group members who, together with their organisations, assisted in the planning and coordination of the event. In addition to the overall planning and coordination, some of the tasks that Working Group members and their respective organisations assisted on are acknowledged with appreciation as follows:

- ❖ Mr Ntokozo Bhengu (Council on Higher Education – CHE): Social media; and commission facilitator.
- ❖ Mr Osborne Mkhize (CHIETA): Social media.
- ❖ Ms Lizzy Tefu (CHIETA): SETA sponsorship liaison; and registration, publications’ support; and commission support.
- ❖ Ms Nobuhle Dlepu (DHET): Branding.
- ❖ Ms Mahlatse Galane (DHET): Social media.
- ❖ Ms Rakal Govender (DHET): Planning; oversight; and coordination.
- ❖ Ms Setadimo Khanyile (DHET): Branding.
- ❖ Dr Shirley Lloyd (DHET): Planning; and oversight.
- ❖ Ms Queen Mawila (DHET): Support.
- ❖ Ms Nqobile Mntambo (DHET): Branding.
- ❖ Ms Refiloe Mohlakoana (DHET): Coordination; registration support; publications’ support; and commission scribe.
- ❖ Dr Hersheela Narsee (DHET): Planning; oversight; and Programme Director.
- ❖ Mr Johny Rachidi (DHET): Coordination; and management of presentations.
- ❖ Mr Sello Sethusha (DHET): Session Co-Presenter and Session Chairperson.
- ❖ Ms Nompumelelo Skosana (DHET): Coordination; registration support; and publications’ support.
- ❖ Ms Aphiwe Sochise (DHET): Banner support; registration support; and commission support.
- ❖ Mr William Somo (DHET): Branding; and social media.
- ❖ Mr Simo Zulu (DHET): Registration support; Commission Scribe; and Commission Facilitator.

- ❖ Ms Nokuthula Zwake (DHET): Branding.
- ❖ Mr Mxolisi Gugushe (EWSETA): SETA sponsorship liaison; management of gifts; and management of survey.
- ❖ Mr Ernest Kaplan (INSETA): SETA sponsorship liaison; and Commission Scribe.
- ❖ Mr Mpumelelo Nyathi (MerSETA): SETA sponsorship liaison.
- ❖ Ms Franca Peverelle (MerSETA): SETA sponsorship liaison.
- ❖ Dr Tsiliso Tamasane (Services SETA): SETA sponsorship liaison.
- ❖ Mr Biki Lepoto (Umalusi): Commission Facilitator.
- ❖ Ms Tsakani Mabasa (Wholesale and Retail Sector Education and Training Authority – W&R SETA): Running order; and provision of staff to assist with registration.
- ❖ Mr Mxolisi Maphakela (W&R SETA): Registration support; and commission support.

ACRONYMS

ACRONYM	DESCRIPTION
ABI	Amalgamated Beverage Industries
ADEA	Association for the Development of Education in Africa
ACCA	Association of Chartered Certified Accountants
AET	Adult Education and Training
AgriSETA	Agricultural Sector Education and Training Authority
ANC	African National Congress
APP	Annual Performance Plan
APPETD	Association of Private Providers for Education, Training and Development
AQP	Assessment Quality Partner
ASCHP	Association for Supportive Counsellors and Holistic Practitioners
ASDSA	Association for Skills Development in South Africa
ATR	Annual Training Report
ATSA	Accounting Technician South Africa
AU	African Union
BA	Bachelor of Arts
BANKSETA	Banking Sector Education and training Authority
BBBEE	Broad-Based Black Economic Empowerment
BEE	Black Economic Empowerment
BCom	Bachelor of Commerce
Bed	Bachelor of Education
BPO	Business Process Outsourcing
BSc	Bachelor of Science
BSocSc	Bachelor of Social Science
B Tech	Bachelor of Technology
BUSA	Business Unity South Africa
CACE	Centre for Adult and Continuing Education
CAT	Credit Accumulation and Transfer

CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector education and Training Authority
CBQ	Cost Benefit Quality
Cedefop	Centre for Development of Vocational Training
CEO	Chief Executive Officer
CET	Community Education and Training
CETA	Construction Education and Training Authority
CFERI	Centre for Entrepreneurship Rapid Incubator
CFO	Chief Financial Officer
CHE	Council on Higher Education
CHIETA	Chemical Industries Education and Training Authority
CIP	Community Initiated Programme
CIPS	Chartered Institute of Procurement and Supply
CLEAR-AA	Centre for Learning on Evaluation and Results Anglophone Africa
CoS	Centres of Specialisation
CPD	Continual Professional Development
CPUT	Cape Peninsula University of Technology
CSD	Centre for Social Studies
CSS	Customer Satisfaction Survey
CSTO	Coordinating SETA-TVET Office
CWSR	Centre for Water Sanitation and Research
CUT	Central University of Technology
DAFF	Department of Agriculture, Forestry and Fisheries
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
Dr. Ing	Docteur Ingenieur
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DIRCO	Department of International Relations and Cooperation
DSD	Department of Social Development
DSE	Deutsche Stiftung für international Entwicklung

DSPP	Dual System Pilot Project
DST	Department of Science and Technology
Dti	Department of Trade and Industry
DUT	Durban University of Technology
ECCE	Early Childhood Care and Education
EC-RRT	Eastern Cape Research Round Table
EISA	External Integrated Summative Assessment
EMC	East-Cape Midlands College
ETD	Education, Training and Development
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
ETI	Education and Training Initiatives
ETF	European Training Foundation
ETQA	Education and Training Quality Assurance
EU	European Union
EWSETA	Energy and Water Sector Education and Training Authority
FASSET	Finance and Accounting Services Sector Education and Training Authority
FEDUSA	Federation of Unions of South Africa
FET	Further Education and Training
FETI	Further Education and Training Institute
FoodBev SETA	Food and Beverage Manufacturing Sector Education and Training Authority
FP&M SETA	Fibre Processing and Manufacturing Sector Education and Training Authority
FPI	Financial Planning Institute of Southern Africa
FTE	Full Time Entrance
GENFETQA	General and Further Education and Training Quality Assurance
GET	General education and training
GFETQSF	General and Further education and Training Qualifications Sub-Framework

GTAC	Government Technical Advisory Centre
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Council
HEQSF	Higher Education Qualifications Sub-Framework
HoD	Head of Department
Hons	Honours
HRDC	Human Resource Development Council
HR	Human Resource
HSRC	Human Sciences Research Council
HWSETA	Health and Wealth Sector Education and Training Authority
ICASS	Integrated Community Assessment and Support Services
ICB	Institute of Certified Bookkeepers
ICITP	Institute of Chartered Information Technology Professionals
ICT	Information and Communications Technology
IDP	Integrated Development Plan
IIASA	Institute of Internal Auditors South Africa
ILD	Individual Learning and Development
INSETA	Insurance Sector Education and Training Authority
IODSA	Institute of Directors South Africa
IPM	Institute of Personnel Management
IPRC	Integrated Polytechnic Regional Centre
IPSS	Institute for Post-School Studies
IWH	Institute of Work at Heights
IWRM	Integrated Water Resources Management
JHS	Junior High Schools
KZN	KwaZulu-Natal
LEA	Local Enterprise Authority
LED	Local Economic Development
LGSETA	Local Government Sector Education and Training Authority
LMI	Labour Market Intelligence

LSOs	Lead SETA Offices
LSS	Lecturer Support System
MANCOSA	Management College of Southern Africa
MA(SA)	Marketing Association of South Africa
MBA	Master of Business Administration
M.Ed.	Master of Education
M&E	Monitoring and Evaluation
MerSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MICT SETA	Media, Information and Communication Technologies Sector Education and Training Authority
MIS	Management Information System
MOOCs	Massive Open Online Courses
MOTI	Management of Technology and Innovation
MPhil	Master of Philosophy
MQA	Mining Qualifications Authority
MTEF	Medium Term Expenditure Framework
MTT	Ministerial Task Team
N/A	Not Applicable
NAMB	National Artisan Moderation Body
NATED (N1-N6)	National Accredited Technical Education Diploma
NBI	National Business Initiative
NBT	National Benchmark Tests
NCOP	National Council of Provinces
NCP HRDC	Northern Cape Provincial Human Resource Development Council
NC(V)	National Certificate Vocational
ND	National Diploma
NDA	Non-Disclosure Agreement
NDP	National Development Plan
NEDLAC	National economic Development and Labour Council
NEET	Not in Education, Employment or Training

NGOs	Non-Governmental Organisations
NHD	National Higher Diploma
NHI	National Health Insurance
NLRD	National Learner Record Database
NMU	Nelson Mandela University
NOCC	National Occupational Curriculum Content
NQF	National Qualifications Framework
NRF	National Research Foundation
NSA	National Skills Authority
NSC	National senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
NWU	North West University
OASA	Ocularists Association of southern Africa
ODL	Open and Distance Learning
OER	Open Educational Resources
OPSA	Office Professionals South Africa
OFO	Organising Framework for Occupations
OQSF	Occupational Qualifications Sub-Framework
PASET	Partnership for Skills in Applied Sciences, Engineering and Technology
PFTC	Professional Firearm Trainers' Council
PHASA	Professional Hunters Association of South Africa
PhD	Doctor of Philosophy
PIRLS	Progress in International Reading Literacy Study
PoPI	Privacy of Personal Information
PSDF	Provincial Skills Development Forums
PSDF	Public Skills Development Fund
PSET	Post-School Education and Training
PSETA	Public Service Education and Training Authority
PSTF	Public Service Trainers' Forum

PTS	Professional Teaching Standards
QA	Quality Assurance
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System
RAP	Retrenchment Assistance Programme
REAL	Centre for Researching Education and Labour
RESEP	Research on Socio-Economic Policy
ROI	Return on Investment
RPL	Recognition of Prior Learning
SA	South Africa
SACAP	South African Council for the Architectural Profession
SACE	South African Council for Educators
SACNAPS	South African Council for Natural scientific Professions
SACP	South African Communist Party
SACPO	South African College Principals Organisation
SAGC	South African Geomatics Council
SAIDE	South African Institute of Distance Education
SAIPA	South African Institute of Professional Accountants
SAITP	South African Institute of Tax Professionals
SAIVCET	South African Institute of Vocation and Training
SANREN	South African National Research Network
SAQA	South African Qualifications Authority
SARChI	The South African Research Chairs Initiative
SASCE	South African Schools Choir Eisteddfod
SASSETA	Safety and Security Sector Education and Training Authority
SAUS	South African Union of Students
SAVC	South African Veterinary Council
SBA	School Based Assessment
SBL	School of Business Leadership
SEDA	Small Enterprises Development Agency

Services SETA	Services Sector Education and Training Authority
SETAs	Sector Education and Training Authorities
SHS	Senior High Schools
SIAS	Screening, Identification, Assessment and Support
SIC	Standard Industrial Classification
SIPs	Strategic Infrastructure Projects
SME	Small and Medium Enterprise
SMME	Small, Medium and Micro-sized Enterprise
SOEs	State Owned Enterprises
SPOCs	Small Online Private Courses
SSACI	Swiss-South African Cooperative Initiative
SSP	Sector Skills Plan
Stats SA	Statistics South Africa
STEM	Science, Technology, Engineering and Mathematics
SU	Stellenbosch University
TALL	Teaching Adult Lifelong Learners
TARDI	Tsolo Agriculture and Rural Development Initiative
TBC	To Be Confirmed
TETA	Transport Education and Training Authority
TLA	Teaching Learning Academy
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
UCT	University of Cape Town
UFH	University of Fort Hare
UFS	University of the Free State
UJ	University of Johannesburg
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNEVOC	International Centre for Technical and Vocational Education and Training

UNISA	University of South Africa
UP	University of Pretoria
USA	United States of America
USAf	Universities South Africa
UWC	University of the Western Cape
VUT	Vaal University of Technology
VWSA	Volkswagen South Africa
W&R SETA	Wholesale and Retail Sector Education and Training Authority
WBE	Work Based Education
WBL	Work-Based Learning
WIL	Work Integrated Learning
Wits	University of the Witwatersrand
WRC	Water Resource Management
WSP	Workplace Skills Plan
WSU	Walter Sisulu University

BACKGROUND

The fifth annual Department of Higher Education and Training (DHET) Research Colloquium was held on the 12 – 13 September 2018 at the Premier Hotel Regent in East London, Eastern Cape Province. The DHET, together with its partner entities (that is, the 21 Sector Education and Training Authorities (SETAs), the 3 Quality Councils, the South African Qualifications Authority (SAQA), and the National Student Financial Aid Scheme (NSFAS)) jointly host an annual Research Colloquium on Post-School Education and Training (PSET). The purpose of the annual Research Colloquium is to deepen the conversation around PSET amongst stakeholders by sharing research findings and promoting research utilisation and dissemination.

The Research Colloquium considers the state of research on PSET, proposes ways of advancing research and innovation to address priority needs of the PSET system, and serves as an interface between research practitioners and users.

The 2018 Research Colloquium focused on Technical and Vocational Education and Training (TVET). This theme of TVET was proposed by the Eastern Cape Research Round Table (EC-RRT) which comprises TVET College lecturers who were keen on undertaking research on TVET. The EC-RRT requested the DHET to focus this year's Research Colloquium on TVET because of its significance in the PSET landscape, and given the limited pool of researchers focusing on this matter.

The aim of the 2018 Research Colloquium was to showcase and share new and cutting-edge research on key dimensions of TVET, thus providing an opportunity for stakeholders to reflect on policy and practice. Given the numerous challenges confronting the TVET sector, it was hoped that the Colloquium would shed some light on “possible solutions” that have been identified by good quality research. As such the Colloquium was entitled: *“Radically Transforming TVET Colleges through Empirical Research”*.

In sharing new and emerging research on the TVET, the Colloquium was set up to enable participants to:

- ❖ Engage with the research being presented;
- ❖ Consider implications of the research for policy and practice;

- ❖ Identify opportunities that can be explored in promoting TVET;
- ❖ Identify research gaps in TVET;
- ❖ Identify existing and potential challenges of TVET and TVET research; and
- ❖ Identify concrete solutions and recommendations on particular dimensions of the TVET system.

The EC-RRT also proposed having the 2018 Research Colloquium in the Eastern Cape as a means of promoting wider geographic participation in the event, given that previous Research Colloquia have always been held in Gauteng.

The 2018 Research Colloquium was a success based on the number of organisations represented at the event and attendees who heeded the call by the DHET to grace the event. Testimony bears on the attached attendance list at the back of this report. Matprodev Consulting (Pty) Ltd expresses gratitude to be given an opportunity to be part of this Research Colloquium event for purposes of collating information for the Research Colloquium report.

DAY 1: 12 SEPTEMBER 2018 (WEDNESDAY)

Programme Director and Chairperson for Session 1: Ms Gerda Magnus, Acting Deputy Director-General (A/DDG): TVET, DHET

Biography

Ms Gerda Magnus has spent the past twenty years in the field of Education. After completing an Honours (Hons) degree in Human Resource Management, she joined industry as a Training and Development Practitioner. She was involved in developing competency-based training programmes and the management of apprenticeship programmes. During this time, she worked extensively in Africa on artisan development programmes. She soon started her own training and development business where she supported the establishment of two of the SETAs, and continued her work in industry to support skills development processes. She served on the SAQA board and remained intimately involved in many of the SETAs and colleges through tailor-made support programmes. During this time she also completed her Master's degree. After selling her business to City and Guilds, she joined DHET wherein she continued her work in the education sector and in colleges in particular. She is specifically responsible for innovation projects within the TVET sector and has been tasked with setting up the South African Institute for Vocational and Continuing Education and Training (SAIVCET).

1. SESSION 1: OPENING

1.1 Welcome and Opening Remarks

On the 1st day of the workshop, Ms Magnus was both the Programme Director and Chairperson for Session 1.

She expressed a warm welcome to Dr Borhene Chakroun, the international presenter; Dr George Afeti, the continental presenter; Chief Executive Officers (CEOs) of the various entities; SETAs; and all delegates from the various TVET colleges and universities. She also acknowledged the late Mr Firoz Patel, former DDG for TVET at the Department, who had been a part of the initial discussions in planning for this event. She noted that Mr Patel would have been very happy to see the turn out for this event.

A special word of thanks was extended to the EC-RRT for proposing the theme of TVET for this year's Colloquium on "*Radically Transforming TVET Colleges through Empirical Research*".

She indicated that the aim of this Colloquium was to provide a platform to share new and emerging research within the TVET college sector based on empirical and substantive research, in order to identify blockages and requirements, and come up with concrete

recommendations and solutions to make sound policy decisions. She continued that the purpose of the Colloquium was to also look into global trends and find particular projects for radical transformation within the TVET college sector.

She mentioned that the purpose of TVET colleges is to deliver learners that are fit for purpose, and capable for employment in the labour market, in order to meet labour demands. It has been noted that most youth (about 50%) are usually employed on a temporal or contractual basis (and are employed in wrong positions or are in the wrong occupation). Thus, the aim of the TVET college sector is to improve the curricula in order to equip learners with the requisite skills so that they attain permanent employment (correct positions and employment) and can contribute towards the economy of the country.

She made a call to action for policy alignment by the government, and that everyone must accept responsibility to make positive and constructive contributions toward TVET initiatives. She contended that delegates needed to think differently to influence research outcomes and provide support to TVET research initiatives.

As the focus of the Research Colloquium event was radically transforming TVET colleges through empirical research, Ms Magnus hoped that delegates would engage in identifying opportunities that could be further explored in promoting the TVET college sector through research. She then reminded the delegates that they should focus on the following in their engagements:

- ❖ Transforming the TVET college sector through collective engagements, i.e. to look beyond government where everyone should be accountable and collectively play a role in improving the TVET college sector;
- ❖ Thinking about how to do things differently to assist with transforming TVET colleges to ensure their relevance and competitiveness;
- ❖ Focusing on labour demands through skills needs, analysis and interventions; and
- ❖ Implementing policies in line with what research has revealed.

Ms Magnus concluded her welcome and opening remarks by introducing the first presenter of the Research Colloquium, Dr Borhene Chakroun.

1.2 Unleashing the Potential: Transforming TVET for Sustainable Development

Dr Borhene Chakroun: Chief of TVET, United Nations Educational, Scientific and Cultural Organisation (UNESCO)

Biography

Dr Borhene Chakroun is an Engineer and has a Doctor of Philosophy (PhD) degree in Education Sciences from Bourgogne University in France. During the 1990s, he worked as a Trainer, Chief Trainer, and Project Manager. He also worked as a short-term Consultant for the European Union (EU), World Bank and other international organisations before coming to the European Training Foundation (ETF) in 2001. At the ETF, Dr Chakroun worked as Senior Human Capital Development Specialist. He is now Head of the section, in charge of Skills Development at UNESCO Head Quarters. He conducted a range of policy reviews and skills system diagnosis in different contexts. He has authored and co-authored various articles and books in the field of skills development. Much of his most recent work focuses on global trends in reforming skills systems and the global agenda for skills development in the context of the 2030 Sustainable Development Agenda.

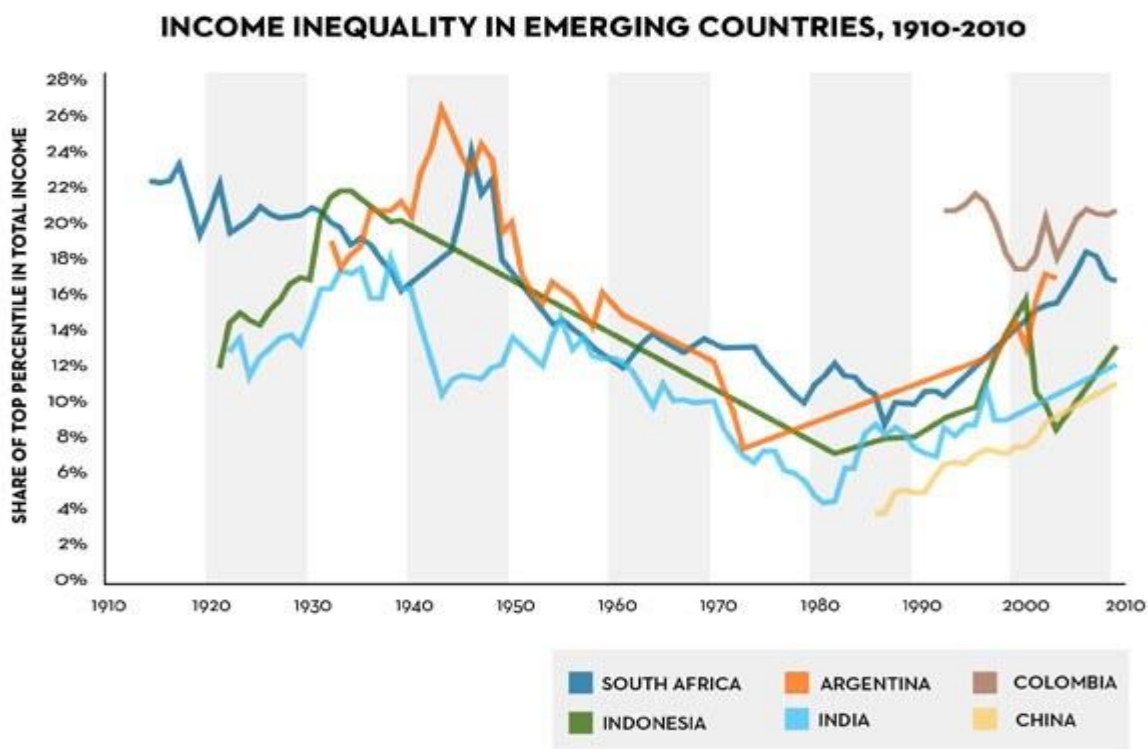
Dr Borhene Chakroun focused his presentation on the following three elements:

- ❖ Global trends: factors driving demand for skills;
- ❖ Key TVET policy reforms; and
- ❖ Implications for colleges.

Dr Chakroun commenced his presentation by giving a picture of global income inequality in emerging countries from 1910 to 2010. He highlighted that the richest 85 people have as much combined wealth as the poorest 3.6 billion people. He also highlighted that in a future in which “business as usual” continues, global inequality will further increase. Alternatively, if in the coming decades all countries follow the moderate inequality trajectory of Europe over the past decades, global income inequality can be reduced; in which case there can also be substantial progress in eradicating global poverty.

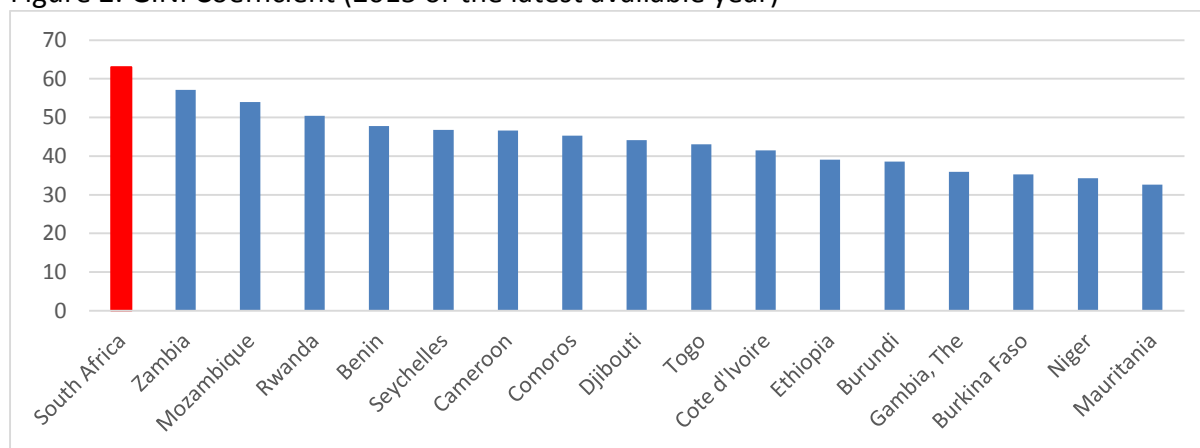
Figures 1 and 2 below, as highlighted by Dr Chakroun, depict income inequality in emerging countries such as South Africa, Indonesia, Argentina, India, Colombia and China for the period 1910 to 2019, and GINI Coefficient of South Africa and other African countries, respectively. South Africa ranked amongst the highest percentage of income inequality of between 18% and 20% in 2010, and above 60 of GINI Coefficient in 2015 (the higher the number, the greater the degree of income inequality).

Figure 1: Income inequality in emerging countries, 1910-2010



Source: Piketty 2014

Figure 2: GINI Coefficient (2015 or the latest available year)



Source: The World Bank

Dr Chakroun emphasised the importance of addressing inequality at local and international levels by improving and developing skills sets that are sustainable for the labour market and economic growth. He reminded delegates that most countries are adopting and embracing automation and/or digitalisation, in essence artificial intelligence due to the 4th Industrial Revolution; both at low and high end of the labour market; therefore there is a need to address sustainability challenges through social equity and skills development.

He argued that not only qualifications are determinant to getting a job, rather it is a mixture of various sets of skills that would positively contribute to labour market demands. He indicated that focus is being placed on low and high end skills leading to the shrinkage of middle class skills; which has implications on qualification levels. It therefore becomes imperative to know what types of programmes are required for both low and high end skills for employability, revenue generation and economic sustainability.

He believed that flexibility with regard to curriculum management, which is adapting curriculum to respond to market needs; would increase employability, mobility and revenue. He advised the delegates to invest in education that would yield impactful and measurable outcomes.

In conclusion, Dr Chakroun spoke about three analytical lenses or key policy measures, namely:

- ❖ The ability to anticipate and assess labour market changes;
- ❖ Governance improvement (there is no best system to govern TVET but combination of all systems); and
- ❖ The development well-informed quality learning pathways.

1.3 Plenary Discussion

During the plenary discussion a number of questions were raised to which Dr Chakroun responded. The summary of these questions and responses are as follows:

Q1: What are other countries doing (e.g. technology advancement and continuous skills development) to stay relevant in the era of industrial revolution/automation/artificial intelligence?

A1: Be careful about the negative perception of automation and industrial revolution. Some jobs would be lost while others would be created, e.g. government is going the route of e-government yet employees still have a role to play. This would affect all jobs but not the same way.

Q2: What can South Africa do to deal with fundamental learning skills?

A2: South Africa should invest in early childhood learning development for better results. Other countries' pedagogy is different from South Africa's, therefore it is imperative to reduce difficulty in early learning, reduce size of classes, and capacitate educators.

Q3: Competency versus capability – inequality dilemma?

A3: Brazil is putting a lot of effort to support poor learners by focusing on the ecosystem. Employees should go beyond employment and think of doing the actual work. Capability requires combination of various policy domains.

Q4: How do we keep South Africa competitive in the global market?

A4: We need to note that the formal labour market is changing with digitisation, internationally, so countries have adopted flexible curricula to suit their local needs and to stay relevant and competitive. Countries have shown high levels of effectiveness through using flexible curricula. Diversified curricula will require funding to train staff for specific skills.

Q5: TVET colleges are over-stretched and yet they provide skills according to market demands to address inequality and sustainability. How can TVET colleges achieve equity and sustainability?

A5: Workplaces should be part of learning environment. Companies should recognise certain credentials to suit their needs and make every workplace a learning environment through coaching, training and mentoring.

Q6: How are developed countries helping developing countries to be global village participants in terms of qualifications?

A6: Countries are encouraged to benchmark themselves with countries that have the best practices so as to adopt, embrace and implement in their respective countries. Countries must also move with the times of digitisation/automation/robotisation/artificial intelligence.

2. SESSION 2: QUALIFICATIONS AND CURRICULA AT TVET COLLEGES

Chairperson: Ms Trudi van Wyk, Chief Director: Social Inclusion, Equity, Access and Quality, DHET

Biography

Ms Trudi van Wyk is responsible for Social Inclusion and Equity, the National Qualifications Framework (NQF), Career Development Services, Information and Communications Technology (ICT) in Education and Open Learning. She previously served as the Director: Career Development and Open Learning where she set up a fully-fledged National Career Development Service in 2014 and was responsible for managing the implementation of Open and Distance Learning (ODL) policies and frameworks in the post-school sector. From 01 September 2009 – 31 August 2012 she was the Education Specialist: eLearning at the Commonwealth of Learning, Vancouver, Canada, where she worked mainly with governments and institutions at strategic and implementation levels in the Caribbean, Africa, South-East Asia and Pacific to implement Open and Distance Learning, ICT and Open Educational Resources (OER) into schools, teacher education, higher education and TVET. She has 35 years' experience in the education and training and published in the areas of Open Education Resources, Digital Health literacy and ICT Competencies for Teachers.

Following the introductory session, a panel session was convened. Ms Trudi van Wyk introduced the three panelists (Professor Joy Papier, Dr James Keevy and Mr Sello Sethusha) before their presentations on “Qualifications and Curricula at TVET Colleges”.

2.1 Making Sense of Public TVET Offerings – What Can Research Tell Us?

Professor Joy Papier, Director: Institute for Post-School Studies (IPSS), Faculty of Education, University of the Western Cape (UWC)

Biography

Professor Joy Papier has been active in education, policy and development for about 25 years, as a school teacher, university teacher educator, trainer, development worker and researcher. She holds the degrees of Master of Philosophy (UWC), Master of Education (Harvard University, United States of America) and PhD in Education Policy from the University of Pretoria (UP). Her current research interests include TVET teacher education, TVET policy and development, vocational curricula policy, workplace and institutional cultures. She has published on vocational and general teacher education in several academic journals, presented at conferences and on public panels, participates in national government task teams and is an external examiner for numerous postgraduate dissertations in the field of post-schooling. Professor Papier was recognised for her work in education by the prestigious South African Mail and Guardian Book of Women in 2011. She was recently appointed South African Research Chair in Post-School Studies: TVET, a Chair which will be hosted by the IPSS at UWC. The South African Research Chairs Initiative (SARChI) is funded by the Department of Science and Technology (DST) and administered by the National Research Foundation (NRF).

Professor Joy Papier started her presentation by giving a historical background of the TVET college offerings. She indicated that historically N1-N6 were National Accredited Technical Education Diploma (NATED) programmes, and since 2007 National Certificate (Vocational) (NC(V)) and occupational programmes were introduced. She argued that NC(V) and NATED Business Studies and Engineering are high enrolment programmes due to funding shifts and student finance to encourage NC(V) uptake. However, both NATED and NC(V) have shortcomings.

Professor Papier urged delegates to reflect back 10 years on and asked the questions: where are we with TVET qualifications and curricula? Are we any better informed about what TVET colleges should be offering, to whom, and to what end? The 2013 White Paper critiqued the “gamut of college programmes” that needed rationalisation, and the implementation plan should be making concrete proposals for college offerings, for coherence with technical high schools and Community Education and Training (CET) Colleges.

In terms of what should inform qualification and programme decisions and whether there is sufficient information about this, Professor Papier argued that research should focus on relevance of programmes to industry demands, target students, intended outcomes – work and higher learning, and student performance.

She shared with the delegates the outcome of the 2016 NC(V) and NATED programmes. According to Further Education and Training Institute (FETI) study, employers said they were more familiar with the N-courses, especially in Engineering, but in Hospitality, employers said that students should have more work readiness skills and ‘soft skills’ that enabled them to learn on the job, as they would be ‘taught the specifics’.

Table 1: Outcomes of current programmes - (2016 data)

2016	NC(V) (4)	Report 191 (N3, N6)
Employed	52%	52%
Completion Rate	42%	66-68%
FTEs (all)	145,328	188,111
Headcount (all)	177 261	492 026

Source: DHET

She decried the fact that more students enrolled in NATED than in NC(V) programmes, and highlighted that much of this is due to the nature of the qualifications and their delivery, for example, trimester/semester versus year-long; inflexible delivery; occupation-related versus more fundamentals and broader knowledge base.

In conclusion, Professor Papier concurred that research can only tell us something, and not everything, therefore the context is critical. TVET college programmes must be streamlined but there is a role for different kinds of offerings and the target group is wide and will need access points to TVET colleges. Curriculum issues have been around for some time and they need short and long term measures to facilitate implementation of NC(V) changes. She argued that there is no short cut to building a strong credible TVET system that will survive into the future and produce graduates who are geared for that future, but on-going small and scale studies will build the local knowledge base necessary for local decisions.

2.2 Under-, Over-, and Half-Qualified TVET College Lecturers in South Africa: Can Continuing Professional Development (CPD) Give Us Some Answers?

Dr James Keevy, CEO: JET Education Services and Mr Sello Lucas Sethusha, Director: DHET

Biographies

Dr James Keevy is the CEO at JET Education Services which is an independent public benefit organisation located in Johannesburg, South Africa, that was founded in 1991. His responsibilities at JET include working with government, the private sector, international development agencies and education institutions to improve the quality of education, and the relationship between education, skills development and the world of work. Dr Keevy is also a policy researcher that works in the education and training sector. He has conducted and overseen various initiatives related to national, regional and international qualifications frameworks in Africa, and also, further afield. His research into qualifications, the recognition of learning, and the professionalism and migration of teachers have been widely published and presented.

Mr Sello Lucas Sethusha is the Director for TVET Lecturer Development in DHET. He served as Principal of Tshwane North TVET College from 06 October 2014 to 31 March 2017 after serving only for one month as the Deputy Principal Corporate services. He formerly served in teaching and management within schools in the Basic Education system. He was a Teacher for 12 years, Head of Department for three years and Principal for three years as well. He left the schooling system in April 2008 when he joined the National Department of Education as a Human Resource (HR) Planner. Since the advent of the DHET, he served as HR Planner and also provided generic HR services to the TVET colleges. He was regularly requested to intervene and sort out challenges within various colleges until when he took up a permanent management post at Tshwane North College.

This part of the panel discussion was a joint presentation by Dr James Keevy and Mr Sello Lucas Sethusha. Dr Keevy highlighted the importance of skills development to shift the South African economy to a knowledge base. He acknowledged that lecturers are central to delivering quality programmes at TVET colleges that produce graduates with the skills needed. Their effectiveness depended on continuing development to meet challenges of rapid change in technology, world of work and curricula. He decried, however, that the sector lacks well-educated, capable and professional teaching staff with industry knowledge.

He further highlighted TVET challenges affecting CPD as follows:

- ❖ Low status of TVET sector which lacks credibility with employers;
- ❖ Chronically underfunded sector compared to universities;
- ❖ Rapid expansion leading to high student-lecturer ratios and limited resources;
- ❖ Most lecturers are un/underqualified and very diverse (qualifications, age, competences and work experience);
- ❖ Poor quality teaching and student performance;
- ❖ Very inefficient system with high repetition and low-throughput and graduation rates;
- ❖ Lack of coherent systems for Individual Learning and Development (ILD) and CPD for TVET lecturers; and
- ❖ Varied range of CPD needs, but ad hoc, “one-size-fits-all” in-service training in past.

Dr Keevy acknowledged the role and initiative of government which sought to strengthen the capacity of TVET colleges and upgrade lecturer knowledge, skills and industry currency in order to improve economic and social development. He indicated that central components of the government agenda are the development of Centres of Specialisation (CoS) and an online Lecturer Support System (LSS). He also acknowledged that the South African Council for Educators (SACE) plays an important role in registering TVET college lecturers, and has formulated draft Professional Teaching Standards (PTS) for educators.

Mr Sello Lucas Sethusha presented the key considerations toward a CPD framework for TVET college lecturers, and principles that must be followed. These are:

- ❖ Adoption of international models of CPD for TVET lecturers;

- ❖ Quantity and quality of the TVET sector;
- ❖ Increased funding for TVET CPD;
- ❖ Guarding against risk of corruption;
- ❖ CPD should be obligatory for lecturers as professionals and their commitment encouraged;
- ❖ Role of business should be clearly defined;
- ❖ College-industry partnerships should be encouraged where colleges, industry and government work together;
- ❖ Work Integrated Learning (WIL) should be encouraged;
- ❖ Incentives should be integrated into CPD system to ensure lecturer commitment;
- ❖ CPD should be point-based and alternative methods/mechanisms should be put in place;
- ❖ A range of CPD opportunities should be made available for different purposes;
- ❖ Mentoring and coaching should form essential part of CPD; and
- ❖ Quality assurance is an integral part of CPD.

All three presenters (Professor Joy Papier, Dr James Keevy and Mr Sello Lucas Sethusha) agreed that TVET colleges have a pivotal role to play in the economy of South Africa. There is a need for CPD owing to poor teaching and vocational qualifications, as well as a lack of on-site work experience amongst current lecturers. Priorities for lecturer CPD should focus on WIL, mentoring, institutions for delivery of CPD, and new lecturer qualifications at universities. Colleges, industry and government must work together to ensure quality of the TVET sector.

2.3 Plenary Discussion

During the plenary discussion a number of inputs and questions were posed and the panelists responded to these questions as follows:

Q1 (Addressed to UWC): How do you intend to engage with DHET to develop college lecturers through CPD with credit-bearing as a qualification and not certificate of attendance and how to go about registering for CPD as a qualification?

A1 (Response from UWC): There are already two universities offering CPD as a qualification, i.e. UWC and Nelson Mandela University (NMU).

Q2 (Addressed to UWC): What is being done to ensure that TVET qualifications are competitive?

A2 (Response from UWC): The intended outcomes do not meet the reality and TVET programmes are supposed to meet employability and accessibility standards of the labour market. TVET colleges need to critically look at and focus on the target market (employers' requirements). TVET colleges need to offer a wide range of options on what to study and supply these according to the labour market demand.

Q3 (Addressed to JET/DHET): How is South Africa compared to other countries with regards to under-qualified professionals?

A3 (Response from JET/DHET): There is a need to carry out research in order to make the comparison between South Africa and other countries.

Q4 (Addressed to JET/DHET): How to involve other stakeholders on what to offer with regards to CPD studies?

A4 (Response from JET/DHET): Delegates were encouraged and advised to involve Higher Institutions and use the SACE 3-model to determine the gaps and how to address them. Delegates also need to ask themselves whether CPD should be voluntary or mandatory.

Q5 (Addressed to JET/DHET): Why is the percentage of self-employment so low?

A5 (Response from JET/DHET): Naturally, students do not train for self-employment but rather to enter the formal labour market. However, in some countries, students are aware that there are not enough jobs in the market; as such, they decide to go into self-employment.

Q6 (Addressed to UWC): How did the 15% get trained and by which institutions?

A6 (Response from UWC): Legacy of the apartheid regime because the 15% that are academically and professionally trained are the old white males.

3. SESSION 3: CONTINENTAL PERSPECTIVE

Chairperson: Mr Reineth Mgiba, Acting Chief Director: Policy Management and System Planning, DHET

Biography

Mr Reineth Mgiba is responsible for System Monitoring and Economic Analysis, Research, Policy and Evaluation, Information Systems Management and Strategic Planning. He has been a Director responsible for strategy development and implementation monitoring for over 6 years. He has a Master of Management Degree from the University of Witwatersrand (Wits), an Honours Degree in Economics and a Degree in Public Administration from the University of Durban-Westville (now University of KwaZulu-Natal – UKZN), and has also completed a number of skills enhancing short programmes with various institutions of learning. He worked as a practitioner at the Department of Labour, responsible for labour market information and planning, moving through the ranks of management to become the Chief Planner and later Deputy Director for Corporate Planning Support. He has more than 17 years of experience in the field of strategic planning and coordination; policy development and analysis; monitoring and evaluation; economic research and analysis; and corporate governance.

Session 3 was chaired by Mr Reineth Mgiba where he introduced the only presenter for this session, Dr George Afeti, who was to provide a continental perspective on TVET policy reforms and practices, as well as, look at the missing links.

3.1 Rethinking TVET Policy Reforms and Practices in Africa: What are the Missing Links?

Dr George Afeti, Chair: African Union TVET Expert Group

Biography

Dr George Afeti is a Mechanical Engineer educated at the Kwame Nkrumah University of Science and technology in Ghana and the University of Paris in France where he obtained a Doctorate degree in Engineering (Docteur Ingenieur - Dr. Ing.) in 1983. He is a former Secretary General of the Commonwealth Association of Technical Universities and Polytechnics in Africa and a former Rector of Ho Polytechnic in Ghana. Dr Afeti has taught at universities and polytechnics in France, Nigeria and Ghana and is an Education Consultant to many international organisations, including the World Bank, the African Development Bank, the Association for the Development of Education in Africa (ADEA), and UNESCO. Dr Afeti is Chairman of the African Union TVET Expert Group and Vice Chair of the Consultative Advisory Group of the World Bank's Partnership for Skills in Applied Sciences, Engineering and Technology (PASET). Dr Afeti has written extensively on TVET and differentiation within the tertiary education systems in Africa.

In his introduction, Dr George Afeti indicated that TVET and skills development have become buzz words; challenges and frustrations dominated TVET conferences and turned those

conferences into talk shops. He decried that very little dissemination of country experiences and/or good practices are taking place, but urged the delegates that the diagnostic debate must continue until we get it right.

He also decried youth unemployment that has reached crisis proportions in Africa. Every year 10-12 million young people are chasing after 3 million public sector jobs in Africa, with Ghana needing to create 300, 000 jobs, annually, while Tanzania's 800, 000 people are after 40, 000 public sector jobs. He argued that Africa needs to rethink how TVET can be re-engineered to become more responsive.

He posed a question to the delegates: what kind of skills does Africa need? He made an assertion that Africa needs competent workers with different sets of skills from basic to high level skills. He warned, though, that developing different skills requires differentiated learning approaches and training interventions. He argued that formal sector institutions (TVET colleges and Universities of Technology) and informal sector (traditional apprenticeships and master crafts persons) need to collaborate to increase levels of skills and deliver Africa from the perpetual lack of requisite skills. Training interventions should be informed by skills gaps and shortages in the economy, and consider the missing link to be caused by absence of system improvement strategies.

Dr Afeti argued that Africa needs skills for industrialisation which is a key goal of "African Union Agenda 63: The Africa We Want". Industrialisation will give rise to the introduction of large-scale manufacturing activities and advanced technology-driven enterprises into the economy, and has a positive correlation with wealth creation. Digitalisation, robotics, artificial intelligence, and automation, should become new areas of learning in the TVET sector.

He also argued that TVETs are second best education institutions for young people and parents in Africa where only 3.7% of Junior High Schools (JHS) students opted for TVET at the Senior High Schools (SHS) level in Ghana compared with enrolments of 77% in Austria, 70% in Finland, 51,5% in Germany, 50% in Korea, and 8.7% in Brazil. The missing link is the absence of systems in TVET colleges to know, support, and encourage their students to discover their identity, self-esteem and potential. Students should learn skills in managing situations, conflicts, time and money. Student selection into TVET programmes should be based on

aptitude, motivation and sound basic Science, Technology, Engineering and Mathematics (STEM) education.

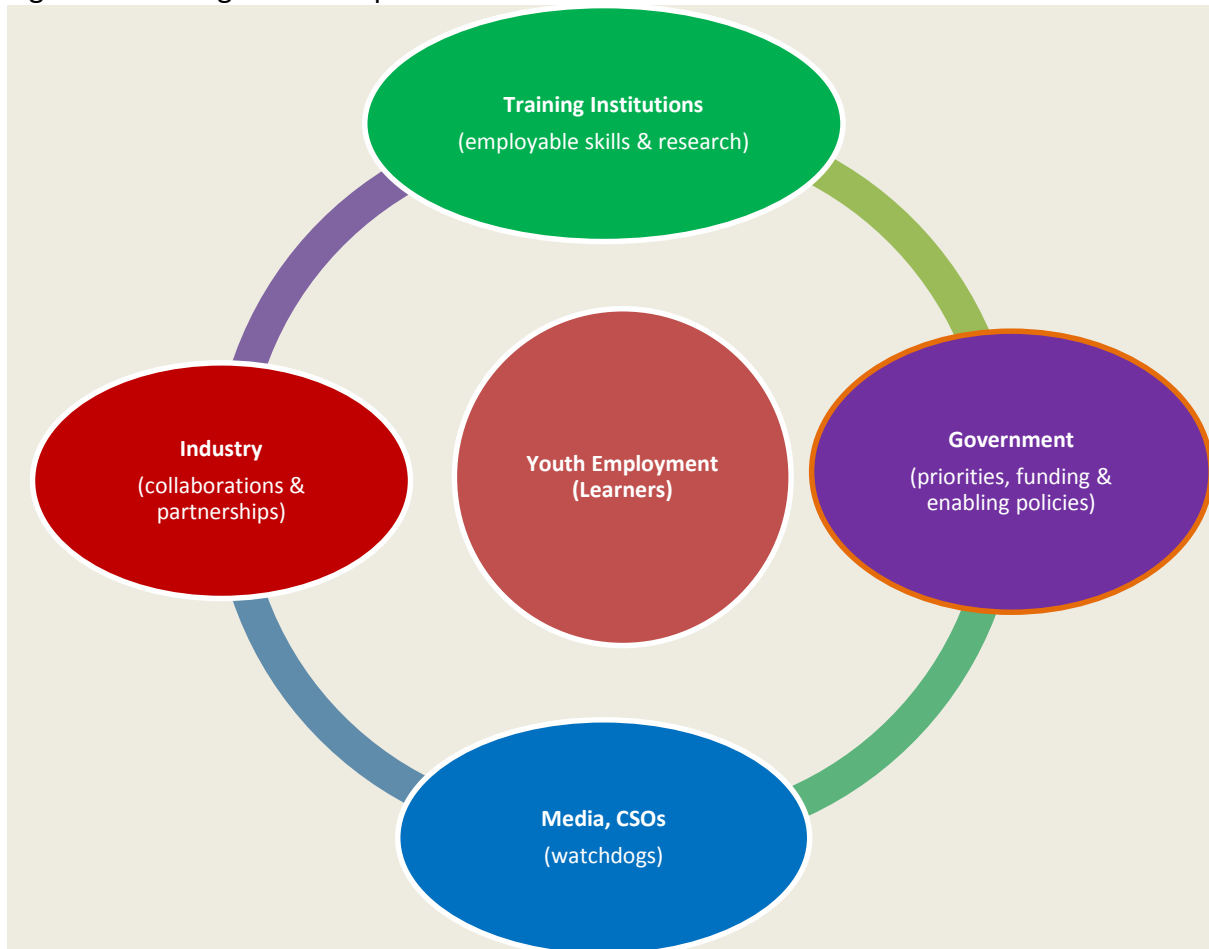
He further argued that there is a missing link in the kind of teachers and trainers due to absence of structured CPD and periodic skills upgrading courses and internships for TVET teachers. There are no resources or rewards for continuous TVET teacher development. Two-thirds of TVET teachers in Kenya are more comfortable teaching theory than practice, and for them to be coaches and mentors, they need to be academically and professionally competent. Subject matter mastery, practical workplace experience, and pedagogical competence are key attributes of an effective TVET teacher.

Furthermore, he bemoaned gender stereotyping in the TVET sector driven by tradition, prejudices, cultural stereotyping of vocations as masculine or feminine. He argued that female participation in TVET is about 28%, especially in male-dominated disciplines. This is due to the myth that some occupations are too masculine for women; pursuing perceived masculine courses will reduce their femininity, making them less attractive to men. There must be policies and strategies to address gender stereotyping, e.g. affirmative policies, gender-sensitive institutional leadership, and girl-friendly physical facilities, gender budgeting, measures to facilitate transition into employment, media campaigns to change perception.

Africa's TVET sector can use benchmarking as a strategy for improving institutional performance. Benchmarking would allow meaningful comparisons among similar institutions at the same stage of development, and also would enable TVET institutions to learn from one another through sharing of information and good practices.

He emphasised that building partnerships to address youth unemployment requires investing in multi-stakeholder and multi-partnerships, and will promote innovation in market-driven research, curricula design, teaching methods, administrative systems and practices.

Figure 3: Building Partnerships



Source: Dr Afeti

In conclusion, Dr Afeti reminded the delegates that TVET institutions are skills development factories; therefore, there is a need to re-engineer curricula for the 4th Industrial revolution.

He concurred that policy reforms are not enough, and that there is a need to raise the demand-side for TVET skills. Government must encourage the local production of goods for domestic consumption and export, and this creates a need for policy environment that promotes the creation and expansion of enterprises. The good news is that the African Union (AU) is promoting TVET as key to Africa's industrialisation, and African nations should learn that investing in TVET is in Africa's best interest.

3.2 Plenary Discussion

During the plenary discussion a number of questions were asked and Dr Afeti responded to those questions; as noted, below.

Q1: How can we make TVET graduates more attractive in the labour market, and how can career guidance help?

A1: It is a myth that university graduates are more competent and earn better salaries than TVET graduates. Companies are focusing on making profits so they employ the best and most competent graduates, based on quality and relevance, to the job and skills required. Therefore, enhancement of skills competency will attract the best job, salary and employability. Career guidance should be at lower grades than at matric level and this will assist learners to know the selection of appropriate subjects for further studies.

Q2: Is it easy to move from TVET to HE institutions in Ghana?

A2: Challenges that are faced by TVET colleges in South Africa are the same challenges that are faced by other African countries, hence the need to address these challenges and dispel the notion that TVET students are the second best.

Q3: NC(V) is more advanced for the students, so how do you re-engineer the curriculum for the 4th Industrial Revolution?

A3: Lecturer development is of critical importance in subject mastery in their specific fields, so that they are able to deliver/teach for better understanding by the students.

Q4: How can we inform the AU Agenda in industrialisation of South Africa and Africa as a whole?

A4: There is a need to establish Specialised Technical Committees to sensitise governments about the skills that are required to transform economies.

4. SESSION 4: EMPLOYABILITY

Chairperson: Ms Mamphokhu Khuluvhe, Director: System Monitoring and Economic Analysis, DHET

Biography

Ms Mamphokhu Khuluvhe is responsible for system monitoring and economic analysis. Prior to joining the Department, Ms Khuluvhe worked at Statistics South Africa (Stats SA) where she was responsible for the compilation and publication of the financial census of municipalities. She also worked at National Treasury, responsible for developing, maintaining, monitoring and analysing the intergovernmental grant system for Local Government and enforcing compliance with the annual Division of Revenue Act as it relates to conditional grant monitoring. She has acquired greater knowledge in the field of public finance management over the years as she has also worked for the Department of Human Settlement where she was providing overall management of all conditional grants as well as effective reporting of financial and non-financial performance of the grants in line with all the relevant prescripts. Her current responsibilities as Director for System Monitoring and Economic Analysis at DHET includes, amongst others, analysing the performance of the PSET system, monitoring the allocation and utilisation of the financial resources in the PSET system, and managing research on skills supply and demand.

This session presented the second panel discussion where the Chairperson, Ms Mamphokhu Khuluvhe, introduced all three panelists (Dr Anthony Gewer, Ms Bina Akoobhai and Dr Thabo Mashongoane). The theme of this session was “Employability”.

4.1 Pathways to Employability for Technical Occupations: The Harambee Installation, Repair and Maintenance (IRM) Initiative

Dr Anthony Gewer, Youth Employment Accelerator: Harambee

Biography

Dr Anthony Gewer has for the past 20 years provided strategic and technical support to government, donors, industry and institutions, around strengthening the pathways for successful youth labour market transitions. During this time, he has worked extensively with the public TVET college system – implementing turnaround strategies, developing a national Monitoring and Evaluation (M&E) Framework, and supporting colleges to improve institutional planning, monitoring and student support systems. More recently, Dr Gewer has built innovative models of training for technical trades and occupations, as well as working in partnership with Mr Price foundation to set up a retail business school. At Harambee, Dr Gewer is involved in shaping pragmatic solutions for the organisation’s engagement with the TVET ecosystem, identifying demand and growing the skills pipeline for higher complexity jobs in the broad industrial sector. Dr Gewer has written and presented extensively on the challenges associated with youth employability in a developing context. He has a PhD in Education Policy with a specific focus on vocational education and the transition from school to work.

Dr Anthony Gewer started his presentation by decrying the low transitions from learning to earning, and asked a question: where are the jobs for first-time work-seekers? He highlighted the problems we are facing, 43% of the 1 million youth entering the labour market each year get stuck within 6 months and only 6% reach the formal sector. Around R32 billion spent annually in the broader TVET/skills system (supply and demand) to address these transitions is having little impact because a small amount of this investment is aimed at addressing the mismatch between supply and demand. He argued that the large majority of youth – who are marginalised and at risk – are not benefitting.

Table 2: How does Harambee seek to shift in the labour market?

Strategic Area	Objective	What are we doing?
SKILLS FOR INCLUSIVE GROWTH	New job creation and unlocking 'latent demand' that can be catalyzed by the availability of entry-level skills	Opportunities and pathways for BPO, technical skills and digital skills
INCLUSIVE HIRING IN THE LABOUR MARKET	Inclusive hiring of excluded youth into existing available entry-level opportunities by 'changing the order of the queue'	450+ private sector employers across the South African economy have partnered with Harambee to hire differently
SOCIAL ECONOMY & LOCAL ENTERPRISE	Create income generating opportunities (at a community level) for youth who won't be absorbed into the formal economy	Early learning community-based micro-enterprises, gig economy 'knowledge workers', community works programme grant to generate income for youth
PATHWAY MANAGEMENT	Innovations to address system failures with public employment services and society's need to aggregate and direct youth along pathways – at scale	Gauteng Provincial Government has adopted the Harambee platform for pathway management of Tshepo 1Million
OPTIMISING PUBLIC AND PRIVATE FUNDING	The need to disrupt the existing spend on post-school education and training systems to improve conversion rates, completion rates, and the relevance of how educational investments translate to the world of work	'Pay-for-performance' & Bonds4Jobs pilot, YES initiative to re-direct BEE and ETI spend

Source: Harambee

Dr Gewer shared emerging lessons from recent programmes where he indicated that National Business Initiative (NBI) partnered with Harambee on a number of recent programmes including Community Initiated Programmes (CIPs) and a National Skills Fund (NSF) - funded construction project. He also indicated that careful student selection was done to minimise drop-outs, and those selected were learners fit for workplace opportunity. They developed shorter part qualifications that were fit for the purpose with some measure of agility and adaptability, and secured employer commitment and participation upfront. They also offered entrepreneurship education to equip learners with a solid foundation in business development.

In conclusion, he argued that the programmes would have spinoffs (benefits) for the employers, both at system and company levels. At system level he argued that employers will contribute to the development of entry pathways and opportunities for youth in technical field; an employer-led partnership to develop a new credentialing and recognition framework for IRM occupations; and champion the private sector contribution to strengthen the efficiency and quality of TVET provision and the reduction of youth unemployment. Meanwhile, at a company level, employers will build pipeline for industry 4.0 skills and artisan roles; enhance investment in skills development and building a talent pipeline; and optimise opportunities for enterprise and supplier development by placing IRM youth in supply chain and building youth micro-enterprises.

4.2 Tracer Studies: National Curriculum (Vocational) [NC(V), Artisans and National Accredited Technical Education Diploma (NATED)

Ms Bina Akoobhai, Manager: Swiss-South African Cooperation Initiative (SSACI)

Biography

Ms Bina Akoobhai is the Research and Development Manager at SSACI, responsible for the research activities of its projects as well as systemic TVET research. Her expertise lies in teacher development, curriculum development, TVET college improvement, research, and M&E. Ms Akoobhai has been conducting research into the TVET sector in South Africa since 2009, especially on issues relating to M&E in TVET colleges, the quality of teaching and learning in colleges and, pathways to employment for college graduates. She is currently involved with the development of the National Occupational Curriculum Content (NOCC), for the 13 priority trades, as part of the CoS Project.

Ms Akoobhai began her presentation by asking a pertinent question: why do tracer studies? She explained the reasons for tracer studies, amongst others, are to determine the transition to the labour market; establish the employment status of graduates; examine how graduates find jobs; determine the type of employer (private, public, etc.), the type of contract, and remuneration; establish the current occupation and skills match (use of competencies learned); understand the impact of educational programmes and training; and most importantly, to influence policy decisions.

She argued that individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, ICT, and

communication and language skills. This combination of skills enable them to adapt to the changes in the world of work.

She shared with the delegates a valid sample for analysis, depicted in table 3 below:

Table 3: Valid sample for analysis

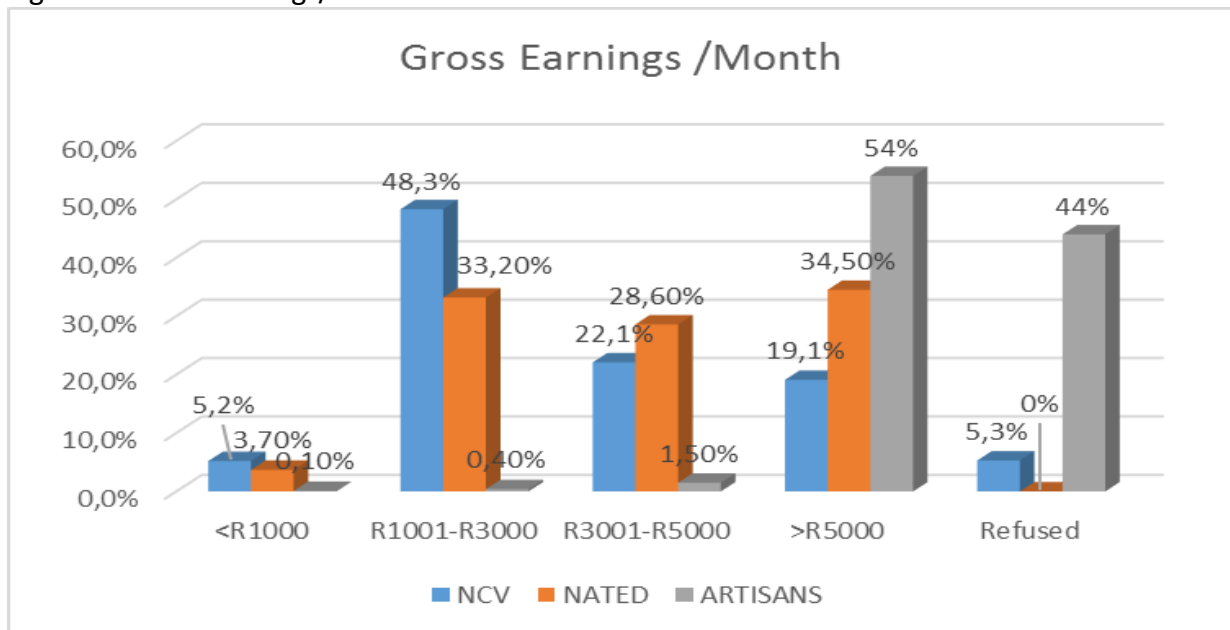
PROGRAMME	FOR ANALYSIS
NC(V)	3113 (ONE BATCH)
NATED	3013
ARTISANS	1628

Source: Akoobhai

She presented the employment status of graduates, in the above programmes, as follows: NC(V) – 52% are employed, while 36% are unemployed, and 12% are still studying. NATED – 52% are employed, while 48% are unemployed. ARTISANS – 79% are employed (73% wage; 6% self-employed), while 21% are unemployed. 22.9% of NC(V) graduates have permanent employment while 77,1% are either in internship or apprenticeship. 15.4% of NATED graduates are permanently employed while 50.2% are on contract, and 34.4% are in internship or apprenticeship. 76% of artisans are permanent in their employment while 24% are on contractual employment. Of those graduates, at NC(V) programmes 73.3% work for private companies 19.1% work for government, 1% work for Non-Governmental Organisations (NGOs), 2.8% are self-employed, and 3.8% are either working part time or casual. At NATED programmes 64.4% work for private companies, 31.4% are in government, 1.2% at NGOs, and 2.9% are part time or casual workers. 49.7% of artisans work for private companies, 37.7% are found in government, 4.6% in NGOs, and 7.9% are self-employed.

She also presented gross earnings per month of those graduates in a figure below:

Figure 4: Gross earnings/month



Source: Akoobhai

She argued that of those graduates, 67% were mostly using the skills they learnt in NATED programmes, while 27% indicated they were using it somewhat. 90% of artisans were doing work in which they were qualified. 38% of NATED graduates reportedly found employment within first six months after graduation, while 26% took between 6-12 months to find employment. On the other hand, 72.7% of artisans found jobs within first six months, while 20.8% took between 6-12 months to get employed.

4.3 Evaluation of the Third National Skills Development Strategy (NSDS III): Findings on the Role of the Public TVET Colleges during the First Five Years of Implementation

Dr Thabo Mashongoane, Acting Executive Officer: National Skills Authority (NSA)

Biography

Dr Thabo Mashongoane worked in the automotive industry in the early 80s as a Fitter and Turner Apprentice, Quality Assurance Instructor and Inspector for six years. He qualified as an artisan, then moved to a technical college where he was employed as an Instructor and a lecturer for the Engineering trades and later became the head of division responsible for 16 different trades. His exposure to senior management experience started in 1997 as a Principal of a Technical College, as well as a manager for cluster of colleges for various portfolios such as Student Support Services, Human Resources, Linkages to Industry and Learnerships. He worked as the Deputy Director in the Further Education and Training (FET) – Policy Planning and Curriculum Development in the National Department of Education and was later appointed as the Executive Manager for the NSA in the Department of Labour and transferred to

DHET in the same portfolio as the Acting Executive Officer. He is responsible for the coordination of the work of the NSA advising the Minister on strategic and policy matters including the NSDS and the monitoring of performance and governance of the SETAs. He ensures skills development footprints in all provinces through the establishment and support to Provincial Skills Development Forums (PSDF). He holds a PhD in Educational Management, 5 diplomas, one higher diploma, one degree and Masters' degree in qualifications ranging from technical background, educational, management, human resources, business management, business administration. He recently completed a Post-Graduate Diploma in M&E at the Wits School of Governance.

Dr Mashongoane began his presentation by giving a conceptual framework of the skills development within PSET and within the economy. He clarified the confusion caused by different views around NSDS III by saying that it (NSDS III) is an enabling policy framework and not a strategic plan. He argued that skills development can be used, amongst others to, build a developmental state, and to view the skills system as part of that developmental state that would work closely with the private sector to use skills as part of a broader set of strategies to grow and transform the economy.

He stated that NSDS TVET goal and objectives posed a particular challenge: reviewing NC(V) and NATED programmes was not a skills branch remit, yet the TVET branch viewed NSDS as a skills branch strategy, leading to lack of ownership of TVET outputs and outcomes, careers and youth. There was no consensus on the focus of the TVET colleges, and occupational programmes (the main interest of the SETAs in the implementation of the Sector Skills Plans (SSPs)) were organised separately in the colleges and were not part of the mainstream provision. He indicated that CoS project showed up issues that needed to be addressed, such as, the funding of artisan workshop improvements; the appointment of qualified artisans to do the training; and the balancing of funds between occupational programmes and the main NC(V) and NATED programmes.

He argued that there are many interventions in place to ensure effectiveness of TVET institutions, and these included a shift in SETA funding from private providers to public TVET institutions; lead SETA offices at TVET colleges to encourage inter-institutional partnerships; major emphasis place on WIL, Work-Based Education (WBE) and partnerships with employers; a major revival of artisan training with public colleges in centre stage to drive this process (CoS project); participation of colleges in Provincial Economic (and Skills) Development Fora; improved link between theoretical courses, practical training and workplace exposure; new qualifications framework for college lecturers, with many university

education campuses positioning to offer these advanced and post-graduate diplomas; and JET's large-scale College Improvement Programme run with the DHET: 2011-2015.

He shared with the delegates statistics with regards to completion of scarce and critical trades over a period of five years. Table 4 below depicts completion of scarce and critical trades' statistics.

Table 4: Completion of scarce and critical trades

Completions in the 15 most scarce and critical trades	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Electrician	2 424	1 912	4 214	2 988	3261	14 799
Fitter & turner	1 435	1 191	1720	1 027	1185	6558
Welder	777	1 002	907	1 190	1412	5288
Boilermaker	723	617	1 105	1 071	958	4474
Diesel mechanic	470	374	1 013	1 191	1337	4385
Automotive motor mechanic	621	421	908	965	960	3875
Millwright	696	525	1 037	502	590	3350
Rigger	238	170	518	878	585	2389
Plumber	256	219	272	567	826	2140
Instrument technician	223	204	397	254	241	1319
Toolmaker	71	69	106	112	119	477
Metal fabricator	15	1	281	20	31	348
Carpenter & joiner	127	49	95	13	12	296
Air-conditioning & refrigeration technician	74	41	92	37	153	397
Auto electrician	0	0	0	0	0	0
Total Top 15 trades	8 150	6 795	12 665	10 815	11670	50 095

Source: NSA

He also shared statistics for total enrolments and completions over 2011/12 to 2015/16 financial years; overall enrolments versus completions per financial year; enrolments versus completions per learning programme; enrolments per gender composition over time; enrolments per age; enrolments per various National Qualifications Framework (NQF) levels; enrolments per levels within each race over five years; enrolments per learner province over five years; employment status of enrolments; enrolments per proportion of people living with disabilities; employment impact on individuals; employment impact on gender dimension; employment impact on provincial dimension; and impact on the firms (productivity).

In conclusion, Dr Mashongoane left the delegates with strong recommendations to reflect on and assist in implementation. He stated that to achieve sustainable results in the TVET space, there needs to be clarity on what should be funded, and that occupational programmes were the main focus of NSDS III which needs significant initial investment and long term funding if

they are to be sustainable. He contended that where funding was to be allocated to public institutions, it should be on the basis of promoting the delivery of occupational programmes. The emphasis needed to shift from funding PSET broadly to engaging TVET and HE institutions on delivery of NSDS objectives.

He further argued that the NSDS should focus primarily on occupational qualifications and programmes (including part qualifications or modules of employable skills). An intervention is needed to unblock the Quality Council for Trades and Occupations (QCTO) processes and ensure that the required range of qualifications is made available. The process of workplace approval should be revisited with the QCTO and industry representatives, and a joint project should be established between the TVET, University Education and Skills Development Branches to develop an approach to engage the Universities of Technology on partnerships, expanded workplace learning, articulation and progression.

4.4 Plenary Discussion

Following the riveting presentations, questions were thrown and the panelists were at hand to interact with the delegates, providing answers as follows:

Q1 (Addressed to Harambee): Are you able to place students in Engineering Sector?

A1 (Response from Harambee): It is still a slow process to penetrate the Engineering Sector because most companies were focused on apprenticeships than the different pathways. Currently, we are working on different mechanisms to build trust between TVETs and companies through this Harambee initiative. Harambee is using this model to show that students are able to work in jobs effectively.

Q2 (Addressed to SSACI): What are the statistics on NATED programmes by public TVET colleges compared to private colleges?

A2 (Response from SSACI): Statistics on NATED was collected by DHET at provincial level and not from colleges. There is a need to start to collect data directly from colleges and not at provincial level so that the correct Stats could be obtained.

Q3 (Addressed to Harambee): If the industry is part of the curriculum, why are there still challenges of student placements in the industry?

A3 (Response from Harambee): College students need to register with them (industry) as they work according to demand by the various employers. Harambee is unlocking the demand so as to enable placements through the National Business Initiative.

Q4 (Addressed to Harambee): Where is Harambee coming from? (Is it from DHET or is it a private entity?)

A4 (Response from Harambee): Harambee is an NGO which was established to address the mismatch between demand and supply. It is not an agent of DHET though it works closely with DHET. Its aim is to make hiring more inclusive than the traditional hiring practices and processes. Harambee works with a range of partners such as governments, donors, private companies, etc. Its core focus is on the marginalised youth to match them with particular opportunities. For selection and placement, prospective students go through a process of assessments, criminal record checks and they should be South African citizens.

Q5 (Addressed to Harambee): How do you understand students' relevance in terms of their qualifications?

A5 (Response from Harambee): Harambee works with employers on daily basis to convince them to take TVET students to become participants in the system of economy.

Q6 (Addressed to NSA): Why are there delays in the implementation of curriculum development?

A6 (Response from NSA): There is a need for engagement with other relevant stakeholders as these are coordinated projects (Strategic Infrastructure Projects – SIPS) and usually take longer to implement otherwise its work in progress.

4.5 Closure

Ms Gerda Magnus officially closed Day 1 of the event.

END OF DAY ONE!!!!!!

DAY 2: 13 SEPTEMBER 2018 (THURSDAY)

Programme Director: Dr Hersheela Narsee, Acting Deputy Director-General (A/DDG):
Planning, Policy and Strategy, DHET

Biography

Prior to her current position, Dr Hersheela Narsee served as a Chief Director in the Department, responsible for the co-ordination of planning, research and system monitoring and evaluation. She also worked as an Education Policy Analyst at the Centre for Education Policy Development, and taught high school Mathematics and Physical Science for fifteen years. She has a PhD in Education, which she obtained from UP. She has a Bachelor of Science (BSc) degree, with an Honours in Biochemistry. Dr Narsee has been involved in the management of large-scale research and evaluation projects and programmes in education, and has been key to ensuring the effective reporting and dissemination of education statistics. More recently, she has played a role in ensuring the availability of labour market intelligence to inform education policy and planning.

Day 2 began with Session 5 of the two-day programme, and the Programme Director, Dr Hersheela Narsee, welcomed the delegates and introduced the first session (Session 5) of the day before expressing a word of welcome to the chairperson of the session, Mrs Tuletu Njengele.

5. SESSION 5: TEACHING AND LEARNING FOR IMPROVED EMPLOYABILITY AND WORK INTEGRATED LEARNING (WIL) AT TVET COLLEGES

Chairperson: Mrs Tuletu Njengele, Deputy Principal: Ikhala TVET College

Biography

Mrs Tuletu Nongauza-Njengele obtained a BSc (Education) degree from the then University of Transkei (which is now Walter Sisulu University - WSU); a Bachelor of Education (B.Ed) (Hons) from the University of Fort Hare (UFH); an advanced Diploma in Project Management (NQF Level 6); Programme in Development and Implementation of a Quality Management System; a Master of Philosophy (MPhil) (Management Coaching) from Stellenbosch University (SU); and a number of enrichment short courses. She is currently in a process of registering a PhD (Business Management and Administration) with SU. She has acquired an extensive understanding of public sector systems; inter-governmental partnerships; and Public-Private-Partnerships in South Africa. Her key competencies of enhancing organisational efficiency; coaching for organisational performance; strategy execution; research and report writing skills; and extensive national and organisation skills development experience; amongst others, contributed to her attainment of the 2017 award as a Finalist in the Government Employed Official Sector of the CEO Global's Most Influential Women in Business and Government 2017 Awards.

Mrs Tuletu Nongauza-Njengele introduced the four panelists of Session 5 that included Dr Marie-Louise Geldenhuis, Professor Nothemba Joyce Nduna, Ms Nosipho Tsotso and Dr Lesley Powell.

5.1 The Relationship between Lecturers' Loci of Control, Job Satisfaction and Teaching Approaches

Dr Marie-Louise Geldenhuis, Senior Lecturer: Ikhala TVET College, Aliwal North

Biography

Dr Marie-Louise Geldenhuis was born in Bloemfontein in 1970. She grew up in the Northern Cape. She first started her teaching career at the College in De Aar. She joined Ikhala TVET College in Aliwal North in 2003 as a lecturer in computer related subjects. She is currently a senior lecturer and published a textbook in Computer Practice in 2004. Her interest in motivation, practical experience in the classroom and the urge for making a difference in the uplifting of lecturers led to her research which included the lecturers' locus of control and their lecturing approaches in the classroom. Marie-Louise completed her PhD at the University of the Free State (UFS) in 2012. Today, she wants to encourage lecturers to teach with a difference: To become positive academics, who overcome adverse conditions and strive to develop skilled learners.

Dr Geldenhuis started her presentation by defining the locus of control; which may be divided into two main categories, namely, the internal locus of control and the external locus of control. She defined people with an internal locus of control as those who believe their behavior is determined by their personal decisions and effort. In other words, people who take responsibility for their own success. "I am responsible for my own success". Meanwhile, people with an external locus of control are convinced that their conduct is determined by fate, luck or other external circumstances. In other words: The responsibility is not theirs. "I can't help that I don't succeed".

She stated that an internal locus of control implies that the lecturer is able to maintain high levels of self-motivation whereas those with an external locus of control need motivation from external sources. Unfortunately, a deep pessimism was identified among many South African academics some years ago which resulted in low job satisfaction. However, we live in a society where we hunger for positivity. She argued that students need lecturers who teach with openness, with clear goals and standards, and with vocational relevance to promote deep learning. Therefore, lecturers need a positive attitude when dealing with the students in front of them.

She stressed that certain people maintain a high level of job enjoyment and satisfaction and these are people with an internal locus of control, having greater job satisfaction and performing better. The reasoning thus follows, people with an internal locus of control believe that they are in control of their environment, and that results in high job performance. She also stressed that we all know lecturers such as those described as follows: the lecturer who applies a deep teaching approach; the lecturer who makes the students excited about learning; the lecturer who believes in his students' abilities; and the lecturer who looks beyond exam results and grades.

Dr Geldenhuis then posed a question to delegates: do these lecturers with an internal locus of control enjoy their work more than those who have an external locus of control? Remember, someone with an external locus of control needs motivation from external sources such as higher salaries, rewards, and other incentives for every job done.

Management in higher education should reconsider their present stance on not becoming involved in the day-to-day performance of educators. Possibly because management become so involved in administration that class visits are neglected, sometimes avoided or even ignored.

She submitted that management should rather focus on strategies that lecturers could apply that would lead to a deep approach to learning by the student. But, she advised that management should avoid a situation in which lecturers are bullied into teaching subjects which they are not trained or qualified for. The result is invariably that lecturers do not master the field of study and they will not be effective in successfully imparting the information or facts. She believed that the solution lies in a deep teaching approach that should be adopted by lecturers.

She argued that a lecturer who applies a deep teaching approach encourages self-directed learning, because the student knows to direct his/her own learning; interacts with students and discusses difficulties they encounter; assesses students to determine whether they truly understand; takes time to listen to and to address students' concerns; is passionate and enthusiastic about their subject; – the result is self-directed learning; and importantly, no lecturer without enthusiasm about a subject will ever make an impression.

She reminded delegates that lecturers must remember the reason for their profession is the student. The student needs guidance, knowledge and understanding. Learning takes place when the students' emotions are involved in the content and students should be able to apply learning content to real life situations and connect to and accept the new information, then the students can make the information their own, grow in the knowledge and take responsibility for their education.

Dr Geldenhuis concluded her presentation by emphasising that learning is the ultimate goal of education. However, the vehicle towards learning is teaching. She made a recommendation that more research should focus on teaching, especially means of achieving deep teaching should be explored as this would lead to more effective learning; which will then lead to happy, contented lecturers who will not lead to blame others, and who will take responsibility for their own successes.

5.2 Current WIL Practice and Staff Development Needs in TVET Colleges

Professor Nothemba Joyce Nduna, Director: Centre for Community Engagement and Work Integrated Learning, Cape Peninsula University of Technology (CPUT)

Biography

Prof Nothemba Joyce Nduna holds a Bachelors' degree and an Honours degree in Arts from the University of South Africa (UNISA), a Master of Arts degree from Wits, a Master of Education degree from Rhodes University (RU) and a PhD from SU. Beginning as a high school teacher, a lecturer at WSU and a Head of Department (HoD) at the former Transkei College of Education, Prof Nduna became Director of Community Engagement at RU in 2008. She served as a reviewer and grant holder of the NRF's Community Engagement Research Programme and the ETDP SETA's Research Chair for TVET WIL and Recognition of Prior Learning (RPL).

Professor Nduna shared the three research projects she has been involved in over the past four years; viz, identify current WIL practice and WIL staff development needs of TVET College lecturers (2015/2016); use identified WIL staff development needs to facilitate and conduct research on the curriculum development process of the WIL components of staff qualifications (and related policies) (2016/2017); and identify existing RPL practices and processes of ETDP SETA funded RPL projects in TVET Colleges in order to develop the best practice RPL model that could be used for WIL components of staff qualifications (2017/2018).

She argued that a range of curricular, pedagogic (teaching and learning) and assessment practices can bring the world of higher education (academic study, disciplines, subjects, assessments, and qualification) and the world of work/professional practice (work, payment, employment clients, patients, colleagues, and partners) closer together and enhance employability.

She acknowledged that South Africa is faced with challenges that include high unemployment, low levels of skills, and a declining economy. This situation requires an adequate supply of employable graduates with appropriate attributes and work-related competencies that can contribute to economic growth and social development. Currently the South African PSET system is producing unemployable graduates, therefore, WIL is seen as an important element in the learning repertoire as it provides key opportunities to explore the world of knowledge at the nexus of theory and practice (CHE, 2011). WIL contributes work-preparedness, and in the South African context, it improves/enhances student/graduate employability.

She further argued that educators that are “appropriately qualified and competent are central to the educational activity in institutions that offer TVET. Educators should understand and have expertise in both the academic and work-related dimensions of TVET”. A strong workplace component must be built into lecturer qualification programmes for programmes that prepare lecturers to teach the practical or workshop-based components of programmes, to enable lecturers to prepare learners for the demands and requirements of the workplace (RSA, 2013: 3).

In conclusion, Professor Nduna proposed that curriculum development processes for WIL components should be given top priority and support. She added that curriculum development process should be monitored and evaluated, and that all relevant stakeholders should be involved in curriculum development processes. In addition, clear guidelines and credit allocations for RPL must be developed. WIL research that “leads to ACTION” should be encouraged and supported; and Quality Councils should ensure that WIL is planned and implemented effectively and efficiently. Closer working relationships with the workplace and employers is also needed; and the voice of students and other college lecturers should be heard and considered.

5.3 Strategies for Teaching Critical Thinking Skills to at Risk Tourism Level 2 Students

Ms Nosipho Tsotso, Deputy Chief Education Specialist: East Cape DHET Regional Office

Biography

Ms Nosipho Tsotso studied at Port Elizabeth Technikon where she obtained a National Diploma (ND) in Fashion Design and a National Higher Diploma (NHD) in Technical Education at Border Technikon. She also has a B.Ed (Hons) from UFH and a Masters of Education (M.Ed) from NMU. Her primary role in her current position is to monitor, evaluate and support curriculum policy implementation at the eight TVET Colleges in the Eastern Cape. Previously, Ms Tsotso has worked as a lecturer at East London College, currently named Buffalo City TVET College.

Ms Tsotso presented a case study that looked shared insights into an investigation of the teaching strategies employed by a selection of educators at a TVET college to support at risk Level 2 Tourism students. She began her presentation by giving a background of the 2013 White Paper for PSET which emphasises that TVET colleges must contribute to the development of thinking citizens.

She stated that for students to succeed in the Tourism programme, they must demonstrate an ability to apply critical thinking skills in order to make sound judgments on issues of heritage, sustainability and conservation (Tourism Subject Guidelines: 2007). The global, contemporary economic environment is increasingly placing a demand on flexible intellectual skills such as the ability to apply critical thinking and problem solving skills. Educators often expressed concern that a number of at risk students were not coping with questions that required critical thinking.

She argued that we must develop strategies that focus on cognitive development to enable critical thinking through the questions and make use of case study assessment tasks. She advised lecturers to use many questions in class as a means of exercising the students' brains so that they are able to respond to the daily demands of the Tourism industry, and that will enable students to be independent thinkers as Tourism is more about job creation or entrepreneurship.

She concluded her presentation by acknowledging that educators understand the concept of critical thinking and realise the importance of the development of critical thinking skills, however, there is a gap between the educators' conceptual understanding of critical thinking

and how the educators implement critical thinking skills strategies during classroom instruction.

She further argued that students have limited foundational knowledge of Tourism. As a result, critical thinking skills can be introduced once students have foundational knowledge of the subject. Students' limited proficiency in English stifled educators' efforts to develop critical thinking skills because the successful development of critical thinking skills is intimately linked to English proficiency. There is limited in-service support to provide practical guidance to educators on how to nurture critical thinking skills.

5.4 Capability or Employability: Orientating Vocational Education and Training (VET) towards 'Real Work'

Dr Lesly Powell, Education, Training and Development Practices Research Chair: NMU

Biography

Dr Lesley Powell was appointed as the ETDP Research Chair: Youth Unemployment, Employability and Empowerment at NMU in October 2015. She undertook her PhD at the University of Nottingham where she is currently appointed as a member to the University of Nottingham's International Centre for TVET (UNEVOC Centre) and as an Honorary Assistant Professor to the Faculty of Education at the University. For the past 18 years she has focussed on Vocational Education and Training (VET) specifically on South Africa's TVET colleges. During this time she undertook the following: (i) supported the development of the Green Paper of Further Education which led to the Further Education Act, 1988 (amended) through developing background research reports; (ii) produced as the manager of the research team the initial research required to transform the then technical college sector into the FET college sector, recently renamed as the TVET colleges; (iii) visited virtually every TVET college in the country and (iv) completed a PhD study that articulated a paradigm alternate to narrow notions of employability for understanding the purpose(s) of TVET colleges in relation to unemployment and poverty alleviation. Her areas of specialisation are skills development, VET, evaluation and human development. Her theoretical interest is in poverty, sustainable development and skills development. While much of her research has been in the development of the South African education system – specifically, the TVET college sector – her commitment is to a broader and global struggle for social justice and human rights. In this regard she has published empirically and theoretically on VET from human development and social justice frameworks.

Dr Powell started her presentation by reading a quote that was a response to a question: why are we here? ***"We cannot avoid questions about the origins of theoretical knowledge and the significance of recognising that it is neither 'in the head' nor 'in the world' but inescapably a product of human beings acting on the world in history"*** (Young, 2005). She

stated that literature is predominantly quantitative and is underpinned by assumptions of 'work' as being employment in the formal labour market.

She highlighted the importance of expanding our understanding(s) of the ways in which education and training can contribute to alleviating youth unemployment by developing the theoretical, epistemological and methodological frameworks that assist in identifying the education and training needs of marginalised communities.

She contended that we know little about how 'survivalist' entrepreneurship is lived, experienced and what role(s) education and training can play in expanding sustainable livelihoods. We need to break away from narrow notions of preparing young people just to get to formal work environment, rather prepare them to face the challenges of entrepreneurship and economic development.

She gave a picture of someone who lost at the employment game: ***"I'm good, but actually I'm not really good. What's good is the fact that I get to wake up, eat and sleep. I still have to find a job. I have to feed my mother; my brother is still young and he looks up to me. He needs me to do things for him. I'm trying. I'm really trying. I don't know what is going on in my life"*** – Left TVET after 10 months.

She advanced Sen's (1975) argument that "unemployment batters lives" through the loss of personal freedom and social exclusion; the decline and degradation of skills; and the psychological harm and suffering caused by diminished self-esteem. The moralising language of the orthodox employability holds young people responsible for their own suffering. Far from being lazy, these young people are working extremely hard, and just barely getting by.

She painted another picture of costs of winning: ***"We worked every day, weekends and public holidays, for R2 400 ...we worked from 7.00 in the morning to 8.00 or 9.00 at night. We stayed there at the hotel because it was far from everything and they fed us. The accommodation ... was dirty, it had no electricity and no water. The food that they fed us was the same every day and often rotten. ... I tried to stay for the money, but then eventually I had to leave because I couldn't take it no more"*** – TVET graduate.

She concluded by looking at the implications for VET and argued that by uncritically working within the employability orthodoxy, VET risks perpetuating a series of structural and symbolic

violence against the youth it is supposed to be serving. We need to better understand the costs and benefits of VET to young people, not as postulated by Rational Choice and Human Capital theories, but as reflected in their accounts of their experiences and decision-making processes.

VET needs to break away from its narrow focus on preparation for formal work that ill-reflects the likely labour market experiences of young people. New forms of VET are required to support those who work in the informal sector, for an African entrepreneur. Young people see work as part of a broader project of human flourishing: VET policy and practice needs to reflect this understanding.

5.5 Plenary Discussion

Delegates were given an opportunity to pose questions following the presentations by the panelists of Session 5.

Q1 (Addressed to CPUT): How do we benchmark against countries like Germany to assist TVET colleges and youth graduates to find employment?

A1 (Response from CPUT): Programme Itukise needs support to assist youth to access industry. Companies do not have adequate funds to support WIL, however, SETAs are doing their best to fund WIL projects but more is required than stipends.

Q2 (Addressed to EC-DHET): What kind of diagnostic tools do we need to address issues of English proficiency and critical thinking?

A2 (Response from EC-DHET): There is plenty of diagnostic tools at our disposal to measure critical thinking. The question is how do we use the data gathered to synthesise and evaluate it?

Q3 (Addressed to Ikhala): Why do we need a Quality Management System (QMS)?

A3 (Response from Ikhala): QMS will assist lecturers with deep thinking and teaching approaches. M&E of QMS is very important; and TVET colleges must be repositioned to play vital role they are supposed to play.

5.6 Commission Briefing

The Programme Director briefed delegates about parallel commissions that would take place in Sessions 6 (Partnerships; Curriculum; and Quality Assurance: Assessment, Exams and Certification) and 7 (Entrepreneurship; 25 Year Review on TVET: Initial Findings; and Artisan Development and Partnerships).

6. SESSION 6: FIRST SET OF PARALLEL COMMISSION

Following the plenary session, delegates split into three parallel sessions, based on the session topic that was of interest to them. Each session had up to three presenters. Following presentations, session participants engaged in discussion.

6.1 Partnerships (Breakaway Room A)

Facilitator: Ms Melissa Erra, Director: DHET

Scribe: Ms Refiloe Mohlakoana, Assistant Director: DHET

Presenter 1: Mr Tumelo Ngwako, Manager: Services SETA

Presenter 2 & 3: Mr Ronald Nel, Training Practitioner: Volkswagen South Africa (VWSA), Teaching Learning Academy (TLA) and Mr Freddie Jones, Training Coordinator: VWSA

Biographies

Ms Melissa Erra studied Industrial Psychology at Wits. After graduating, she worked in the field of Human Resources in the private sector. She has recently completed her M.Ed through Wits. She has worked in the skills development system for over 20 years. Prior to joining DHET, she worked at the Transport Education and Training Authority (TETA) particularly responsible for Skills development for the Road Passenger Sub-Sector. Thereafter, she worked as the Education and Training Quality Assurance Manager responsible for quality of occupational skills provision for the Aerospace, Maritime, Road Freight, Road Passenger, Taxi, Forwarding and Clearing, Rail and Freight Handling sectors for a period of 5 years. As Director at DHET, she is responsible for SETAs and Occupational Quality Provision Support, a position which she held since 2009. She has led and participated in various structures at DHET to conceptualise, negotiate, develop, review and implement the NSDS and the SETA Landscape. These include the Research Coordination, skills levies, learning programme scope for the 21 Sectors, Legislative and Policy Frameworks, support, oversight and monitoring of Occupational Quality Provision by the QCTO and the Skills Development Levies Act.

Ms Refiloe Mohlakoana assists in research coordination, and M&E. She holds a Master's degree in Education. She has more than five years' experience in the education sector. Her areas of interest include labour market research, higher education transformation, monitoring and evaluation.

Mr Tumelo Ngwako hold a master's degree in International Development Studies from the Universite Joseph Fourier in France. This in addition to a Bachelor of Arts (BA) (Hons) in Development Studies and undergraduate Bachelors in Applied Economic and International Relations - both from Wits. Mr Ngwako has a proven track record in research, strategic planning, policy analysis, M&E, project implementation, stakeholder engagement and cross cultural communication. He has, over the years, actively been involved in PSET, supporting, and in some cases leading, skills planning, research programmes, stakeholder engagement strategies, and M&E within the sector.

Mr Ronald Nel received the Advanced Certificate Programme for Trainers from UNISA and is currently an Education, Training and Development Practitioner at the TLA of VWSA. In addition, he is a

Registered Assessor and Moderator for MerSETA, ETDPSETA, and TETA. He is also a National Artisan and Moderation Body (NAMB) Registered Assessment Practitioner. He qualified as a Wall and Floor Tiler during 1977 in the Building Industry. He was indentured as an apprentice for a second trade, qualifying as a Machine Fitter (including Hydraulics) during 1982. He became a Technical Tutor soon afterwards. His passion for training and development took him to Germany where he completed an advanced training program in the fields of Automotive Technology, Teaching Practice, Education Planning and School Management at Deutsche Stiftung für international Entwicklung (DSE). He was also sent to Kigali, Rwanda to start a partnership between the Kigali Technical College and the Integrated Polytechnic Regional Centre (IPRC)-South. A strong advocate for hands-on, knowledge, skills and attitude learning, he involves his students (learners, apprentices, technicians, engineers) in unit standard based training and development interventions, problem solving and technology-infused activities that provides them with the necessary opportunities to utilise their skills in the workplace and industry at large. His professional interests focus on providing the latest technological learning material, thus fostering a solid partnership with the various technical colleges, universities and employers in the industry.

Mr Freddy Jones is responsible for the overseas Praktikante (Foreign Students mainly from Europe), recruitment of all apprentices, learners and trainee technicians, as well as plant placement, the VWSA Learner Paths and, amongst others, fostering good relations between TVET colleges and the TLA, by placing their students in strategic areas in plants, relevant to their training and development. He studied at the Institute of Personnel Management (IPM) where he obtained his Diploma in Human Resource Management and later, moved his attention to his Bachelor of Commerce (B.Com) degree. He started his career as a Recruitment Officer at VWSA. He coordinated various employee assistance programmes, in addition to recruitment, selection and placement. After a number of years he moved over to training where he exercised his passion for training and development (Staff Training). He later joined the TLA, empowering youngsters by providing opportunities to start off their careers in various technical trades. In addition, he also administers the Thomas International TST Test Batteries. He is a registered assessor and moderator with the MerSETA. He regularly visits TVET colleges and universities of technology and participates in their respective workshops, career exhibitions and collaborative conferences.

This first item (Partnerships) of the parallel commissions in Session 6 was facilitated by Ms Melissa Erra with Ms Refiloe Mohlakoana being the scribe. It featured two presentations, that is, Mr Tumelo Ngwako who focused on the *“Evaluation of the Impact of the Partnerships between Services SETA and TVET on Skills Development Centres”*; and Mr Ronald Nel and Mr Freddie Jones whose focus was on *“Fostering the Partnership between VWSA, TLA and East-Cape Midlands College (EMC) in Industry”*.

Both presentations reflected on practical work currently being done by their respective organisations with regards to partnerships; these were not empirical research findings, though.

Mr Ngwako’s presentation addressed the partnership model that existed between Services SETA, the TVET sector, and Higher Education Institutions (HEIs) (NAMB/Free State University/Central University of Technology and Motheo National Artisans College) on Skills

Development Centres. He indicated that the initiatives were about building sustainability and that partnerships were based on skills demand versus skills supply.

Meanwhile, VWSA has a blended learning approach in collaboration with East-Cape Midlands College (EMC) where EMC provides learning on fundamentals and electives unit standards to VWSA learners, whereas VWSA provides core component of the unit standards to EMC learners.

The Services SETA presentation stressed the fact that they are building partnerships that involve the community so that once they have left, the partnership initiatives will not become white elephants, but ensure sustainability and fit for purpose.

VWSA stated that they have career days where they showcase and capacitate lecturers especially because their experience showed that lecturers have theory but not practical experience.

There are, however, challenges facing existing partnerships where Services SETA decried the lack of access by learners to skills training centres resulting in academic needs of the communities not being met. VWSA expressed concern with regards the challenges they faced:

- ❖ TVET curriculum (all stakeholders to give input);
- ❖ Industries to form part of the body moderating and evaluating curricula development for people who will work in the industry;
- ❖ Lecturers are not qualified in a trade;
- ❖ Lecturers have little or no exposure in the trade;
- ❖ TVET Colleges to adapt as technology evolves daily;
- ❖ Use of specialists in the industry as advisory members;
- ❖ Under staffing at TVET colleges;
- ❖ New technology equipment not being utilized due to lack of expertise; and
- ❖ Outdated learning equipment.

Both institutions, Services SETA and VWSA, agreed on the following recommendations:

- ❖ Expansion of existing partnerships;
- ❖ More focus to be on student entrepreneurial skills;
- ❖ Partnerships should not concentrate only on learners but include lecturer capacitation;
- ❖ More bridges between the world of work and education training;
- ❖ Consideration of the social needs of the community they work in; and
- ❖ The issue of return on investment to be further explored.

6.2 Curriculum (Breakaway Room B)

Facilitator: Ms Marietta Swart, Director: DHET

Scribe: Mr Simo Zulu, Deputy Director: DHET

Presenter 1: Mr Joe Samuels, CEO: South African Qualifications Authority (SAQA)

Presenter 2: Mr Manual Jackson, Project Manager: SU Water Institute

Biographies

Ms Marietta Swart possesses extensive experience in education and training both at executive and educator level: an English teacher at 2 secondary schools –11 years; a Communication Lecturer and Senior Lecturer at Pretoria College (now part of the merged Tshwane North TVET College). She later headed the Business Studies Department of the merged college. In 2007, she joined the Department of Education (then) as Deputy Director in Private Colleges; and in 2012 she was requested to assist with planning and registration functions in the Public Colleges Directorate. Since 2015 she has been the Director for TVET M&E. Part of this responsibility include data functions. Currently she is concluding a PhD in Curriculum Studies at SU.

Mr Simo Zulu is a policy analyst. He is responsible for coordinating policy development and managing evaluations within the Department. Mr Zulu has experience in consumer protection, policy development, strategic planning, and M&E. He completed his Senior Certificate at Tis and Technical High School and holds a BA in International Studies (with majors in Economics & Political Science), a Bachelor of Social Science (BSocSc) (Hons) and a Master of Social Science (MSocSc) in Policy & Development Studies from UKZN. Mr Zulu also holds a Postgraduate Diploma in Management in the field of Public and Development Sector M&E from Wits, and a Certificate in Policy-Making and Analysis for Africa's Development from UNISA.

Mr Joe Samuels has been appointed the CEO for SAQA as from 1 March 2012 until February 2017. He was offered another 5 year term from 1 March 2017 until 28 February 2022. He holds a BSc (Hons) and an MPhil from UWC. He is a specialist in Educational Policy and Education Change, Qualifications Frameworks, Standards Setting, Quality Assurance and Adult and Community Education. He worked in

a medical laboratory, as a teacher, a Physiology Lecturer (UWC) and as the Coordinator: Continuing Education Programmes at the Centre for Adult and Continuing Education (CACE) at the UWC for 10 years prior to joining SAQA. He was the Director for Standards Setting and Development before he was promoted to the position of Deputy Executive Officer which he held for 7 years before his next promotion to the CEO position. He has been working at SAQA for the past 20 years.

Mr Manual Jackson has a Master of Business Administration (MBA) from UNISA School of Business Leadership (SBL). His current role is Project Manager: SU Water Institute, responsible for Upskilling of lecturers of TVET Colleges through short courses and development of occupational qualification/s. Past Roles include Project Manager, 2013 – 2016, Centre for Water Sanitation and Research (CWSR), CPUT, responsible for coordinating the development of national occupational qualifications under Water Resource Management (WRC) FET water III program; Management of Training Division, Project Manage NUFFIC-NICHE Capacity Building in Integrative WRC.

The second item (Curriculum) of the parallel commissions in Session 6 was facilitated by Ms Marietta Swart with Mr Simo Zulu as scribe. The session featured Mr Joe Samuels, who looked at the *“Use of Learning Outcomes including Level Descriptors”*; and Mr Manual Jackson, who focused on *“Curriculum Development in the TVET College Sector: Water Treatment”*.

Mr Samuels noted that qualification frameworks and outcomes are important in the context of national debates about articulation in that they are systemic and specific. The NQF as single, integrated framework, is based on key principles of access, mobility, progression and redress. He indicated that the SAQA Act, 1995 conceptualised learning outcomes approach to qualifications and joint ministerial statement in 2007 added, i.e. *“an integrated approach to education and training, linked to the development of a new NQF based on a system of credits for learning outcomes achieved, will encourage creative work on the design of curricula and the recognition of learning attainments wherever education and training are offered”*.

He shared the objectives and purpose of NQF as: to ensure single, integrated framework; to ensure access, mobility and progression; to redress the imbalances of the past; and to ensure personal, social, economic development of lifelong learner and nation at large. In the middle of all these, however, there is the element of quality (quality education ensures quality of life).

He also shared the South African experiences of level descriptors and stated that they ensure uniformity, articulation, quality qualifications, foreign and international comparison, learner competency, workplace readiness, professional body processes, and quality training, jobs and meet industry needs.

He concluded by sharing the criticism of level descriptors, and these are:

- ❖ Academic nature;
- ❖ Lack of public awareness;
- ❖ Differences between levels;
- ❖ Exclusion of areas;
- ❖ Broad nature;
- ❖ Non-prescriptive nature; and
- ❖ The issue of credit inflation in qualifications.

Mr Jackson shared key challenges and opportunities in the Integrated Water Resources Management (IWRM) by decrying the state of our rivers which are suffering from increased levels of pollution affecting water quality and waste water treatment. He also bemoaned the effect of climate change on water resources which makes it difficult to gain access to water for agricultural purposes, putting heavy burden on emerging farmers and small holder farmers with regards to the allocation of water licenses and accompanied water rights. The use of technology for desalination for purposes of water re-use has a direct impact on water governance.

He attributed major demand challenges in the water sector to, amongst other,

- ❖ Shortage of skills;
- ❖ Lack of information dissemination to communities;
- ❖ Operation & maintenance challenges;
- ❖ Lack of coordinated planning;
- ❖ Deteriorated water quality; and
- ❖ Lack of monitoring & evaluation.

Furthermore, he shared the 2014 TVET college study where companies such as Amalgamated Beverage Industries (ABI), Richards Bay Minerals, Sasol, Mondi, and Volkswagen were involved, and also shared summary of findings as follows:

- ❖ Low presence of Water Treatment courses at public TVET colleges in South Africa;
- ❖ There is a considerably widespread mismatch between skills ranked as important by water services providers and courses offered by TVET colleges;
- ❖ There is a lack of practical experience and appropriate qualifications with regard to TVET college lecturers;
- ❖ Lack of standardisation of curricula and accompanied learning material; and
- ❖ Lack of partnerships between TVET colleges and municipalities in delivery of occupational programmes.

What can be done to remedy the situation? The following points are possible answers to the question:

- ❖ Qualification and shorter skills courses development – TVET college drive delivery (highest NQF 5);
- ❖ Ongoing training and mentorship programmes for lecturers in partnership with district municipalities;
- ❖ Facilitation of TVET colleges to register for offering training of occupational qualifications;
- ❖ The development of NOCC; and
- ❖ The development of a standard Recognition of Prior Learning Toolkit.

6.3 Quality Assurance: Assessment, Exams and Certification (Breakaway Room C)

Facilitator: Mr Biki Lepota, Researcher: Umalusi

Scribe: Ms Bellinah Molaudzi, Deputy Director: DHET

Presenter 1: Mr Dennis Twala, Manager: Umalusi

Presenter 2: Ms Diane Kemp, Acting Director: Quality Assurance of Assessments, Exams and Certification, QCTO

Biographies

Mr Biki Lepota began his formal career as Junior Lecturer and later Lecturer at UP. Thereafter he served as a publisher at NB Publishers before being appointed by the CHE as a Manager. He joined Umalusi's Statistical Information and Research Unit in 2009 as a Researcher. He has served on a number of education-related committees; the most recent of which are the Progress in International Reading Literacy Study's (PIRLS) National Steering Committee and the DHET Research Forum on PSET.

Ms Bellinah Molaudzi has been the Deputy Director in the NQF Directorate at DHET since January 2013 to date. She started her career as a High School Teacher in 1992 in Soweto. Ms Molaudzi then took up a position of Senior Lecturer in Building Studies and later a Quality Promotions Manager at the then Technical College of South Africa (Technical – now a Campus of South West Gauteng College), from 1996 – 2016. Between 2006 and 2009, she worked as a Campus Manager at Sedibeng TVET College and South West Gauteng TVET College, respectively. She also worked at Umalusi for a period of four years before joining the DHET in 2013. Ms Molaudzi is currently pursuing a Master's Degree at Wits.

Mr Dennis Twala qualified as a teacher and holds a Master's degree in Philosophy with SU. He has more than 20 years' experience in the field of education working at both secondary and tertiary levels as a teacher, lecturer and school principal. For the past ten years, Mr Twala has also worked as a Curriculum Advisor and Deputy-Chief Education Specialist in Examinations and Assessment before joining Umalusi as Assistant Manager in Curriculum and later as Manager in Qualifications. His current responsibilities include, amongst others, managing processes related to the review, development and maintenance of qualifications and part qualifications on Umalusi sub-framework of qualifications.

Ms Diane Kemp qualified from the Rand Afrikaans University in 1981 as a teacher, and completed her Honours in Educational Management in 1991. She has been involved in the education and training sector since 1982, when she started her career as an English teacher at Sir Pierre van Ryneveld High School. She then moved into the TVET space first as a Lecturer at Isidingo College, followed by Senior Lecturer and Principal of the Open Learning division at Springs College (Ekurhuleni East TVET College). During this time, besides fulfilling these roles, also she spent 15 years as an examiner and moderator for DHET for the NATED programmes in the Communication programme offerings. Around 2003, she moved to the private FET sector, first as Principal of Rosebank College, until her appointment as the National Quality Assurance Manager for Damelin's branches and franchises across South Africa. During this time she gained experience in drafting policies, implementing of Quality Assurance systems and processes with Academic Managers, presenting at national and international conferences, etc. She was appointed as Deputy Director: Assessments at the QCTO in April 2014, and is currently the Acting Director for Quality Assurance of Assessments.

The third item (Quality Assurance: Assessment, Exams and Certification) of the first set of parallel commissions in Session 6 was facilitated by Mr Biki Lepota with Ms Bellinah Molaudzi being the scribe. The session featured Mr Denis Twala who focused on “*The (proposed) Reconstruction of the NC(V)*”; and Ms Diane Kemp, looking at “*Assessing for Competence through an External Integrated Summative Assessment*”.

Mr Twala started by giving a brief background to “the proposed reconstruction of the NC(V)”. He shared that the Minister of Higher Education and Training (the erstwhile Dr Blade Nzimande) appointed a Ministerial Task Team (MTT) to review the NC(V) qualification in 2011,

and that the MTT completed its work and submitted its report and recommendations to the Minister. Based on the recommendations of the MTT, Umalusi started the process of reviewing the NC(V) to provide an alternative to the National Senior Certificate (NSC), with a strong vocational flavour. However, due to the changes regarding Cabinet reshuffles, there have been some delays in finalising the process.

He also shared with the delegates the reasons and purposes for the reconstruction of the NC(V), which included, amongst others, to provide alternative to NSC; to have a strong vocational focus; to prepare learners for entry into employment; to provide flexible modes of delivery; to provide criterion referenced focus for assessment; and to prepare learners for trade test.

He further shared a sample of a qualification design with a proposed structure of 360 credits; three fundamental subjects which comprise Language of Learning and Teaching worth 15 credits; Mathematics or Mathematical Literacy bearing 15 credits; Life Orientation carrying 10 credits; and three vocational subjects worth 80 credits.

With regards to assessment, he said that there will be two exam sittings taking place in June and November, and there will be no supplementary exams. He indicated that the ratio of practical and theory components in vocational subjects will be 60 (practical): 40 (theory), and the ratio for Integrated Community Assessment and Support Services (ICASS) and Exam will be 50:50.

On progression and condonation, he stated that the learners can carry two subjects with the pre-requisite sub- minimum (within 10% of the pass mark and must pass the language and subject of specialisation). As part of quality assurance, he indicated that Level 2 and Level 3 examinations will be set by two or more institutions (Regional Focus Group); marking will be done by the college; moderation will be an inter-college exercise; and Umalusi will monitor and evaluate the process. Level 4 examinations will be set and marked by the DHET, and quality assurance will be done by Umalusi. QCTO may co-quality assure the practical component.

He indicated that the qualification will be delivered through flexible modes such as full-time, part-time and distant learning; and NC(V) can be offered by the Department of Basic

Education (DBE). Learners between the ages of 16-19/22 at schools and TVET colleges can be full-time students, while employed learners, and older than the age of 22 should be part-time or distant learning students. He also indicated that NSC students will be allowed, at their own cost, and within the maximum duration, to obtain a qualification (i.e. within five consecutive years for full-time students, and seven consecutive years for part-time students).

He further indicated that learners will be allowed credit accumulation, exemption, recognition and transfer for subject such as Mathematics/Mathematical Literacy, English and Physical Science from NSC; and articulation will be allowed with other qualifications on the three sub-frameworks. Students exiting before completion of full NC(V) will be entitled to a transcript, and recognition of students' portfolio of work-based experience.

Meanwhile, the QCTO's focus was on competency-based assessment, with particular attention put on knowledge, attributes, skills and outstanding performance of tasks or activities. Ms Kemp argued that competency-based education; which is a combination of theory and practical, should be delivered through three elements: Curriculum, Faculty (scholars with professional expertise) and Authentic Assessments (mastery of skills, abilities, and knowledge measured through real tasks in real contexts, not multiple choice tests).

She also argued that the same assessment methods can be utilised, such as, traditional assessments where the student is assessed at the end of learning by means of subject examinations; and integrated competency assessment where one assessment, understanding and application are interwoven such that candidates can prove their competence to do the job.

And this, she further argued, will have spinoffs for both learners and employers, for example, competent workers will be produced; no additional training will be required because learners are equipped with ready-for-work skills; trusted graduates able to apply their knowledge and skills will be produced; and RPL or otherwise will be of the same External Integrated Summative Assessment (EISA) standards across.

7. SESSION 7: SECOND SET OF PARALLEL COMMISSIONS

Following the first set of parallel commissions, the delegates split into another three parallel sessions. The process involved attendees splitting into three groups based on their areas of interest. Following presentations, session participants engaged in discussion.

7.1 Entrepreneurship (Breakaway Room A)

Facilitator: Mr Ntokozo Bhengu, Researcher: CHE

Scribe: Ms Olwethu Nyewe, Deputy Director, NSA

Presenter 1: Professor Evelyn Chiloane-Tsoka, Associate Professor: UNISA

Presenter 2: Ms Kgaugelo Modise, Manager: Small Enterprise Development Agency (SEDA)

Biographies

Mr Ntokozo Thabo Bhengu joined the CHE in April 2010 as a Researcher in the M&E. His work at the CHE has been extended to incorporate the coordination of communications for the entire organisation. He graduated from UKZN with a BScSc Honours Degree in Public Policy and Development Studies. He holds a BScSc majoring in Politics, Philosophy and Law. He has participated in many national projects and events concerned with higher education.

Ms Olwethu Nyewe works as the Deputy Director for Research, M&E at NSA. She previously worked as a Programme Manager for Planning, Monitoring, Evaluation and Reporting at the Human Resource Development Council (HRDC) Secretariat. She is currently doing her Master's degree in Management: Public and Development Sector M&E at Wits. She completed her Post Graduate Diploma in Management: Public and Development Sector M&E in 2017 at Wits. She also holds a BA Social Work degree from UWC.

Professor Evelyn G Chiloane-Tsoka is currently a Professor of Entrepreneurship in the School of Public and Operations Management Sciences at UNISA. She obtained her PhD in Commerce in May, 2009 with the University of Johannesburg (UJ). Professor Chiloane-Tsoka was awarded the Southern African Development Community (SADEC) best female entrepreneurship award in 2013. In 2012, Prof Chiloane-Tsoka conducted research on TVET Colleges in South Africa so to determine their readiness to host entrepreneurship centres. This was a project in collaboration with the Department of Trade & Industry (Dti) and Netherlands.

Ms Kgaugelo Modise is a passionate, self-driven married mom of three. She loves Business Development and doesn't imagine her life without assisting and sharing her knowledge with start-up entrepreneurs. She is currently a Manager Incubation: for SEDA, where she provide management support to Technology Business Incubators and Centre for Entrepreneurship and Rapid Incubators. She manages a budget totaling R73 Million Rands. She holds a National Diploma in Production Management, B-Tech in Operations Management and currently studying Master's in Industrial Engineering: focusing on Technology Management.

This first item (Entrepreneurship) of the second set of parallel commissions in Session 7 was facilitated by Mr Ntokozo Bhengu with Ms Olwethu Nyewe being the scribe. It featured two presenters, that is, Professor Evelyn Chiloane-Tsoka, whose focus was on *“Decolonisation of an Entrepreneur’s Mind-Set in the 21th Century: The TVET Paradigm”*; and Ms Kgaugelo Modise, who looked at *“Youth Enterprise Development: Turning Job Seekers into Job Creators”*.

Professor Chiloane-Tsoka acknowledged the concern over high unemployment of graduates, and indicated that it is imperative that they create awareness of entrepreneurship as an alternative form of employment.

The question then became: What can we do to ensure that TVET colleges and universities come together to fast-track entrepreneurship?

In 2017, DHET organised a Lekgotla and there was a proposal that there should be a development of an action plan to create awareness on entrepreneurship. In addition, TVET colleges and universities need to come together to fast-track the creation of opportunities in entrepreneurship.

In August 2017, entrepreneurship week was celebrated in 26 public institutions in support of this initiative of entrepreneurship but this was mainly held at universities with the aim of motivating students to realise that entrepreneurship is a form of employment.

During that entrepreneurship week, students pitched their ideas and were assisted by their lecturers to sharpen them and created prototype ideas. Lecturers addressed their weaknesses and challenges and they also set the criteria for the best idea(s) and how to take them forward for commercialisation.

The need to transform the mind-set of students, lecturers, management and government was also highlighted. There is also a need to encourage an inclusive approach in addressing problems such as graduate unemployment, poverty and inequality, and to promote stakeholder engagements and debates, as this is a challenge facing the whole country. TVET colleges were applauded for the work they are doing to accelerate vocational programmes.

There is a need for the acceleration to incorporate entrepreneurship as a training programme at all TVET colleges and universities. There is also a need for the encouragement and lobbying of college principals to introduce entrepreneurship week and incorporate it in their annual calendar so that it becomes a big event around colleges, as well as, generating widespread awareness for alternative employment creation. Further, there is a need to put incubation centres in our communities so that students are able to produce ideas and become innovative.

On the other hand, the role of SEDA – as presented by Ms Modise – placed emphasis on the vision and mission of SEDA serving as a business incubator to accelerate growth and success in competency of entrepreneurship in companies.

Ms Modise indicated that SEDA has 14 Centres for Entrepreneurship Rapid Incubator (CFERI) within colleges to promote entrepreneurship in HEIs' economic development and other initiatives. These centres operate under a franchise model which is quite detailed and elaborate.

She also stated that SEDA selected a cohort of 30 students and exposed them to market research and incubation, though they also had challenges in terms of lack of support from colleges, management and leadership; as well as, implementation. She noted that there is still more work to be done.

In conclusion, both presentations agreed that entrepreneurship was once frowned upon but today one needs to be open-minded and embrace diverse economic activities; and with the 4th Industrial Revolution, one's knowledge base needs to be technological. They also agreed that there is a need: to establish incubation centres; to train and change the mind-set of our youth; to create markets for entrepreneurs, and believe in their products; and for policy shift for companies to earn loyalty points for buying products from entrepreneurs. Lastly, SEDA needs to help with marketing the products of entrepreneurs.

7.2 25 Year Review on TVET: Initial Findings (Breakaway Room B)

Facilitator: Mr Simo Zulu, Deputy Director: DHET

Scribe: Mr Ernest Kaplan, research and Skills Development Specialist: INSETA

Presenter 1: Dr Thabo Mabogoane, Outcome Facilitator: Department of Planning, Monitoring and Evaluation (DPME)

Presenter 2: Ms Aruna Singh, Chief Director: DHET

Presenter 3: Professor Hoosen Rasool, CEO: FR Research

Biographies

Mr Simo Zulu - Refer to Section 6 (Breakaway Room B).

Mr Ernest Kaplan has been employed at INSETA since 2009. He holds the following qualifications: BA (Psychology; Sociology); BA (Hons – Psychology), and MSocSc in Psychology. He is also a qualified assessor, moderator and skills development facilitator, and has a Bachelor of Technology (B Tech) in Project Management. He has worked in various capacities within the INSETA environment: Education Training Quality Assurance Specialist, Skills Development Administrator, and Skills Planning and Research Specialist. He has been actively involved in the development of the INSETA SSPs since 2010, and has contributed input to the development of the SSP Framework both through the SSP Working group and the DHET research forum. He has also served actively on the DHET research colloquium working group for a number of years.

Dr Thabo Mabogoane currently works as an Outcomes Facilitator (Sector Specialist) for Outcome 1 (i.e. improved quality of basic education – Basic Education) and Outcome 5 (i.e. a skilled and capable workforce to support an inclusive growth path - Higher Education) in DPME in the Presidency. The work consists of monitoring the performance of Basic and Higher Education on behalf of the President, providing advice to the executive on issues relating to basic and higher education, and providing methodology support to educational evaluations. He also serves as part of the secretariat to the HRDC led by the Deputy President. Previously, he has worked as a senior statistician and researcher in different research organisations, focusing on M&E of intervention programs in the education sector. He has extensive research background using economic tools to analyse educational issues.

Ms Aruna Singh is the Chief Director for TVET Programmes and Qualifications in the DHET. She served for the greater part of her tenure (around 10 years) as the Director: Curriculum Development and Support. She started out in schools education, but in 1999 moved into the TVET college sector, as Head of Department in Business Studies, and later as Campus Manager. She was appointed as Chief Education Specialist in 2004 in the then Department of Education. She holds a BA Degree, a University Higher Diploma in Education, a BA (Hons -- Psychology), a Master of Business Administration (MBA); and started out on a PhD in Curriculum Studies at the University of North Texas. Her responsibilities involve maintaining programmes and qualifications mix for TVET colleges, ensuring quality teaching and learning in the more than 270 learning sites of the 50 TVET colleges, and ensuring the provision of student support services for TVET college students.

Prof Hoosen Rasool is an education consultant. He is the owner of FR Research Services (www.fresearch.co.za), a consultancy focusing on labour market research and which provides training and advisory services in the post-school space. He is advisor to the Namibia Training Authority (Namibia) and UNESCO (Malawi) on TVET; and the HRDC (Botswana) on Human Resource Development Planning. Prof Rasool was Managing Director of the Management College of Southern Africa (MANCOSA) between 2008 and 2012 and Quality Assurance Director in 1998-99. His key role was to expand the institution's footprint in sub-Saharan Africa.

This second item (25 Year Review on TVET: Initial Findings) of the second set of parallel commissions in Session 7 was facilitated by Mr Simo Zulu with Mr Ernest Kaplan being the scribe. It featured three presenters, that is, Dr Thabo Mabogoane, whose focus was on *“25 Year Review and the Progress thus far”*; Ms Aruna Singh, who focused on *“25 Years in TVET: The Parallel Challenges of Change and Constancy”*; and Professor Hoosen Rasool, who gave a *“Response to the 25 Year Review on TVET: initial findings”*.

It was noted that in 2019, it is going to be 25 years since the dawn of democracy in South Africa, and government is looking at where the achievements, challenges and the lessons could be learnt by all departments within the government, and looking at national outcomes on the things that have been done over the last 25 years. Delegates were urged to look at the totality of the whole experience and help inform the national plans the government will have in the next five years.

It was emphasised that review is important in that it provides an opportunity to look at where we have been and where there has been shift of policies that have been developed by government to make sure that we make inroads to ensuring that the lives of the people of South Africa are made better. The 25 year review looks at the obligation of the state towards its citizens and in this case their access to quality education is of paramount importance.

It was stressed that the responsibility to produce skills is also fundamentally important in view of the quality of education provided. Quality of education should be continuously addressed and reviewed.

Delegates were reminded that TVET college sector is in transition and is also bureaucratic as there have been numerous changes within the sector. Colleges were rationalized from 152 to 50. There have also been legislative changes – initially there was an FET Colleges Act (2006) and currently there is CET Act (2014).

The session acknowledged the challenge of labour market demands and indicated that those demands need to be addressed and the key intervention in this regard is the establishment of CoS.

The session warned, however, that we need not only look at challenges and negatives, but should also take into cognisance that there is an appreciation and acknowledgement of

achievements and positives within the sector. The sector has expanded and is looking at what the PSET White Paper had set itself, i.e. to increase enrolments and focus on quality throughput.

There was also an acknowledgement about the skills mismatch and issues of employability that needed to be addressed.

In conclusion, all presenters in this commission acknowledged that there have been lot of changes within the sector and what is needed is policy certainty and stability. The presenters argued that once there is policy certainty and stability, the implementation of those policies becomes important. They emphasised the need for clarity in terms of qualifications and programmes offerings at TVET colleges, and also a need for inclusive partnerships with industries and State Owned Enterprises (SOEs).

7.3 Artisan Development Partnerships (Breakaway Room C)

Facilitator: Mr Trevor Fumane Mboweni, Acting Director: DHET

Scribe: Ms Laura Crosby, Manager: MerSETA

Presenter 1: Ms Helen Brown, Senior Manager: MerSETA

Presenter 2: Ms Kedibone Boka, Associate: JET

Mr Trevor Fumane Mboweni is the Acting Director for the Artisan Development Directorate within DHET, located at INDLELA in Olifantsfontein. The Artisan Development Directorate holds the responsibility for producing the National Artisan Development Strategy, reporting and analysis of artisan data, artisan stakeholder management and occupational qualification delivery. Mr Mboweni completed his BCom from Wits in 2002, followed by the Management Advancement Programme in 2007. In 2017 he completed the Master of Business Leadership programme at the UNISA Graduate School of Business where his research report focused on strategy implementation in the public sector. His career has taken him to the corporate sector where he worked as a financial analyst at HP, a financial accountant within Nedbank Group Finance, self-employment and finally within DHET.

Ms Laura Crosby has worked in the field of research for almost 15 years. She is a Demographer by training having graduated from Wits with a Master's Degree in Demography and Population Studies in 2005. She started out her career as a research consultant, working for a management consultancy, specialising mostly in public sector and social research projects. She then moved into market research, working for TNS and Nielsen specialising in financial research, multi-country research projects and marketing. She honed her skills as a data scientist at Nielsen where her primary focus was on innovations in measurement science. She currently serves as the Labour Market and SSP Manager at MerSETA, supporting research for skills planning.

Ms Helen Brown's currently manages several of the MerSETA's strategic research partnerships aimed at supporting catalytic studies in the following domains: COMET Large scale competence diagnostics; Cost Benefit Quality (CBQ) measurements for apprenticeship training; Vocational Identity and Commitment 2016; Manufacturing value chain analysis towards supporting skills for identified technology gaps; Technology Based Entrepreneurship; Digital technologies within ICT-based teaching and learning platforms; and TVET lecturer development. She has also lead the Accelerated Artisan Development Programme linked to apprenticeship revival, artisan related new venture creation, welding centres of teaching excellence, technical courseware and skills transfer for the industrial tooling sector.

Ms Kedibone Boka is an education specialist with extensive experience in teacher education; TVET and non-formal post schooling education. She has managed education projects aimed at betterment of disadvantaged groups through national and international agencies. Ms Boka worked as an Executive Manager at JET and her responsibilities included working with government, the private sector, international development agencies and education institutions to improve the quality of education and the relationship between education, skills development and the world of work. She managed both the TVET Colleges' turnaround strategy and the youth livelihoods creation projects which were funded by the NSF. Currently she is an Associate with JET and is working on her PhD studies.

This third and last item (Artisan development and Partnerships) of the second set of parallel commissions in Session 7 was facilitated by Mr Fumane Mboweni with Ms Laura Crosby being the scribe. It featured two presenters, that is, Ms Helen Brown, whose focus was on *"Artisan Development: Beyond the Skills 4.0 Paradigm"*; and Ms Kedibone Boka, who focused on *"Coordination between SETAs and TVET Colleges: The Missing Link?"*

Ms Kemp provided a historical and theoretical contexts of artisan development, and indicated that research has emerged over time. She also indicated that in MerSETA, jobs are changing and retrenchments are on the rise. The presenter argued that we must develop systems to accelerate artisan training, and benchmark our artisans with international practice.

She identified the following areas of concern: QCTO challenges (i.e. new qualifications but no trade test); WIL (i.e. workplaces are in short supply); and data (i.e. collection of data is problematic, and categorisation is difficult due to decentralised systems).

She gave a comparison of competence-based and outcomes-based education (which was not adequately aligned to NQF – aligned to holistic model of knowledge). There are three dimensions for competence: need to understand how this works in a teaching environment; research shows stagnation of competence after year one of learning – learners do not grow in subsequent years; and dual system – ensures better competence.

The presenter argued that lecturers should better understand learning pathways of learners, and guide learners on their pathways. Lecturers should acknowledge that learners are not the same, they have different strengths, therefore lecturers must not just lecture but they must teach the learners, while taking cognisance of the gender issues where females are held back due to physical challenges in the trades.

She made the following recommendations: promote professionalism of TVET lecturers; support Small and Medium Enterprise (SME) involvement in training; fair training allowances; team building; and promote cooperation between SMEs; drivers of change (promote technology – ICT-based technology; promote entrepreneurship; promote coaching and support for life skills; and promote understanding of skills needed for future jobs).

Meanwhile, on the relationship between SETAs and TVET colleges, the presenter gave a historical background of the Coordinating SETA-TVET Office (CSTO), where in 2012 Lead SETA Offices (LSOs) were established; 2014 saw the evaluation of LSOs; and the JET Project on this subject was established in 2015. The presenter told delegates that guidelines for CSTO were developed and pilots were conducted in urban and rural areas in nine provinces (Limpopo, Mpumalanga, Gauteng, North West, KwaZulu Natal, Eastern Cape, Northern Cape, Western Cape and Free State), and the results will be available in February 2019. The primary aims of the guidelines, amongst others, were to: assist with performance benchmarks, governance requirements, functions of CSTO, functions of coordinating SETAs, functions of support SETAs, and set minimum requirements for resourcing (HR and physical resources).

The presenter also noted that “lead” was removed from the title because it did not sit well with colleges and SETAs as it implies that the SETAs must take all responsibility. The presenter reminded delegates that Coordinating SETA and Partner SETA were established primarily for: helping with learner placement, bringing industry into the college, ensuring sectoral relevance, and helping with alternative placements.

In conclusion, the presenter argued that there is a missing link between colleges and employers; which is, student transition to employment, whether formal or informal. The question then arises: are we achieving what we intended? This question then leads to evaluation and review of CSTO to ascertain its appropriateness, effectiveness and consistency.

8. SESSION 8: REPORT BACK AND WAY FORWARD

Chairperson: Mr Sello Sethusha, Director: Lecturer Development, DHET.

8.1 Commission Report Backs X 6

Commission report backs allowed facilitators to provide feedback of the presentations and discussions that took place during Sessions 6 and 7.

8.2 Plenary Discussion

Due to time constraints, there was limited time for discussion.

8.3 Way Forward and Vote of Thanks

Dr Hersheela Narsee indicated that usually at colloquia nothing much can be done or implemented except that the discussions are vibrant and eye opening, as such some of the discussions, comments and questions should formulate into research topics so that their reports and findings could help better TVET colleges. She urged all partners and stakeholders to take responsibility for all the issues deliberated upon as well as potential future issues that might arise. She recognised the contribution made by all those involved in the organisation of the 2018 Research Colloquium, including DHET and partner entities, particularly the SETAs and their members, as well as the Research Forum and Working Group. She also expressed gratitude to the DHET officials responsible for coordinating the event. Sponsors of the Colloquium were not forgotten and the whole sector.

8.4 Closure

Dr Hersheela Narsee officially closed the 2018 Research Colloquium.

END OF DAY TWO!!!!!!

9. BIBLIOGRAPHY

Abdulwahab, S. and Sa'i, H.R. (2014). *Refocusing Technical Teachers' Education Programmes towards Youth Empowerment*. IOSR Journal of Humanities and Social Science, (10): 69-73.

Adagiri, S. (2009). *A Comparative Study of Teachers Continuing Professional Development in Nigeria and England*. Paper presented at the British Educational Research Association New Researchers/Student Conference, University of Manchester, 2-5 September 2009.

Adebayo, A.A. (2013). *Youth Unemployment and Crime in Nigeria: A Nexus and Implications for National Development*. International Journal of Sociology and Anthropology, 5(9): 350-357.

Alazzi, K.L. (2008). *Teachers' Perceptions of Critical Thinking: A Study of Jordanian Secondary Schools Social Studies Teachers*. The Social Studies. 99(3): 243-248.

American Psychological Association. (1997). *Learner-Centered Psychological Principles: A Framework for School Redesign and Reform*. [Cited 2015 March 01]. Available from <http://apa.org/ed/lcp.html>.

Ary, D, Jacobs L.C. and Sorenson C. (2010). *Introduction to Research in Education*. (8th Ed.). USA. Wadsworth, Cengage Learning.

ASQA. (2017). *Users' Guide to the Standards for Registered Training Organisations*. Sydney: ASQA. Accessed at <https://www.asqa.gov.au/file/11776/download?token=pUBtnWG1>.

Axmann, M., Rhoades, A. and Nordstrum, A. (2015). *Vocational Teachers and Trainers in a Changing World: The Imperative of High-Quality Teacher Training Systems*. Employment Working Paper No. 177. Geneva: ILO.

Barak, M. and Shakman, L. (2008). *Fostering Higher-Order Thinking in Science Class: Teachers' Reflections*. *Teachers and Teaching: Theory and Practice*. 14(3): 191-208.

Baxter, P. and Jack, S. (2008). *Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers*. The Qualitative Report. 13(4): 544-559.

Belhassen, Y. and Caton, K. (2011). *On the Need for Critical Pedagogy in Tourism Education*. Tourism Management. 32(6): 1389-1396.

- Berg, B.L. (2004). *Qualitative Research Methods for the Social Sciences*. Boston: Pearson.
- Beyer, B.K. (2008). *What Research Tells Us about Teaching Thinking Skills? The Social Studies*. (99)5: 223-232.
- Blignaut, S. (2006). *Research Design and Methods* [unpublished D. Ed Thesis] NMMU.
- Bogdan, S.K. and Biklen, R. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods*. (5thEd.). Boston: Allyn and Bacon.
- Bound, H. (2011). *Vocational Education and Training Teacher Professional Development: Tensions and Context*. *Studies in Continuing Education*, 33(2): 107-119.
- Bowman, W.D. (2006). *Why Narrative? Why Now? Research Studies in Music Education*. 27(5): 5-20.
- Bresler, L. and Stake, R. (2006). *Qualitative Inquiry in Music Education Research*. In R. Cowell, (Ed.), *The Handbook on Music Teaching and Learning*. New York: Macmillan.
- Briggs, A.R.J. and Sommefeldt, D. (2002). *Managing Effective Teaching and Learning*. London: SAGE Publications.
- Bryman, A. (2004). *Social Research Methods* (2nd Ed.). New York: Oxford University Press.
- Busby, G. (2001). *Vocationalism in Higher Level Tourism Courses: The British Perspective*. *Journal of Further and Higher Education*. 25(1): 29-43.
- Buthelezi, G. (2016). *At the Policy-Practice Interface: Exploring Technical Vocational Education and Training Lecturers' Educational Reform Experiences*. A Thesis Submitted for the Degree of Doctor of Philosophy, University of KwaZulu-Natal, Pietermaritzburg.
- Cajete, G.A. (1999). *The Native American learner and bicultural science education*. In: Swisher K.G., Tippeconnic, J. and Editors. *Next Steps: Research and Practice to Advance Indian Education*. Charleston, W.V.: ERIC Clearinghouse on Rural Education and Small Schools. p. 135-160.
- Camden, B. (2018). *Quality of FE Teacher Training is high but Falling Numbers are a Challenge, Research Finds*. FEWeek, 13 April 2018. Accessed at

<https://feweek.co.uk/2018/04/13/quality-of-fe-teacher-training-high-but-falling-numbers-a-challenge-research-finds/>.

CDE. (2016). *The Growth Agenda: Skills*. Report No 5. Johannesburg: CDE.

CEDEFOP. (2009). *VET in Europe – Country Report Germany*. Thessaloniki: CEDEFOP.

CEDEFOP. (2011). *Professional Development for VET Teachers and Trainers*. Briefing note 9112 EN. http://www.cedefop.europa.eu/files/9112_en.pdf. Accessed 26/08/2018.

CEDEFOP. (2016). Briefing Note: *Professional Development for VET Teachers and Trainers*. Thessaloniki: CEDEFOP. Accessed at http://www.cedefop.europa.eu/files/9112_en.epub .

Chabeli, M.M. (2006). *Higher Order Thinking Skills Competencies required by Outcomes-Based Education from Learners*. *Curationis*. 29(3): 78–86.

CINOP and DHET. (n.d.). *TVET Lecturer Support System (LLS). Curriculum Delivery Support for Lecturers*. Presentation. College jobs.ac.uk. (2016a). Continuing professional development (CPD) in further education.

Clarke, A. (2006). *Qualitative Interviewing: Encountering Ethical Issues and Challenges*. *Nurse Researcher*. 13(4): 19-29.

Cohen, M. (2004). *Debate as an Effective Learning Tool: Handbook of Critical Thinking Resources, 2004-2005 the Year of Critical Thinking [Internet]*. Prince George's Community College Faculty Members; [cited 12 December 2015]. Available from <http://www.academic.pg.cc.md.us/wpeirce/MCCCTR/handbook.pdf>.

Cohen, J. (2006). *Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy and Well-Being*. *Harvard Educational Review*. 76(2): 201-237.

Cohen, L., Marion, L. and Morrison, K. (2007). *Research Methods in Education*. (6th Ed). London: Routledge/Falmer.

Colliers, D. and Elman, C. (2008). *Qualitative and Multi-Method Research: Organisations, Publication and Reflection on Integration*. In: Box-Steffensmeier, Brady H.E., Colliers, D. and Editors. *Oxford Handbook of Political Methodology*. Oxford: Oxford University Press.

Coolahan, J., Santiago, P., Phair, R. and Ninomiya, A. (2004). *Attracting, Developing and Retaining Effective Teachers: Country Note of Korea*. Paris: OECD Directorate for Education, Education and Training Policy Division. Accessed at <https://www.oecd.org/korea/31690991.pdf>.

Corbin, J. and Strauss, A. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks, CA: SAGE.

Cornbleath, C. (1987). *The Persistence of Myth in Teacher Education and Teaching*. In: Popkewitz, T.S., editor. *Critical Studies in Teacher Education: Its Folklore, Theory and Practice*. London: Falmer. p. 186–210.

Cotton K. 1991. *Teaching Thinking Skills [Internet]*. NW Archives, 1-19. (SIRS). [Cited 13 December 2015]. Available from <http://www.nwrel.org/archives/sirs/6/cull.html>.

Coventry: college jobs.ac.uk. Accessed at <https://college.jobs.ac.uk/article/continuing-professional-development-cpd-in-further-education/>. College jobs.ac.uk. (2016b). *Teaching in Further Education – Working Conditions*.

Coventry: college jobs.ac.uk. Accessed at <https://college.jobs.ac.uk/article/teaching-in-further-education-working-conditions/>.

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approach*. (2nd Ed.). Thousand Oaks, CA: SAGE.

Creswell, J.W. (2013). *Qualitative Inquiry and Research Design*. (3rd Ed.). USA: SAGE.

Cronje, J.C. and Brittz, B. (2005). *Programming in the Real World*. *Education as Change*. 9(2): 131-161.

Dalton, J. and Smith, P. J. (2004). *Vocational Education and Training in Secondary Schools: Challenging Teachers' Work and Identity*. *Journal of Vocational Education and Training*, 56(4): 507-521.

Dam, G and Volman, M. (2004). *Critical Thinking as a Citizenship Competence: Teaching Strategies*. *Research Institute Child Development and Education*. 14(1): 359-379.

Daud, N.M. and Husin, Z. (2004). *Developing Critical Thinking Skills in Computer Aided Extended Reading Classes*. British Journal of Education Technology. 35(4): 477-487.

Denzin, N.K. and Lincoln, Y.S. (2000). *Handbook of Qualitative Research*. (3rd Ed.). Thousand Oaks, CA: SAGE.

Denzin N.K. and Lincoln, Y.S. (2005). *The SAGE Handbook of Qualitative Research*. SAGE Publications.

Department of Higher Education and Training. (2013). *White Paper for Post-school Education and Training*. Pretoria. Government Printers.

Department of Education and Training. (2016). *Victorian Training Market Report 2015*. Melbourne: Department of Education and Training.

DHET. (2013a). *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training*. Pretoria: DHET.

DHET. (2013b). *White Paper on Post-School Education and Training*. Pretoria: DHET.

DHET. (2014). *Qualification Profile of Lecturers Employed in Public Technical and Vocational Education and Training Colleges in South Africa*. Pretoria: DHET.

DHET. (2015). *Policy Framework for Workplace-Based Learning in an Integrated and Differentiated South African Post-School Education and Training System*. Pretoria: DHET.

DHET. (2016). *Centres of Specialisation in the TVET College Sector (Version 2)*. Pretoria: DHET.

DHET. (2017a). *Annual Report 2016/2017*. Pretoria: DHET.

DHET. (2017b). *Draft Lecturer Development Strategy*. Pretoria: DHET.

DHET. (2017c). *Draft National Plan for Post-School Education and Training*. Pretoria: DHET.

DHET. (2017d). *Proposal for the National Skills Development Plan (NSDP)*. Pretoria: DHET.

DHET. (2017e). *Statistics on Post-School Education and Training in South Africa: 2015*. DHET: Pretoria.

DHET. (2018a). *Statistics on Post-School Education and Training in South Africa: 2016*. DHET: Pretoria.

DHET. (2018b). *Investment Trends in Post-School Education and Training in South Africa*. DHET: Pretoria.

Diao, Y. and Sweller, J. (2007). *Redundancy in Foreign Language Comprehension Instruction: Concurrent Written and Spoken Presentations*. *Learning and Instruction*. 17: 78-88.

Duron, R., Limbach, B. and Waugh, W. (2006). *Critical Thinking Framework for any Discipline*. *International Journal of Teaching and Learning in Higher Education*. 17(2). 160-166.

Dymock, D. and Tyler, M. (2018). *Towards a More Systematic Approach to Continuing Professional Development in Vocational Education and Training*. *Studies in Continuing Education*, 40(2):198-211.

Eicker, F. (Ed.), Haseloff, G. (Ed.) and Lennartz, B(Ed.). (2016). *Vocational Education and Training in Sub-Saharan Africa: Current Situation and Developments*. Conference Proceedings. 22-25 August 2016: Volkswagen Stiftung.

ETF. (n.d.). *Setting and Promoting Professional Standards*. London: ETF. Accessed at <https://www.et-foundation.co.uk/about-us/our-role/setting-promoting-professional-standards/>.

Euler, D. (2013). *Germany's Dual Vocational Training System: A Model for other Countries?* Bertelsmann Stiftung: Carl-Bertelsmann-Straße 256, D-33311 Gütersloh Germany. Accessed at https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/GP_Germanys_dual_vocational_training_system.pdf.

Eze, T. and Okorafor, A. (2016). *A Century of Nigeria's Existence: The Need to Strengthen Technical, Vocational Education and Training*. *Journal of Emerging Trends in Educational Research and Policy Studies*, 7(2): 125-133.

FET Institute Research Report. (2012). *FET College Student Responses to MOT Life Skills Programme*.

Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung, BIBB). (2015). *Korea Focusses Attention on Dual Vocational Educational Training*. Accessed at: <https://www.bibb.de/en/35709.php>.

Federal Ministry of Education and Research. (n.d.). *The German Vocational Training System*. Accessed at <https://www.bmbf.de/en/the-german-vocational-training-system-2129.html>.

Fletcher, M., Walker, L. and Boniface, R. (2013). *Summary of Practice Relating to the Development, Specification and Use of Professional Standards for Teachers Across the UK and in Selected other Countries*. United Kingdom: RCU.

Frick, B. (2008). *Preliminary Research Report. The Profile of the Stellenbosch University First Year Students Present and Future Trends*.

Gadamer, H.G. (1996). *Truth and Method. (2nd Rev. Ed.)*. Weinsheimer, J. and Marshal, D., Trans. New York: Continuum.

Gerard D. (1995). *At Risk Students. University of Alberta [Internet]. Defining the At Risk Students: Conceptual and Theoretical Considerations*. [Cited 12 December 2015]. Available from <https://www.education.alberta.ca/apps/aisi/literaturepdfs/AtRisk.pdf>.

Gerber, J. (2018). *Here's how Many Billions Government has Unlocked for Free Higher Education*. Accessed at <https://www.news24.com/SouthAfrica/News/government-unlocks-billions-more-for-free-higher-education-20180424>.

Gewer, A. (2010). *Improving Quality and Expanding the Further Education and Training College System to Meet the Need for an Inclusive Growth Path*. Johannesburg: Development Bank of Southern Africa.

Government of Malaysia. (2014). *11th Malaysia Plan*. Malaysia: Prime Minister's Office.

Grijpstra, D. and Papier, J. (2014). *TVET Teacher Education in Africa: Synthesis Report*. European Union Commission: Directorate-General for Education and Culture International Cooperation in Education and Youth.

Grinnell, R. (1993). *Social Work Research and Evaluation: Foundations of Evidence-Based Practice. (4th Ed)*. USA: Oxford University Press.

Grossen, B.J. (2004). *Success of a Direct Instruction Model at a Secondary School with High-Risk Students*. Reading and Writing Quarterly. 20(2): 161-178.

Grosser, M.M. and Nel, M. (2013). *The Relationship between the Critical Thinking Skills and the Academic Language Proficiency of Prospective Teachers*. South African Journal of Education. 33(2): 1-17.

Guba, E.G. and Lincoln, Y.S. (1994). *Competing Paradigms in Qualitative Research*. In: Denzin, N.K., Lincoln, Y.S. and editors. Handbook of qualitative research. London: SAGE.

Gunter, M.A., Estes, T.H. and Mintz, S.L. (2007). *Instruction: a Models Approach*. Boston: Pearson.

Gustafson, M. and Bochner, J. (2009). *Assessing Critical Thinking Skills in Students with Limited English Proficiency*, Wiley Periodicals. 21(4): 8-10.

Guthrie, H. (2010). *Professional Development in the Vocational Education and Training Workforce*. Adelaide: NC(V)ER.

Guthrie, H. (2014). *Reforms to VET are a Good Thing, But Nowhere Near Enough*. The Conversation, September 12, 2014. Accessed at <https://theconversation.com/reforms-to-vet-are-a-good-thing-but-nowhere-near-enough-31620>.

Hamisu, M., Salleh, K., Sern, L., Adamu, B. and Gambo, K. (2017). *Proposed Competency Model for Technical and Vocational Education and Training (TVET) Lecturers Teaching in Technical Colleges*, Bauchi State. Path of Science, 3(9).

Hannafin, M.J. and Land, S.M. (1997). *The Foundations and Assumptions of Technology-Enhanced Student-Centred Learning Environments*, Instructional Science. 25(3): 167-202.

Hassan, R., Razzaly, W. and Alias, M. (2012). *Technical and Vocational Education Teachers in Malaysia*. Country paper presented during the Experts Meeting organised by SEAMEO.

Hatcher, D.L. (2006). *Stand-Alone Versus Integrated Critical Thinking Course*. The Journal of General Education. 55(3-4): 247-272.

Healy, M and Perry, C. (2000). *Comprehensive Criteria to Judge Validity and Reliability of Qualitative Research within the Realism Paradigm: Qualitative Market Research*. An International Journal. 3(3): 111-126.

Hesse-Biber, S.N. and Leavy, P.L. (2011). *The Practice of Qualitative Research*. (2nd Ed.). Thousand Oaks, CA: SAGE Publications.

Hofmeyr, J.M. (2017). *Summative Evaluation Report of the DHET-SWISSCAM College Improvement Project*. Unpublished report.

HRDCSA. (2010). *Human Resource Development Strategy for South Africa: A Nation at Work for a Better Life for All*. Pretoria, HRDCSA.

HRDCSA. (2014). *Forging TVET College Partnerships: Implications for the Post-School Education and Training System*. Pretoria: HRDCSA

HRDCSA. (2017). *Revised Human Resource Development Strategy for South Africa: Towards 2030*. Pretoria: HRDCSA

HRDCSA. (n.d.). About us. Accessed at <http://hrdcsa.org.za/about-us/>.

Hsu, C.C., and Sandford, B.A. (2007). *The Delphi Technique: Making Sense of Consensus*. Practical Assessment, Research and Evaluation, 12(10): 1-8.

Inui, Y., Wheeler, D. and Lankford, S. (2006). *Rethinking Tourism Education: What Should Schools Teach?* Journal of Hospitality, Leisure, Sport and Tourism Education. 5(2): 25-36.

Jamal, T., Taillon, J. and Dredge, D. (2011). *Sustainable Tourism Pedagogy and Academic Community Approach: A Progressive Service Learning Approach*. Tourism and Hospitality Research. 11(2): 133-147. Johnson B, Christensen L. 2004. Qualitative, quantitative, and mixed approaches. (2nd Ed). Boston, MA: Pearson.

Jones, H. (2008). *Thoughts on Teaching Thinking: Perceptions of Practitioners with a Shared Culture of Thinking Skills Education*. Curriculum Journal. 19(4): 309–324.

Josselson, R. (2007). *The Ethical Attitude in Narrative Research: Principles and Practicalities*. In: Clandinin, D.J. editors. *Handbook of narrative inquiry*. p. 537-566. Thousand Oaks. CA: Sage Publications.

Kane, E. and O'Reilly de-Bruin, P. (2001). *Doing your Own Research*. London: Marion Borars.

Kesentry, R. (2010). *Non-Professional Mathematics Tutoring for Low-Achieving Students in Secondary Schools*. A case study. *Educ Stud Math*. 74(1): 1-12.

Kirkwood, M. (2000). *Infusing Higher-Order Thinking and Learning to Learn into Content Instruction: A Case Study of Secondary Computing Studies in Scotland*. *Journal of Curriculum Studies*. 43(4): 509-535.

Kritzer, B.M.J. (1995). *Qualitative Research: Introduction to Focus Groups*. *PubMed*. 311(7000): 299-302.

Kvale, S. and Brinkman, S. (2009). *Interview: Learning the Craft of Qualitative Research Interviewing*. (2nd Ed). Thousand Oakes. CA: SAGE.

Kvale, S. (2006). *Interviews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: SAGE.

Lai, E.R. (2011). *Critical Thinking: A Literature Review [Internet]*. *Research Report*. Pearson. [Cited 2015 December 08]. Available from <http://www.pearsonassessments.com/research/pdf>.

Lambert, N.A. and McCombs, B.L. (1998). In: Lambert, N.A., McCombs, B.L. and Editors. *How Students Learn: Reforming Schools through Learner-Centred Education*. Washington: American Psychological Association. p. 1-22.

Lau, J. and Chan, J. (2008). *About Critical Thinking [Internet]*. Modules created in 2004-2008. [Cited 2015 November 16]. Available from <http://www.philosophy.hku/thinking/critical/ct.pnp>.

Lee, T., Shen, P. and Tsai, C. (2008). *Applying Web-Enabled Problem-Based Learning and Self-Regulated Learning to Add Value to Computing Education in Taiwan's Vocational Schools*. *Educational Technology & Society*. 11(3): 13-25.

Leedy, P.D. and Ormond, J.E. (2005). *Practical Research: Planning and Design*. (8th Ed). New Jersey: Pearson Education.

Legard, R., Keegan, J. and Ward, K. (2003). *In-Depth Interviews*. In: Ritchie, J., Lewis, J. and Editors. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London: SAGE Publications. p. 139-169.

Lincoln, Y.S. and Guba, E.G. (1985). *Naturalistic Inquiry*. New York: SAGE.

Lombard, B.J.J. (2008). *Modelling Critical Thinking through Learning-Oriented Assessment*. *South African Journal of Higher Education*. 22(5): 1029-1043.

Lombard, B.J.J. and Grosser, M.M. (2004). *Critical Thinking Abilities among Prospective Educators: Ideals versus Realities*. *South African Journal of Education*. 24(3): 212–216.

Loughran, J. (1996). *Developing Reflective Practice: Learning about Teaching and Learning through Modelling*. London. Falmer Press.

Lubben, F., Sadeck, M., Scholtz, Z. and Braund, M. (2010). *Gauging Students' Untutored Argumentation about Experimental Data: A South African Case Study*. *International Journal of Science Education*. 32(16): 2143-2166.

Maloney, W.H. (2003). *Connecting the Text of their Lives to Academic Literacy: Creating Success for At Risk First Year College Students*. *Journal of Adolescent and Adult literacy*. 46(8). 664-673.

Marin, L.M. and Halpern, D.F. (2011). *Pedagogy for Developing Critical Thinking in Adolescents: Explicit Instruction Produces Greater Gain. Thinking Skills and Creativity*. Volume 6: 1-13.

Maxwell, J.A. (2005). *Applied Research Design: An Interactive Approach. (2nd Ed.)*. Thousand Oaks. CA. SAGE.

Maxwell, J.A. and Mittapalli, K. (2007). *The Value of Critical Realism for Qualitative Research*. Prepared for the annual conference of the International Association for Critical Realism. Philadelphia. PA. August 2007, 17-19.

McCombs, B.L. (2001). *What do we Know about Learners and Learning? The Learner-Centered Framework: Bringing the Educational System to Balance*. Educational Horizons. 79(4): 182-193.

McEvoy, P. and Richards, D. (2006). *The Critical Realist Rationale for Using a Combination of Quantitative and Qualitative Methods*. Journal of Research in Nursing. 11(1): 66-76.

McKenzie, N. and Knipe, S. (2006). *Research Dilemmas: Paradigm Methods and Methodology*. Issues in Educational Research. 16(2): 193-205.

McMahon, G. (2009). *Critical Thinking and ICT Integration in Western Australian Secondary School*. Educational Technology & Society. 12(4): 269–281.

Merriam, S. (2009). *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Jossey-Bass.

Merriam, S.B. and Associates. (2002). *Qualitative Research in Practice: Examples for Discussions and Analysis*. San Francisco: Jossey-Bass.

Mertens, D. (2005). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative and Mixed Methods. (2nd Ed.)*. Boston: SAGE.

Miles, M.B., Huberman, A.M. and Saldana, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook. (3rd Ed.)*. Thousand Oaks, CA: SAGE.

Miller, R.L. and Brewer, J.D. (2003). *The A-Z of Social Research: A Dictionary of Key Social Science Research Concepts*. SAGE Publications.

Mimbs, C.J. (2005). *Teaching from the Critical Thinking Problem-Based Curricular Approach: Strategies, Challenges and Recommendations*. Journal of family and consumer sciences. 23(2): 7-18.

Morrow, S.L. (2005). *Quality and Trustworthiness in Qualitative Research in Counselling Psychology*. Journal of Counselling Psychology. 52(2): 250-260.

Mouton, J. (2005). *How to Succeed in Masters and Doctoral Studies: South African Guide and Resource Book*. Pretoria: Van Schaik.

Murphy, E. and Rodriguez-Manzanares, M.A. (2009). *Learner Centeredness in High School Distance Learning: Teachers' Perspectives and Research Validated Principles*. Australasian Journal of Educational Technology. 25(5): 597-610.

Nahum, T.L., Ben-Chaim, D., Azaiza, I., Herskovitz, O. and Zoller, U. (2010). *Does STES-Oriented Science Education Promote 10th Grade Students' Decision Making Capability?* Journal of Science Education. 32(10): 1315-1336.

National Department of Education. (1997). *White Paper on Education and Training*. Pretoria. Government Printers.

National Department of Education .2006. *National Policy on FET Programmes*.

National Department of Education. 2007. *National Certificate (Vocational): Sustainable Tourism in South Africa. NQF Level 2 Subject Guidelines*. Pretoria. Government Printers.

National Certificate Vocational Qualification. Pretoria. Government Printers.

O'Connor, H. and Gibson, N. (2003). *A Step-by-Step Guide to Qualitative Data Analysis*. A Journal of Aboriginal and Indigenous Community Health. 1(1): 63-90.

Onwuegbuzie, A.J., Dickinson, W.B., Leech, N.L. and Zoran, A.G. (2009). *A Qualitative Framework for Collecting and Analysing Data in Focus Group Research*. International Journal of Qualitative Research. 8(3):1-21.

Parrish, M.S., Klem, J.L. and Brown, D.R. (2012). *Diversity in Learning: A Comparison of Traditional Learning Theories with Learning Styles and Cultural Values of Native American Students*. Ideas and Research You Can Use: VISTAS, 1: 1-9.

Paul, R. and Elder, L. (2007). *A Miniature Guide for those who Teach on How to Improve Student Learning*. Dillon Beach, CA: Foundation for Critical Thinking Press.

Paul, R. and Elder, L. (2008). *The Miniature Guide to Critical Thinking: Concepts and Tools*. Dillon Beach, CA: Foundation for Critical Thinking Press.

Paul, R., Elder, L. and Bartell, T. (1997). *California Teacher Preparation for Instruction in Critical Thinking: Research Findings and Policy Recommendations*. Sacramento, CA. California Commission on Teacher Credentialing.

Peredaryenko, M.S. and Krauss, S.E. (2013). *Calibrating the Human Instrument: Understanding Experience of Novice Qualitative Researchers*. *The Qualitative Report*. 85(18): 1-17.

Pienaar, G.E. (2001). *Teaching Critical Thinking Skills in the Language Classroom*. *Journal for Language Teaching*. 35(2-3): 125-137.

Peirce, B. (2004). *Ways to Improve Students' Thinking: Handbook of Critical Thinking Resources, 2004-2005 the Year of Critical Thinking [Internet]*. Prince George's Community College Faculty Members; [cited 12 December 2015]. Available from <http://www.academic.pg.cc.md.us/wpeirce/MCCCTR/handbook.pdf>.

Pintrich, P.R. and De Groot, V. (1990). *Motivational and Self-Regulated Learning Components of Classroom Academic Performance*. *Journal of Educational Psychology*. 82(1): 33-40.

Pogrow, S. (2005). *HOTS Revisited: A Thinking Development Approach to Reducing the Learning Gap after Grade 3*. *Phi Delta Kappan*: 64-75.

Portelli, J.P. (1994). *The Challenge of Teaching for Critical Thinking*. *McGill Journal of Education*. 29(2). 137-152.

Pring, R. (2000). *Philosophy of Educational Research*. (2nd Ed.). London: Continuum.

Project Mind 2. (2004). *Critical Thinking for Successful Future Career in EU: Practical Approach*.

Ricketts, J.C. (2003). *The Efficacy of Leadership Development, Critical Thinking Dispositions, and Student Academic Performance on the Critical Thinking Skills of Selected Youth Leaders [Dissertation]*. University of Florida.

Rose, R. and Grosvener, I. (2001). *Doing Research in Special Education: Ideas into Practice*. London: David Fulton Publishers.

Sainsbury, R. and Corden, A. (2006). *Using Verbatim Quotations in Reporting Qualitative Social Researchers' View [Internet]*. Social Policy Unit: The University of York. [Cited 29 November 2015]. Available from <http://www.york.ac.za/inst/spru/pbs/streps/html>.

Schutt, R.K. (2012). *Investigating the Social World. (7thEd)*. Thousand Oaks: SAGE.

Selvaratnam, M. (2011). *High School Physical Science Teachers' Competence in Some Basic Cognitive Skills*. Research Article. 64: 231-236.

Shah, S.K. and Corley, K.G. (2006). *Building Better Theory by Bridging the Qualitative-Quantitative Divide*. Journal of Management Studies. 43(8):1821-1833.

Shenton, A.K. (2004). *Strategies for Ensuring Trustworthiness in Qualitative Research*. Education for Information. 22(2): 63-75.

Shihab, I.A. (2011). *Reading as Critical Thinking*. Asian Social Science. 7(8): 209-218.

Siegel, H. (2010). *Critical Thinking*. International Encyclopedia of Education. Volume 6: 141-145.

Simpson, E. and Courtney, M. (2008). *The Development of Critical Thinking Conceptual Model to Enhance Critical Thinking Skills in Middle-Eastern Nurses: A Middle Eastern Experience*. Australian Journal of Advanced Nursing. 25(1): 56-63.

Snape, J. and Spencer, J. (2003). *The Foundation of Qualitative Research*. In: Ritchie, J., Lewis, J. and Editors. A Guide for Social Science Students and Research. London: SAGE.

Solon, T. (2005). *Generic Critical Thinking Infusion and Course Content Learning in Introductory Psychology*. Journal of instructional psychology. 34(2): 95-109.

South African Qualifications Framework (SAQA); [Internet]. (1997). [Cited 8 December 2015]. Available from <http://www.saga.org.za>.

Statler, J.K. and Petersen, G.J. (2003). *Learning Theory and its Application to At-Risk Programs for Elementary School Children*. Presented at: The Annual Conference of the American Educational Research Association. Chicago.

Stremmel, A.J. (2002). *The Value of Teacher Research: Nurturing Professional and Personal Growth through Inquiry*. *Voices of practitioners*. 2(3): 1-9.

Swartz, R. and McGuinness, C. (2014). *Developing and Assessing Thinking Skills Project*. Final report part 1. [Cited 05 December 2015]. Available from http://www.ibo.org/globalassets/publications/ib-research/continuum/continuum_report_final_en.pdf.

Taylor-Powell, E. and Renner, M. (2003). *Analysing Qualitative Data*. In: *Evaluation in Social Work: The Art and Science of Practice*, Chapter 13 (G3658-12) [Internet]. Program Development and Evaluation, University of Wisconsin. [Cited 9 November 2015]. Available from <http://www.uwex.edu/ces/pdande/evaluation/evaldocs/html>.

Towards Tourism 2030 Tourism Report. (2011). World Tourism Organization; [Internet]. *Tourism Futures 2010-2030*. [Cited 7 February 2015]. Available from <http://www.media.unwto.org/sites/all/file/pdf>.

Tribe, J. (2002). *The Philosophic Practitioner*. *Annals of Tourism Research*. 29(2). 1-20.

Van Gelder, T. (2005). *Teaching Critical Thinking*. *College Teaching*. 53(1): 41-46.

Van Grinsven, L. and Tillema, H. (2006). *Learning Opportunities to Support Student Self-Regulation: Comparing Different Instructional Formats*. *Educational Research*. 48(1): 77-91.

Vandermensbrugge, J. (2004). *The Unbearable Vagueness of Critical Thinking in the Context of the Anglo-Saxonisation of Education*. *International Education Journal*. 5(3): 417-422.

Waldron, N. and Knesting, K. (2006). *Willing to Play the Game: How At-Risk Students Persist in School*. *Psychology in the school*. 43(5):599-611.

Walmsley, A. (2009). *Tourism Education: Beyond Ideology*. International Centre for responsible Tourism- Occasional Paper No 16.

- Webb, A. (2015). *Research Interviews in the Scholarship of Teaching: Transformative Dialogues*. Teaching and Learning Journal. 8(1).
- Weeger, M.A. and Pacis, D. (2012). *A Comparison of Two Theories of Learning – Behaviourism and Constructivism as Applied to Face-to-Face and Online Learning*. E-Leader: 1-20 [cited 12 February 2015]. Available from <http://www.g-casa/conferences/manila/papers/Weegar.pdf>.
- Welman, J.C. and Kruger, S.J. (2001). *Research Methodology: For Business and Administrative Sciences. (2nd Ed.)*. Cape Town, South Africa: Oxford University Press.
- White, B. and Frederiksen, J. (2005). *A Theoretical Framework and Approach for Fostering Metacognitive Development*. Educational Psychologist. 40(4): 211-223.
- Whiting, L.S. (2008). *Semi-Structured Interviews: Guidance for Novice Researchers*. Nursing Standard. 22(23): 35-40.
- Willingham, D.T. (2007). *Critical Thinking: Why is it so Hard to Teach?* American Educator. 8-19.
- Yen, T.S. and Halili, S.H. (2015). *Effective Teaching of Higher Order Thinking (HOT) in education*. The Online Journal of Distance Education and e-Learning. 3(2). 41-47.
- Yin, R.K. (2003). *Case Study Research: Design and Methods. (3rd Ed)*. Thousand Oaks, CA: SAGE.
- Yin, R.K. (2009). *Case Study Research: Design and Methods*. Thousand Oaks, CA: SAGE.
- Yuksel, G. (2008). *Critical Thinking and Learning/Teaching Styles*. Akademik Arastirmalar Dergisi. 10(38): 54-73.
- Zohar, A. and Peled, B. (2007). *The Effects of Explicit Teaching of Meta-Strategic Knowledge on Low and High Achieving Students*. Learning and Instruction. Vol. 18.

10. APPENDICES

APPENDIX A: LIST OF ORGANISATIONS REPRESENTED AT THE RESEARCH COLLOQUIUM 2018

ITEM	NAME OF ORGANIZATION
1	African Development Bank (AfDB)
2	African Union TVET Expert Group
3	ANC Caucus Parliament
4	Association for Private Providers of Education, Training & Development (APPETD)
5	Banking Sector Education & Training Authority (BANKSETA)
6	Buffalo City TVET College
7	Butibu Consulting (Pty) Ltd
8	Cape Peninsula University of Technology (CPUT)
9	Capricorn TVET College
10	Central Johannesburg TVET College (CJC)
11	Chemical Industries Education & Training Authority (CHIETA)
12	Coastal KZN College
13	Construction Sector Education & Training Authority (CETA)
14	Council for Higher Education (CHE)
15	Culture, Arts, Tourism, Hospitality & Sport Sector Education & Training Authority (CATHSSETA)
16	Department of Agriculture, Forestry & Fisheries (DAFF)
17	Department of Energy (DoE)
18	Department of Higher Education & Training (DHET)
19	Department of Home Affairs
20	Department of Labour (DOL)
21	Department of Planning, Monitoring & Evaluation (DPME)
22	Department of Public Works (DPW)
23	Department of Science & Technology (DST)
24	Department of Trade & Industry (DTI)

25	Eastern Cape Midlands TVET College
26	Eastern Cape Socio-Economic Consultative Council (ECSECC)
27	Education, Training & Development Practices Sector Education & Training Authority (ETDP SETA)
28	Ekurhuleni East TVET College (EEC)
29	Ekurhuleni West TVET College (EWC)
30	Elangeni TVET College
31	Employee Assistance Professionals Association South Africa (EAPA-SA)
32	Energy & Water Sector Education & Training Authority (EWSETA)
33	Esayidi TVET College
34	Fibre Processing & Manufacturing Sector Education & Training Authority (FP&M SETA)
35	Financial & Accounting Services Sector Education and Training Authority (FASSET)
36	Flavius Mareka TVET College
37	Food & Beverages Manufacturing Industry Sector Education & Training Authority (Foodbev SETA)
38	FR Research
39	Gert Sibande TVET College
40	Harambee
41	Health & Welfare Sector Education and Training Authority (HWSETA)
42	Human Science Research Council (HSRC)
43	Ikhala TVET College
44	Ingwe TVET College
45	Institute for People Management
46	Insurance Sector Education and Training Authority (INSETA)
47	IROSAT (Pty) Ltd
48	JET
49	King Hintsa TVET College
50	King Sabata Dalindyebo TVET College
51	LEAP Skills Development Institute
52	Lephalale TVET College

53	Letaba TVET College
54	Local Government Sector Education & Training Authority (LGSETA)
55	Lovedale TVET College
56	Majuba TVET College
57	Manufacturing Engineering & Related Services Sector Education & Training (MERSETA)
58	MATPRODEV Consulting (Pty) Ltd
59	Media, Advertising Information & Communication Technologies Sector Education & Training (MICT SETA)
60	Mining Qualifications Authority (MQA)
61	Mopani TVET College
62	Motheo TVET College
63	Mzabalazo Advisory Services (MAS)
64	National Skills Authority (NSA)
65	National Skills Fund (NSF)
66	National Treasury
67	Nelson Mandela University (NMU)
68	Nkangala TVET College
69	North West University (NWU)
70	Northern Cape Urban TVET College
71	Port Elizabeth TVET College
72	Public Service Sector Education & Training Authority (PSETA)
73	Quality Council for Trades & Occupations (QCTO)
74	Safety & Security Sector Education & Training Authority (SASSETA)
75	Sekhukhune TVET College
76	Services Sector Education & Training Authority (SSETA)
77	Small Enterprise Development Agency (SEDA)
78	South African Asset Management Association (SAAMA)
79	South African Communication Industries Association (SACIA)
80	South African Facilities Management Association (SAFMA)
81	South African Local Government Association (SALGA)

82	South African Nuclear Energy Corporation (NECSA)
83	South African Qualification Authority (SAQA)
84	South West Gauteng TVET College
85	Stellenbosch University (SU)
86	Swiss-South Africa Cooperation Initiative (SSACI)
87	Tshikululu Social Investments
88	Teta TVET College
89	Transport Education & Training Authority (TETA)
90	Tshwane North College (TNC)
91	Tshwane South College (TSC)
92	Tshwane University of Technology (TUT)
93	UMALUSI
94	Umfoloji TVET College
95	United Nations Educational, Scientific & Cultural Organization (UNESCO)
96	University of Free State (UFS)
97	University of Kwazulu-Natal (UKZN)
98	University of South Africa (UNISA)
99	University of Western Cape (UWC)
100	University of Witwatersrand (Wits)
101	Vhembe TVET College
102	Volkswagen South Africa (VWSA)
103	Walter Sisulu University (WSU)
104	Whizz Kids United
105	Wholesale & Retail Sector Education & Training Authority (W&R SETA)

APPENDIX B: RESEARCH COLLOQUIUM PROGRAMME



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

2018 DHET RESEARCH COLLOQUIUM

RADICALLY TRANSFORMING TVET COLLEGES THROUGH EMPIRICAL RESEARCH

12-13 SEPTEMBER 2018

East London

The 2018 Department of Higher Education and Training (DHET) Research Colloquium serves as a platform to showcase cutting-edge research on Technical and Vocational Education and Training (TVET). In so doing, the Colloquium seeks to engage with the research with the view of examining the implications for practice. In particular, it is hoped that the Colloquium will be able to identify concrete solutions and recommendations on particular dimensions of the TVET system; as well as, identify research gaps in TVET. The 2018 Research Colloquium is being undertaken as a partnership between the Departments and its entities.

Day 1: Wednesday, 12 September 2018

Programme Director: Ms Gerda Magnus, Acting Deputy Director-General (A/DDG): TVET, DHET

08h00-09h00	Registration and Tea
09h00-10h30	<p>SESSION 1: OPENING</p> <ul style="list-style-type: none"> ❖ Welcome (09h00-09h15) Programme Director ❖ Unleashing the Potential: Transforming TVET for Sustainable Development (09h30-10h00) Dr Borhene Chakroun: Chief of TVET, United Nations Educational, Scientific and Cultural Organisation (UNESCO) ❖ Plenary Discussion (10h00-10h30)
10h30-11h00	Tea
11h00-13h00	<p>SESSION 2: QUALIFICATIONS AND CURRICULA AT TVET COLLEGES</p> <p>Chairperson: Ms Trudi van Wyk, Chief Director: Social Inclusion, Equity, Access and Quality, DHET</p> <p>Panel Discussion (11h00-11h45)</p> <ul style="list-style-type: none"> ❖ Making Sense of Public TVET Offerings - What Can Research Tell Us? Professor Joy Papier, Director: University of the Western Cape

	<ul style="list-style-type: none"> ❖ Under-, Over- and Half-Qualified TVET College Lecturers in South Africa: Can Continuing Profession Development (CPD) Give Us Some Answers? Dr James Keevy, Chief Executive Officer (CEO): JET Education Trust; and Mr Sello Sethusha, Director: DHET ❖ Plenary Discussion (12h30-13h00)
13h00 – 14h00	Lunch
14h00-15h00	<p>SESSION 3: CONTINENTAL PERSPECTIVE</p> <p>Chairperson: Mr Reineth Mgiba, Acting Chief Director: Policy Management and System Planning, DHET</p> <ul style="list-style-type: none"> ❖ Rethinking TVET Policy Reforms and Practices in Africa: What are the Missing Links? (14h00-14h30) Dr George Afeti, Chair: African Union TVET Expert Group ❖ Plenary Discussion (14h30 -15h00)
15h00-16h30	<p>SESSION 4: EMPLOYABILITY</p> <p>Chairperson: Ms Mamphokhu Khuluvhe, Director: System Monitoring and Economic Analysis, DHET</p> <p>Panel Discussion (15h00-15h45)</p> <ul style="list-style-type: none"> ❖ Pathways to Employability for Technical Occupations: The Harambee Installation, Repair and Maintenance (IRM) Initiative Dr Anthony Gewer, Youth Employment Accelerator: Harambee ❖ Tracer Studies: National Curriculum (Vocational) [NC(V)], Artisans and National Accredited Technical Education Diploma (NATED) Ms Bina Akoobhai, Manager: Swiss-South African Cooperation Initiative (SSACI) ❖ Evaluation of the Third National Skills Development Strategy (NSDS III): Findings on the Role of the Public TVET Colleges During the First Five Years of Implementation Dr Thabo Mashongoane, Acting Executive Officer: National Skills Authority (NSA)

❖ **Plenary Discussion: (15h45 – 16h30)**

❖ **Closure (16h30)**

Ms Gerda Magnus

END OF DAY ONE

Day 2: Thursday, 13 September 2018

Programme Director: Dr Hersheela Narsee, A/DDG: Planning, Policy and Strategy, DHET

08h00-08h30	Registration and Tea
08h30-10h00	<p>SESSION 5: Teaching and Learning for Improved Employability and Work Integrated Learning (WIL) at TVET Colleges</p> <p>Chairperson: Mrs Tuletu Njengele, Deputy Principal: Ikhala TVET College</p> <p>Panel Discussion</p> <ul style="list-style-type: none">❖ The Relationship Between Lecturers' Loci of Control, Job Satisfaction and Teaching Approaches Dr Marie-Louise Geldenhuis, Senior Lecturer: Ikhala TVET College, Aliwal North❖ Current WIL Practice and Staff Development Needs in TVET Colleges Prof Nothemba Joyce Nduna, Director: Centre For Community Engagement & Work Integrated Learning, Cape Peninsula University of Technology (CPUT)❖ Strategies for Teaching Critical Thinking Skills to at Risk Tourism Level 2 Students

	<p>Ms Nosipho Tsotso, Deputy Chief Education Specialist: Eastern Cape DHET Regional Office</p> <ul style="list-style-type: none"> ❖ Capability or Employability: Orientating Vocational Education and Training (VET) Towards 'Real Work' Dr Lesley Powell, Education Training and Development Practices Research Chair: Nelson Mandela University (NMU) ❖ Plenary Discussion ❖ Commission Briefing Dr Hersheela Narsee, A/DDG: Planning, Policy and Strategy, DHET 		
10h00-10h30	Tea		
10h30-12h00	SESSION 6: FIRST SET OF PARALLEL COMMISSIONS		
	<ul style="list-style-type: none"> ❖ PARTNERSHIPS (BREAKAWAY ROOM A) <p>Facilitator: Ms Melissa Erra, Director: DHET</p> <p>Scribe: Ms Refiloe Mohlakoana, Assistant Director: DHET</p> <p>Presentations:</p> <ul style="list-style-type: none"> ❖ <i>Evaluation of the Impact of the Partnership between the Services Sector Education and Training Authority (Services SETA) and TVET on Skills Development Centers</i> Mr Tumelo Ngwako, Manager: Services SETA 	<ul style="list-style-type: none"> ❖ CURRICULUM (BREAKAWAY ROOM B) <p>Facilitator: Ms Marietta Swart, Director: DHET</p> <p>Scribe: Mr Simo Zulu, Deputy Director: DHET</p> <p>Presentations:</p> <ul style="list-style-type: none"> ❖ <i>Use Of Learning Outcomes including Level Descriptors</i> Mr Joe Samuels, CEO: South African Qualifications Authority (SAQA) ❖ Curriculum Development in the TVET College Sector: Water Treatment Mr Manual Jackson, Project Manager: 	<ul style="list-style-type: none"> ❖ QUALITY ASSURANCE: ASSESSMENT, EXAMS AND CERTIFICATION (BREAKAWAY ROOM C) <p>Facilitator: Mr Biki Lepota, Researcher: Umalusi</p> <p>Scribe: Ms Bellinah Molaudzi, Deputy Director: DHET</p> <p>Presentations:</p> <ul style="list-style-type: none"> ❖ <i>The (Proposed) Reconstruction of the NC(V)</i> Mr Dennis Twala, Manager: Umalusi ❖ <i>Assessing for Competence through an External Integrated Summative Assessment</i>

	<p>❖ Fostering the Partnership between Volkswagen of South Africa (VWSA) Teaching Learning Academy (TLA) and East-Cape Midlands College (EMC) in Industry</p> <p>Mr Ronald Nel, Training Practitioner: TLA, VWSA; & Mr Freddie Jones, Training Coordinator: VWSA</p> <p>❖ Discussion</p>	<p>Stellenbosch University Water Institute</p> <p>❖ Discussion</p>	<p>Ms Diane Kemp, Acting Director: Quality Council for Trades and Occupations (QCTO)</p> <p>❖ Discussion</p>
<p>12h00-13h30</p>	<p>SESSION 7: SECOND SET OF PARALLEL COMMISSIONS</p>		
	<p>❖ ENTREPRENEURSHIP (BREAKAWAY ROOM A)</p> <p>Facilitator: Mr Ntokozo Bhengu, Researcher: Council on Higher Education (CHE)</p> <p>Scribe: Ms Olwethu Nyewe, Deputy Director: NSA</p> <p>Presentations:</p> <p>❖ Decolonisation of an Entrepreneur's Mind-Set in the 21st century: The TVET Paradigm Prof Evelyn Chiloane-Tsoka, Associate Professor: UNISA</p> <p>❖ Youth Enterprise Development: Turning Job Seekers into Job Creators</p>	<p>❖ 25 YEAR REVIEW ON TVET: INITIAL FINDINGS (BREAKAWAY ROOM B)</p> <p>Facilitator: Mr Simo Zulu, Deputy Director: DHET</p> <p>Scribe: Mr Ernest Kaplan, Research and Skills Development Specialist: Insurance Sector Education and Training Authority (INSETA)</p> <p>Presentations:</p> <p>❖ 25 Year Review and the Progress thus far Dr Thabo Mabogoane, Outcome Facilitator: DPME</p>	<p>❖ ARTISAN DEVELOPMENT AND PARTNERSHIPS (BREAKAWAY ROOM C)</p> <p>Facilitator: Mr Fumane Mboweni, Acting Director: DHET</p> <p>Scribe: Ms Laura Crosby, Manager: Mechanical, Engineering and Related Services Sector Education and Training Authority (MerSETA)</p> <p>Presentations:</p> <p>❖ Artisan Development: Beyond the Skills 4.0 Paradigm Ms Helen Brown, Senior Manager: MerSETA</p>

	<p>Ms Kgaugelo Modise, Manager: Small Enterprise Development Agency (SEDA)</p> <p>❖ Discussion</p>	<p>❖ 25 Years in TVET: The Parallel Challenges of Change and Constancy Ms Aruna Singh, Chief Director: DHET</p> <p>❖ Response to the 25 Year Review on TVET: Initial Findings Professor Hoosen Rasool, CEO: FR Research</p> <p>❖ Discussion</p>	<p>❖ Coordination between Sector Education and Training Authorities (SETAs) and TVET Colleges: The Missing Link? Ms Kedibone Boka, Associate: JET</p> <p>❖ Discussion</p>
13h30-14h30	Lunch		
14h30-16h00	<p>SESSION 8: REPORT BACK AND WAY FORWARD Chairperson: Mr Sello Sethusha, Director: Lecturer Development, DHET</p> <p>❖ Commission Report Backs x 6 (14h30-15h30)</p> <p>❖ Plenary Discussion (15h30-15h50)</p> <p>❖ Way Forward and Vote of Thanks (15h50- 16h00) Dr Hersheela Narsee</p> <p>❖ Closure (16h00) Dr Hersheela Narsee</p> <p style="text-align: center;">*END OF DAY TWO*</p>		

APPENDIX C: COLLOQUIUM FEEDBACK REPORT

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

RESEARCH COLLOQUIUM

ON

RADICALLY TRANSFORMING TVET COLLEGES THROUGH

EMPIRICAL RESEARCH:

EVALUATION REPORT



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Department of Higher Education and Training

123 Francis Baard Street

Pretoria

South Africa

Private Bag X174

Pretoria

0001

Tel: 0800 87 22 22

Published by the Department of Higher Education and Training

©Department of Higher Education and Training, 2018

The ideas, opinions, conclusions and policy recommendations expressed in this report are strictly those of the authors and do not necessarily represent those of the Department of Higher Education and Training (DHET). The DHET will not be liable for any content or syntax errors, or for the accuracy of the information contained in this report.

This publication may be used in part or as a whole, provided that the Department of Higher Education and Training is acknowledged as the source of information. Kindly therefore, cite the work as follows:

Department of Higher education and Training (DHET). (2018). *Department of Higher Education and Training Research Colloquium on Radically Transforming TVET Colleges Through Empirical Research: Evaluation Report*. Pretoria: DHET.

ISBN: 978-1-77018-845-7

This report is available on the Department of Higher Education and Training's website: www.dhet.gov.za

Enquiries: The Director: Policy, Research and Evaluation

Tel: +27 (0) 12 312 5297

Email: dhetresearch@dhet.gov.za

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
RESEARCH COLLOQUIUM
ON
RADICALLY TRANSFORMING TVET COLLEGES THROUGH EMPIRICAL RESEARCH:
EVALUATION REPORT

December 2018



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

ACKNOWLEDGEMENTS

The Department of Higher Education and Training (DHET) extends its thanks to all participants that took the time to complete the 2018 DHET Research Colloquium feedback survey, upon which this report is based. It is only through such feedback that the Department is able to identify challenges and areas of development so to improve future colloquia and events.

A special thanks to the Energy and Water Sector Education and Training Authority (EWSETA) (Mr Mxolisi Gugushe) for facilitating the survey on behalf of the Department and for analysing the results that have been presented in this evaluation report.

ACRONYMS

Acronym	Description
DHET	Department of Higher Education and Training
EWSETA	Energy and Water Sector Education and Training Authority
NATED	National Accredited Technical Education Diploma
NC(V)	National Curriculum (Vocational)
NQF	National Qualifications Framework
NSFAS	National Student Financial Aid Scheme
PSET	Post-School Education and Training
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authorities
TVET	Technical and Vocational Education and Training
WBL	Workplace-Based Learning
WIL	Work Integrated Learning

CONTENTS

ACKNOWLEDGEMENTS.....	iii
ACRONYMS.....	iv
TABLE OF FIGURES.....	ix
1. INTRODUCTION AND BACKGROUND.....	1
2. ORGANISATIONS REPRESENTED.....	3
3. THE PROGRAMME.....	4
3.1 Relevance of Topics.....	6
3.2 Selection of Presenters.....	6
3.3 Sequence of Presentations.....	6
3.4 Format of Programme.....	6
3.5 Time Allocation.....	6
3.6 Conclusions.....	7
4. COLLOQUIUM LOGISTICS AND ORGANISATION.....	8
4.1 Location - East London.....	9

4.2 Venue.....	9
4.3 Meals.....	9
4.4 Parking.....	9
4.5 Audibility.....	10
4.6 Seating Arrangement.....	10
4.7 Materials.....	10
4.8 Conclusions.....	10
5. DAY 1, SESSION 1: INTERNATIONAL PRESENTER.....	11
5.1 Knowledgeable Presenter.....	12
5.2 New Insights into TVET.....	12
5.3 Global Perspective on TVET.....	12
5.4 Balanced Perspective on TVET.....	12
5.5 Responsiveness.....	13
5.6 Adequate Time for the Presentation.....	13
5.7 Adequate Time for Discussion.....	13
5.8 Improved Understanding of TVET.....	13
5.9 Conclusions.....	14
6. DAY 1, SESSION 2: QUALIFICATIONS AND CURRICULA AT TVET COLLEGES.....	15
6.1 Knowledgeable Panellists.....	156
6.2 New Insights into TVET Qualifications and Curriculum Issues.....	16
6.3 Workable Recommendations.....	16
6.4 Balanced Perspective.....	17

6.5 Responsiveness.....	17
6.6 Adequate Time for the Panel.....	17
6.7 Adequate Time for Discussion.....	18
6.8 Improved Understanding of TVET.....	18
6.9 Conclusions.....	18
7. DAY 1, SESSION 3: CONTINENTAL PRESENTER.....	19
7.1 Knowledgeable Presenter.....	20
7.2 New Insights into TVET.....	20
7.3 Continental perspective on TVET.....	20
7.4 Balanced Perspective on TVET.....	20
7.5 Responsiveness.....	21
7.6 Adequate Time for Presentation.....	21
7.7 Adequate Time for Discussion.....	21
7.8 Improved Understanding of TVET.....	22
7.9 Conclusions.....	22
8. DAY 1, SESSION 4: EMPLOYABILITY.....	23
8.1 Knowledgeable Panellists.....	23
8.2 New Insights into Issues of Employability.....	24
8.3 Workable Recommendations on Employability.....	24
8.4 Balanced Perspective on TVET.....	25
8.5 Responsiveness.....	25
8.6 Adequate Time for the Panel.....	25

8.7 Adequate Time for Discussion.....	26
8.8 Improved Understanding of TVET.....	26
8.9. Conclusions.....	26
9. DAY 2, SESSION 5: TEACHING AND LEARNING FOR IMPROVED EMPLOYABILITY AND WORK INTEGRATED LEARNING (WIL) AT TVET	
COLLEGES.....	27
9.1 Knowledgeable Panellists.....	27
9.2 New Insights into TVET.....	28
9.3 Workable Recommendations on TVET.....	28
9.4 Balanced Perspective on TVET.....	28
9.5 Responsiveness.....	29
9.6 Adequate Time for the Panel.....	29
9.7 Adequate Time for Discussion.....	29
9.8 Improved Understanding of TVET.....	29
9.9 Conclusions.....	30
10. DAY 2, SESSION 6: FIRST SET OF PARALLEL COMMISSIONS.....	31
10.1. Quality of the Presentations.....	33
10.2 Quality of Debate and Discussion.....	33
10.3 Opportunity for Engagement.....	33
10.4 Appropriateness of the Recommendations.....	33
10.5 Conclusions.....	33
11. DAY 2, SESSION 7: SECOND SET OF PARALLEL COMMISSIONS.....	34

11.1 Quality of the Presentations.....	356
11.2 Quality of Debate and Discussion.....	36
11.3 Opportunity for Engagement.....	36
11.4 Appropriateness of Recommendations.....	36
11.5 Conclusions.....	37
12. OVERALL COMMENTS ON THE COLLOQUIUM.....	38
13. POSSIBLE AREAS OF RESEARCH FUTURE EVENTS.....	41
14. OVERALL CONCLUSIONS.....	42

TABLE OF FIGURES

Figure 1: Organisations represented at the 2018 DHET Research Colloquium	3
Figure 2: Overall Assessment of the Programme for Day 1.....	4
Figure 3: Overall Assessment of the Programme for Day 2.....	5
Figure 4: Colloquium Logistics and Organisation.....	8
Figure 5: Session 1: International Presenter.....	11
Figure 6: Session 2: Qualifications and Curricula at TVET Colleges	15
Figure 7: Session 3: Continental Presenter	19
Figure 8: Session 4: Employability.....	23
Figure 9: Session 5: Teaching and Learning for Improved Employability and WIL at TVET Colleges.....	27
Figure 10: Session 6: First Set of Parallel Commissions	31
Figure 11: Assessment of the First Set of Parallel Commissions.....	32
Figure 12: Session 7: Second Set of Parallel Commissions.....	34
Figure 13: Assessment of the Second Set of Parallel Commissions.....	35

1. INTRODUCTION AND BACKGROUND

The Department of Higher Education and Training (DHET), together with its entities ((i.e. the 21 Sector Education and Training Authorities (SETAs), the 3 Quality Councils, the South African Qualifications Authority (SAQA), and the National Student Financial Aid Scheme (NSFAS)) jointly host an annual Research Colloquium on Post-School Education and Training (PSET). The purpose of the annual Research Colloquium is to deepen the conversation around PSET, amongst stakeholders, by sharing research findings, and promoting research utilisation and dissemination.

The Research Colloquium considers the state of research on PSET; proposes ways of advancing research and innovation to address priority needs of the PSET system; and serves as an interface between research practitioners and users.

Since 2014, the Department has hosted four very successful Research Colloquia. These are outlined as follows:

Theme	Date
State of Research on PSET	04 November 2014
Towards Successful Workplace-Based Learning (WBL) in South Africa	22 - 23 October 2015
Skills Planning	29 - 30 September 2016
Enhancing the Implementation of the South African National Qualifications Framework (NQF)	12 -13 September 2017

This year, the theme of Technical and Vocational Education and Training (TVET) was selected because of its significance in the PSET landscape, and given the limited pool of researchers focusing on this matter. As such the topic of the Colloquium was *Radically Transforming TVET Colleges through Empirical Research*. The purpose of the Colloquium was to showcase cutting-edge research on TVET with a view to inform policy and practice. The Colloquium took place in East London at the Premier Regent Hotel from 12 - 13 September 2018.

The sum of 298 people attended the Colloquium across the two days. The attendees at the Research Colloquium came from: (1) Universities, (2) Community Colleges, (3) Professional Bodies, (4) DHET , (5) Labour Organisations, (6) TVET Colleges, (7) International Organisations, (8) Other Government Departments, (9) Research Organisations, (10) Business/Company/Employer Bodies, (11) DHET Entities (SETAs, SAQA, QCTO), and Other Organisations.

Out of the 298 people that attended the Colloquium, 86 (29%) managed to complete the evaluation questionnaire across the two days. Evaluation questionnaires were distributed to delegates via Survey Monkey. This was done at the end of each day of the Colloquium. Only a few hardcopies were completed. The responses from these hardcopies were also captured in this analysis. This document seeks to analyse responses in order to determine the successes and challenges experienced at the event so to better plan for future events of this nature.

2. ORGANISATIONS REPRESENTED

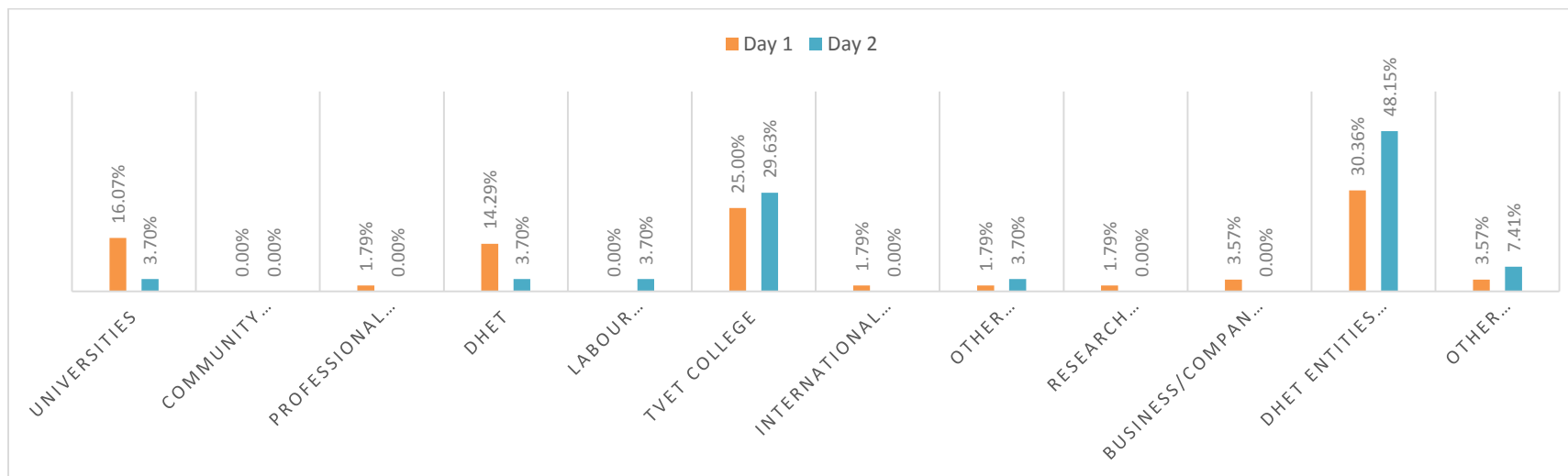


Figure 1: Organisations represented at the 2018 DHET Research Colloquium

Out of the 298 attendees at the Colloquium, 86 (29%) participants responded indicating the organisations they came from. Most participants were DHET entities, followed by representatives from TVET Colleges and Universities, particularly, on Day 1 of the Colloquium; however, there were more TVET Colleges present on Day 2, as represented by 29.63% of the delegates that completed the survey. Other participants included delegates from Community Colleges, Labour Organisations, Private Universities, Business Organisations, and Research Organisations. **Figure 1** depicts the organisations in attendance at the Colloquium, based on responses from those that completed the survey.

3. THE PROGRAMME

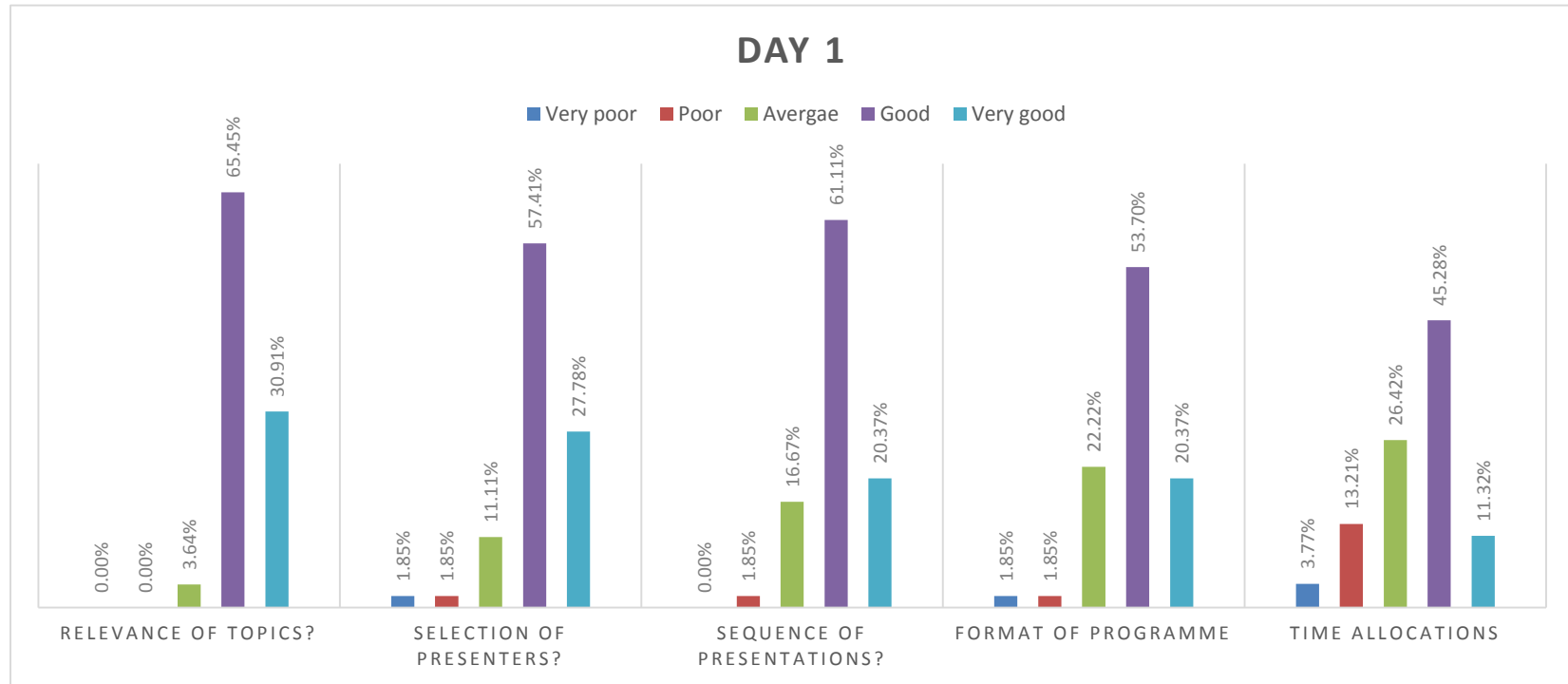


Figure 2: Overall Assessment of the Programme for Day 1

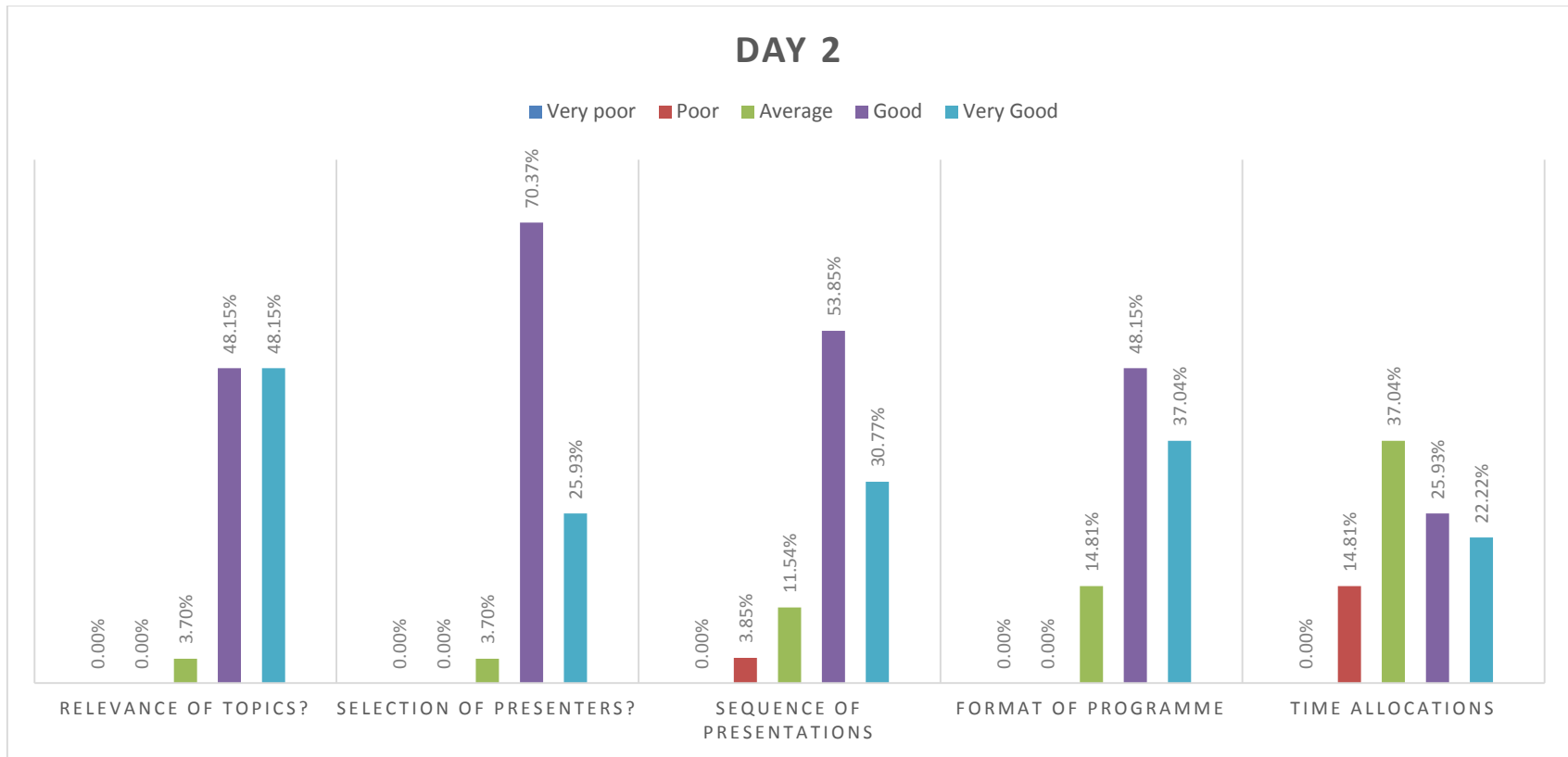


Figure 3: Overall Assessment of the Programme for Day 2

This section describes the participants' assessment of the programme across both days of the Colloquium. **Figures 2 and 3** depict the overall assessment of the programme across both days of the Colloquium. The details of this assessment are outlined in the categories reflected below:

3.1 Relevance of Topics

A total of 82 responses were received on the relevance of the topics across both days of the Colloquium. Of these responses, 30 (36%) assigned the programme a **very good** rating, 49 (60 %) rated the programme **good**, and 3 (3.65%) rated it as **average**.

3.2 Selection of Presenters

A total of 81 responses were received with regards to the selection of presenters. Of these, 22 (28%) assigned the selection a **very good rating**, 50 (62%) rated the selection as **good**, 7 (9.5%) rated it as **average**, one (1%) rated it **poor**, and one (1%) rated it **very poor**.

3.3 Sequence of Presentations

A total of 80 responses were received with regards to the sequence or presentations. Of these, 19 (24 %) participants rated the sequencing as **very good**, 52 (65%) gave a rating of **good**, 12 (15%) rated the sequencing as **average**, and two (1.4%) participants each rated it as **poor**.

3.4 Format of Programme

A total of 81 responses were received with regards to the format of the programme. Of these, 21 (26%) participants rated the format as **very good**, 49 (60%) rated it as **good**, 13 (16%) rated it as **average**, one (1%) rated it as **poor**, and one (1%) rated it as **very poor**.

3.5 Time Allocation

A total of 86 responses were received with regards to time allocations. Of these, 12 (14%) participants rated the timing as **very good**, 31 (37 %) rated timing as **good**, 24 (28%) thought it was **average**, 11 (13 %) rated timing as **poor**, and two (2%) rated it **very poor**.

3.6 Conclusions

From the above we have learnt that adequate time is needed and perhaps less presentations to allow for discussion.

4. COLLOQUIUM LOGISTICS AND ORGANISATION

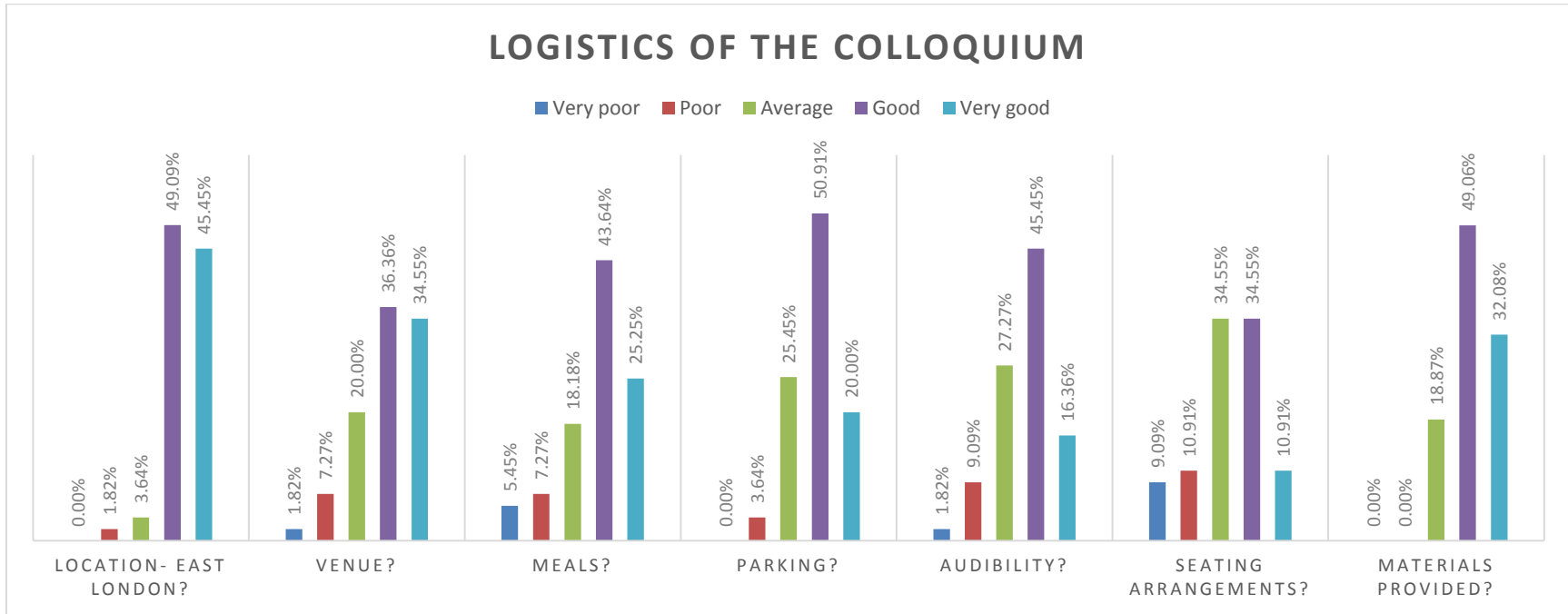


Figure 4: Colloquium Logistics and Organisation

This section reflects the responses of the participants regarding the logistics of the Colloquium. The responses provided were requested for Day 1 only when a total of 298 participants were in attendance. **Figure 4** depicts the overall assessment of the logistical arrangements at the Colloquium. The areas evaluated are outlined below:

4.1 Location - East London

A total of 55 responses commented on the geographic location of the Colloquium. Of this figure, 25 (45.45%) participants rated the location as **very good**, 27 (49.09%) participants rated the location as **good**, two (3.64%) rated the location as **average**, and one (1.82%) thought the location was **poor**.

4.2 Venue

A total of 55 responses commented on the venue in which the Colloquium was held. Of this figure, 19 (34.55%) assigned the venue a **very good** rating, 20 (36.36%) participants rated the venue as **good**, 11 (20%) participants thought it was **average**, four (7.27%) rated the venue as **poor**, and one (1.82%) rated the venue as **very poor**.

4.3 Meals

A total of 55 participants responded to the quality of meals served at the Colloquium. Of this figure, 14 (25.45%) participants rated the meals as **very good**, 24 (43.64%) rated the food as **good**, 10 (18.18%) rated the meals served as average, four (7.27%) rated the meals as **poor**, and three (5.45%) rated the meals as **very poor**.

4.4 Parking

Responses on the parking were received from 55 participants. Of these, 11 (20%) participants rated the parking as **very good**, 28 (50.91%) rated it as **good**, 14 (25.45%) rated the parking as **average**, and two (3.64%) rated the parking **as poor**.

4.5 Audibility

A total of 55 responses were received on the matter of audibility with regards to communication at the Colloquium. Of these, 9 (16.36%) rated audibility **very good**, 25 (45.45%) rated it as **good**, 15 (27.27%) rated it as **average**, five (9.09%) rated it as **poor**, and one (1.82%) rated it as **very poor**.

4.6 Seating Arrangement

55 responses were given on the seating arrangement. Out of the responses received, 6 (10.91%) participants rated the arrangement as **very good**, 19 (34.55%) rated the arrangement as **good**, 19 (34.55%) thought it was **average**, six (10.91%) thought it was **poor**, and five (9.09%) gave the arrangement a **very poor** rating.

4.7 Materials

55 responses were received on the quality of materials received. Out of these, 17 (32.08%) participants rated the materials **very good**, 26 (49.06%) rated the materials **good**, and 10 (18.87%) rated the materials as **average**.

4.8 Conclusions

From the above, the venue selection was rated good, overall, however a concern was raised regarding the seating arrangement being inadequate to accommodate the number of delegates in attendance. This was due to the fact that a number of invitees had responded to the invitation past the deadline whilst others had not confirmed at all. This inadvertently impacted on other issues/arrangements including but not limited to catering, materials/packs and seating etc.

5. DAY 1, SESSION 1: INTERNATIONAL PRESENTER

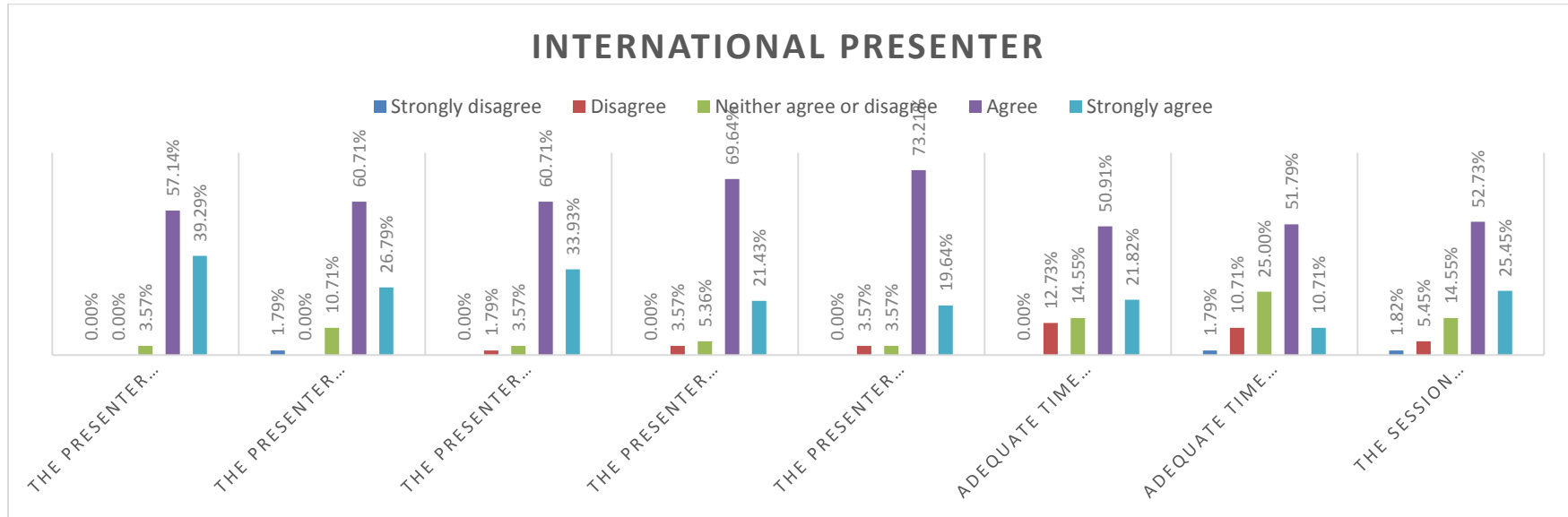


Figure 5: Session 1: International Presenter

This section reflects the responses of the participants regarding the international presenter. **Figure 5** depicts the overall assessment of the International Presenter on Day 1 of the Colloquium. The areas evaluated are outlined below:

5.1 Knowledgeable Presenter

56 responses were received on the international presenter. Out of these, 22 (39.29%) participants **strongly agreed** that the presenter was knowledgeable, 32 (57.14%) **agreed** that the presenter was knowledgeable, and two (3.57%) neither agreed nor disagreed that the presenter was knowledgeable.

5.2 New Insights into TVET

56 responses were received on new insights provided by the presenter. Out of these, 15 (26.79%) participants **strongly agreed** that the presenter provided new insights into TVET, 34 (60.71%) **agreed** that new insights were provided into TVET, six (10.71%) neither agreed nor disagreed that new insights were provided into TVET, and one (1.79%) **strongly disagreed** that the presenter provided any new insights into TVET.

5.3 Global Perspective on TVET

56 responses were received on whether the presenter provided a global perspective into TVET. Out of these, 19 (33.93%) participants **strongly agreed** that the presenter provided a global perspective into TVET, 34 (60.71%) **agreed** that the presenter provided a global perspective into TVET, two (3.57%) **neither agreed nor disagreed** that the presenter were provided a global perspective into TVET, and one (1.79%) **disagreed** that the presenter provided a global perspective into TVET.

5.4 Balanced Perspective on TVET

56 responses were received on whether the presenter provided a balanced perspective on TVET. Out of these, 12 (21.43%) participants **strongly agreed** that the presenter provided a balanced perspective on TVET, 39 (69.64%) **agreed** that the presenter provided a balanced perspective on TVET, three (5.36%) **neither agreed nor disagreed** that the presenter provided a balanced perspective on TVET, and two (3.57%) **disagreed** that the presenter provided a balanced perspective on TVET.

5.5 Responsiveness

56 responses were received on whether the presenter was responsive to participants' questions/queries. Out of these responses, 11 (19.64%) participants **strongly agreed** that the presenter was responsive to participants' questions/queries, 41 (73.21%) **agreed** that the presenter was responsive to participants' questions/queries, two (3.57%) **neither agreed nor disagreed** that the presenter was responsive to participants' questions/queries, and two (3.57%) **disagreed** that the presenter was responsive to participants' questions/queries.

5.6 Adequate Time for the Presentation

56 responses were received on whether adequate time was provided for the presentation. Out of these responses, 12 (21.82%) participants **strongly agreed** that adequate time was provided for the presentation, 28 (50.91%) **agreed** that adequate time was provided for the presentation, eight (14.55%) **neither agreed nor disagreed** that adequate time was provided for the presentation, and seven (12.73%) **disagreed** that adequate time was provided for the presentation.

5.7 Adequate Time for Discussion

56 responses were received on whether adequate time was provided for discussion. Out of these responses, six (10.71%) participants **strongly agreed** that adequate time was provided for discussion, 29 (51.79%) **agreed** that adequate time was provided for discussion, 14 (25%) **neither agreed nor disagreed** that adequate time was provided for discussion, six (10.71%) **disagreed** that adequate time was provided for discussion, and one (1.79%) **strongly disagreed** that adequate time was provided for discussion.

5.8 Improved Understanding of TVET

55 responses were received on whether the session improved their understanding of TVET. Out of these responses, 14 (25.45%) participants **strongly agreed** the session improved their understanding of TVET, 29 (52.73%) **agreed** that the session improved their understanding of TVET,

eight (14.55%) *neither agreed nor disagreed* that the session improved their understanding of TVET, three (5.45%) *disagreed* that the session improved their understanding of TVET, and one (1.82%) *strongly disagreed* that the session improved their understanding of TVET.

5.9 Conclusions

From the above, the concern around inadequate time allocation for both presentations and discussions is noted. A concern that has been raised at previous Colliquia, the organisers had attempted to address this but note that it has still been identified as a challenge for this year's event. The future working group must strive to rectify this situation.

6. DAY 1, SESSION 2: QUALIFICATIONS AND CURRICULA AT TVET COLLEGES

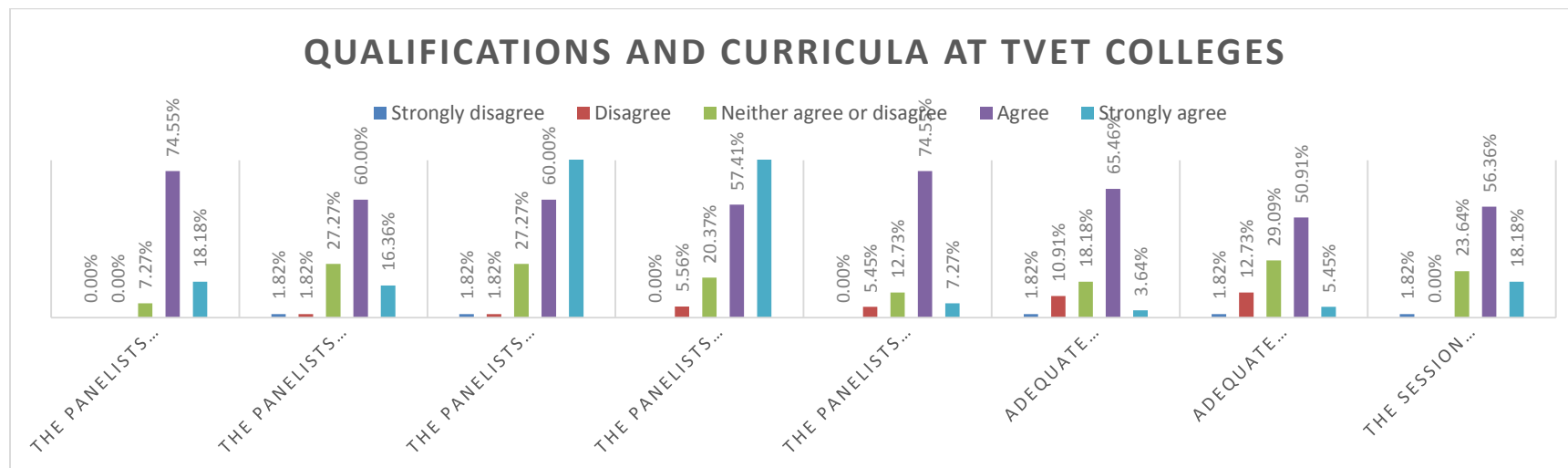


Figure 6: Session 2: Qualifications and Curricula at TVET Colleges

This section reflects the responses of the participants regarding the panel on Qualifications and Curricula at TVET Colleges on Day 1 of the Colloquium. Figure 6 depicts the overall assessment of the panel on Qualifications and Curricula at TVET Colleges. The areas evaluated are outlined below:

6.1 Knowledgeable Panellists

55 responses were received on whether the panellists were knowledgeable. Out of the 55 responses, 10 (18.18%) of the participants **strongly agreed** that the panellists were knowledgeable, 41 (74.55%) participants **agreed** that the panellists were knowledgeable, and four (7.27%) **neither agreed nor disagreed** that the panellists were knowledgeable.

6.2 New Insights into TVET Qualifications and Curriculum Issues

55 responses were received on new insights provided by panellists into TVET qualifications and curriculum issues. Out of the 55, nine (16.36%) participants **strongly agreed** that panellists provided new insights into TVET qualifications and curriculum issues, 33 (66%) **agreed** that panellists provided new insights into TVET qualifications and curriculum issues, eight (14.55%) participants **neither agreed nor disagreed** that the panellists provided new insights into TVET qualifications and curriculum issues, four (7.27%) **disagreed** that the panellists provided new insights into TVET qualifications and curriculum issues, and one (1.82%) **strongly disagreed** that the panellists provided new insights into TVET qualifications and curriculum issues.

6.3 Workable Recommendations

55 responses were received on the panellists providing workable recommendations. Out of the 55 responses, five (9.09%) participants **strongly agreed** that the panellists provided workable recommendations, 33 (60%) **agreed** that panellists provided workable recommendations, 15 (27.27%) **neither agreed nor disagreed** that the panellists provided workable recommendations, one (1.82%) **disagreed** that panellists provided workable recommendations, and one (1.82%) **strongly disagreed** that panellists provided workable recommendations.

6.4 Balanced Perspective

55 responses were received on whether the panellists provided a balanced perspective on the subject. Out of the 55, nine (16.67%) participants **strongly agreed** that the panellists provided a balanced perspective on the subject, 31 (57.41%) **agreed** that the panellists provided a balanced perspective on the subject, 11 (20.37%) participants **neither agreed nor disagreed** that the panellists provided a balanced perspective on the subject, and three (5.56%) **disagreed** that panellists provided a balanced perspective on the subject.

6.5 Responsiveness

55 responses were received on the whether the panellists were responsive to participants' questions and queries. Out of the 55 responses, four (7.27%) participants **strongly agreed** that the panellists were responsive to participants' questions and queries, 41 (74.55%) **agreed** that the panellists were responsive to participants' questions and queries, seven (12.73%) **neither agreed nor disagreed** that the panellists were responsive to participants' questions and queries, and 3 (5.45%) **disagreed** that the panellists were responsive to participants' questions and queries.

6.6 Adequate Time for the Panel

55 responses were received on whether adequate time was provided for the panel. Out of the 55 responses, two (3.64%) participants **strongly agreed** that adequate time was provided for the panel, 36 (65.45%) **agreed** that adequate time was provided for the panel, 10 (18.18%) participants **neither agreed nor disagreed** that adequate time was provided for the panel, six (10.91%) participants **disagreed** that adequate time was provided for the panel, and one (1.82%) **strongly disagreed** that adequate time was provided for the panel.

6.7 Adequate Time for Discussion

55 responses were received on whether adequate time was provided for discussion. Out of the 55 responses, three (5.45%) participants ***strongly agreed*** that adequate time was provided for discussion, 28 (50.91%) participants ***agreed*** that adequate time was provided for discussion, 16 (29.09%) participants ***neither agreed nor disagreed*** that adequate time was provided for discussion, seven (12.73%) participants ***disagreed*** that adequate time was provided for discussion, and one (1.82%) ***strongly disagreed*** that adequate time was provided for discussion.

6.8 Improved Understanding of TVET

55 responses were received on whether the session provided an improved understanding of TVET. Out of the 55 responses, 10 (18.18%) participants ***strongly agreed*** that the session provided an improved understanding of TVET, 31 (56.36%) participants ***agreed*** that the session provided an improved understanding of TVET, 13 (23.64%) participants ***neither agreed nor disagreed*** that the session improved their understanding of TVET, and one (1.82%) ***strongly disagreed*** that the session improved their understanding of TVET.

6.9 Conclusions

From the above, the issue around insufficient time for engagement remains a concern that must be addressed when planning for the next Colloquium.

7. DAY 1, SESSION 3: CONTINENTAL PRESENTER

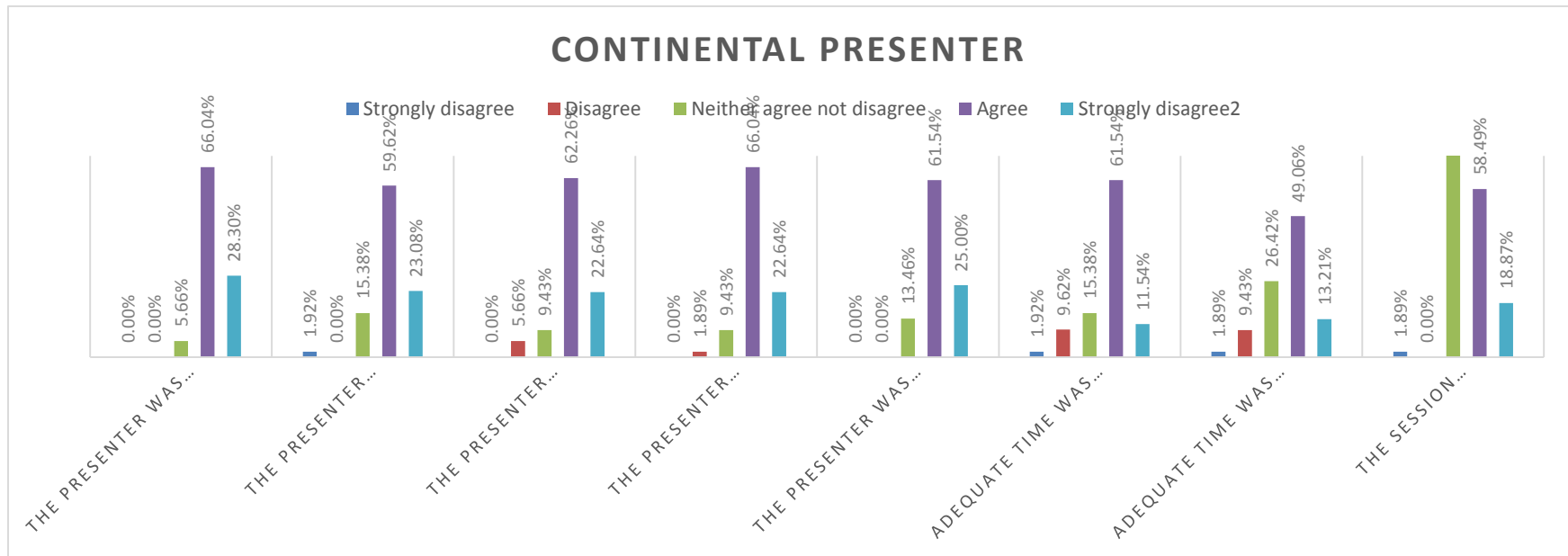


Figure 7: Session 3: Continental Presenter

This section reflects the responses of the participants regarding the Continental Presenter on Day 1 of the Colloquium. **Figure 7** depicts the overall assessment of the presentation by the Continental Presenter. The areas evaluated are outlined below:

7.1 Knowledgeable Presenter

53 responses were received on whether the presenter was knowledgeable. Out of the 53, 15 (28.30 %) participants **strongly agreed** that the presenter was knowledgeable, 35 (66.04%) participants **agreed** that the presenter was knowledgeable, and three (5.66%) **neither agreed nor disagreed** that the presenter was knowledgeable.

7.2 New Insights into TVET

52 responses were received on new insights provided by the presenter. Out of the 53 responses, 12 (23.08%) participants **strongly agreed** that the presenter provided any new insights into TVET, 31 (59.62%) **agreed** that new insights were provided into TVET, eight (15.38%) **neither agreed nor disagreed** that new insights were provided into TVET, and one (1.92%) **strongly disagreed** that the presenter provided new insights into TVET.

7.3 Continental perspective on TVET

53 responses were received on whether the presenter provided a continental perspective on the TVET. Out of the 53, 12 (22.64%) participants **strongly agreed** that the presenter provided a continental perspective on TVET, 33 (62.26%) **agreed** that the presenter provided a continental perspective on TVET, five (9.43%) **neither agreed nor disagreed** that the presenter provided a continental perspective on TVET, and three (5.66%) **disagreed** that the presenter provided a continental perspective.

7.4 Balanced Perspective on TVET

53 responses were received on whether the presenter provided a balanced perspective on TVET. Out of the 53 responses, 12 (22.64%) participants **strongly agreed** that the presenter provided a balanced perspective on TVET, 35 (66.04%) **agreed** that the presenter provided a balanced perspective on TVET, five (9.43%) **neither agreed nor disagreed** that the presenter provided a balanced perspective on TVET, and one (1.89%) **disagreed** that the presenter provided a balanced perspective on the TVET.

7.5 Responsiveness

52 responses were received on whether the presenter was responsive to participants' question/queries. Out of the 52 responses, 13 (25%) participants **strongly agreed** that the presenter was responsive to participants' question/queries, 32 (61.54%) **agreed** that the presenter was responsive to participants' question/queries, and seven (13.46%) **neither agreed nor disagreed** that the presenter was responsive to participants' question/queries.

7.6 Adequate Time for Presentation

52 responses were received on whether adequate time was provided for the presentation. Out of the 52 responses, six (11.54%) participants **strongly agreed** that adequate time was provided for the presentation, 32 (61.54%) **agreed** that adequate time was provided for the presentation, eight (15.38%) **neither agreed nor disagreed** that adequate time was provided for the presentation, five (9.62%) **disagreed** that adequate time was provided for the presentation, and one (1.92%) **strongly disagreed** that adequate time was provided for the presentation.

7.7 Adequate Time for Discussion

53 responses were received on whether adequate time was provided for discussion. Out of the 53 responses, seven (13.21%) participants **strongly agreed** that adequate time was provided for discussion, 26 (49.06%) **agreed** that adequate time was provided for discussion, 14 (26.42%) **neither agreed nor disagreed** that adequate time was provided for discussion, five (9.43%) **disagreed** that adequate time was provided for discussion, and one (1.89%) **strongly disagreed** that adequate time was provided for discussion.

7.8 Improved Understanding of TVET

53 responses were received on whether the presentation provided an improved understanding of TVET. Out of the 53 responses, 10 (18.87%) participants ***strongly agreed*** that the presentation provided an improved understanding of TVET, 31 (58.49%) ***agreed*** that the presentation provided an improved understanding of TVET, 11 (20.75%) ***neither agreed nor disagreed*** that the presentation provided an improved understanding of TVET, and one (1.89%) ***strongly disagreed*** that the presentation improved their understanding of TVET.

7.9 Conclusions

From the above, it is good to observe that participants, in general, thought the presenter was *knowledgeable* in terms of TVET matters. However, the concern around less time for the presentation and discussion is noted.

8. DAY 1, SESSION 4: EMPLOYABILITY

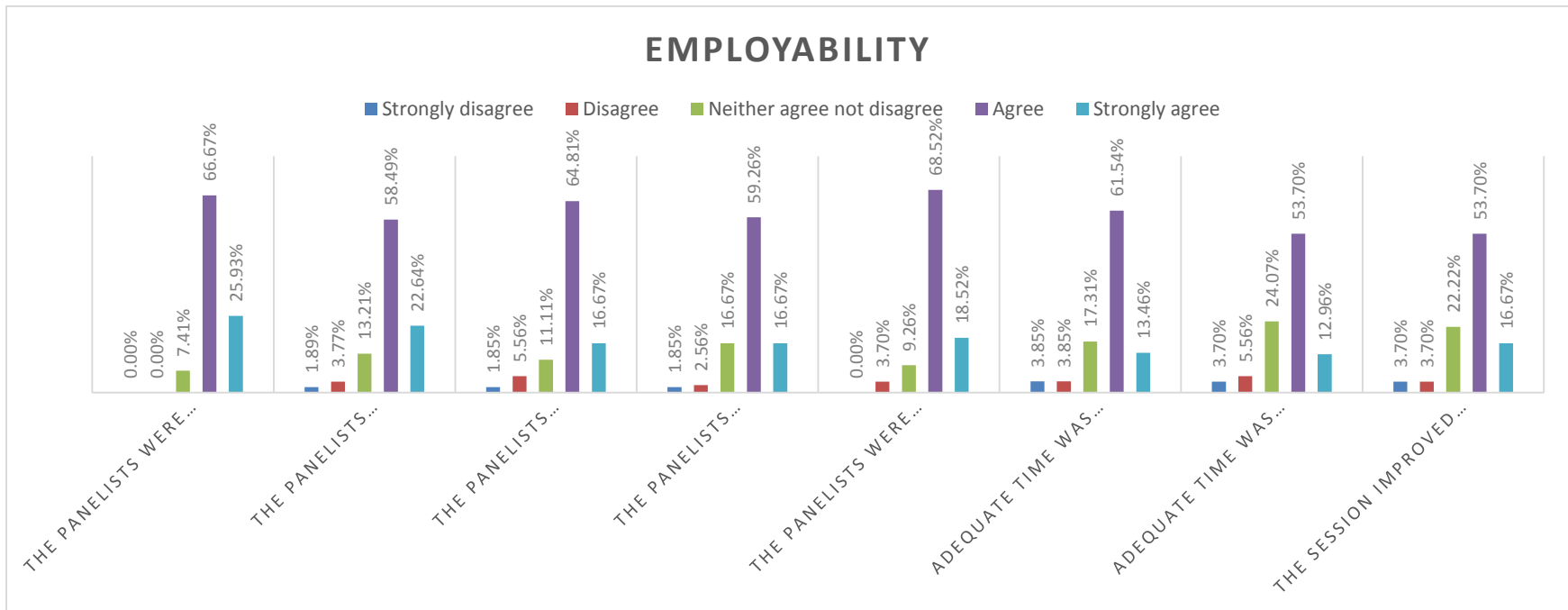


Figure 8: Session 4: Employability

This section reflects the responses of the participants regarding the panel on Employability on Day 1 of the Colloquium. **Figure 8** depicts the overall assessment of the panel on Employability. The areas evaluated are outlined below:

8.1 Knowledgeable Panellists

54 responses were received on whether the panellists were knowledgeable. Out of the 54 responses, 14 (25.93%) of the participants **strongly agreed** that the panellists were knowledgeable, 36 (66.67%) participants **agreed** that the panellists were knowledgeable, and four (7.41%) **neither agreed nor disagreed** that the panellists were knowledgeable.

8.2 New Insights into Issues of Employability

54 responses were received on new insights provided by panellists into the issues of employability. Out of the 53, 12 (25.93%) participants **strongly agreed** panellists did provide new insights into the issues of employability, 31 (58.49%) **agreed** that the panellists provided new insights into the issues of employability, seven (13.21%) **neither agreed nor disagreed** that the panellists provided new insights into the issues of employability, two (3.77%) **disagreed** that the panellists provided new insights into the issues of employability, and one (1.89%) **strongly disagreed** that the panellists provided new insights into the issues of employability.

8.3 Workable Recommendations on Employability

54 responses were received on the panellists providing workable recommendations on employability. Out of the 54 responses, nine (16.67%) participants **strongly agreed** that the panellists provided workable recommendations, 35 (64.81%) **agreed** that panellists provided workable recommendations, six (11.11%) **neither agreed nor disagreed** that the panellists provided workable recommendations, three (5.56%) **disagreed** that panellists provided workable recommendations, and one (1.85%) **strongly disagreed** that panellists provided workable recommendations on employability.

8.4 Balanced Perspective on TVET

54 responses were received on whether the panellists provided a balanced perspective on TVET. Out of the 54, nine (16.67%) participants **strongly agreed** that the panellists provided a balanced perspective on TVET, 32 (59.26%) **agreed** that the panellists provided a balanced perspective on TVET, nine (16.67%) participants **neither agreed nor disagreed** that the panellists provided a balanced perspective on TVET, three (5.56%) **disagreed** that the panellists provided a balanced perspective on TVET, and one (1.85%) **strongly disagreed** that the panellists provided a balanced perspective on TVET.

8.5 Responsiveness

54 responses were received on the whether the panellists were responsive to participants' questions and queries. Out of the 54 responses, 10 (18.52%) participants **strongly agreed** that the panellists were responsive to participants' questions and queries, 37 (68.52%) **agreed** that the panellists were responsive to participants' questions and queries, five (9.26%) participants **neither agreed nor disagreed** that the panellists were responsive to participants' questions and queries, and two (3.70%) disagreed that the panellists were responsive to participants' questions and queries.

8.6 Adequate Time for the Panel

52 responses were received on whether adequate time was provided for the panel. Out of the 52 responses, seven (13.46%) participants **strongly agreed** that adequate time was provided for the panel, 32 (61.54%) **agreed** that adequate time was provided for the panel, nine (17.31%) **neither agreed nor disagreed** that adequate time was provided for the panel, two (3.85%) **disagreed** that adequate time was provided for the panel, and two (3.85%) **strongly disagreed** that adequate time was provided for the panel.

8.7 Adequate Time for Discussion

54 responses were received on whether adequate time was provided for discussion. Out of the 54 responses, seven (12.96%) participants ***strongly agreed*** that adequate time was provided for discussion, 29 (53.70%) participants ***agreed*** that adequate time was provided for discussion, 13 (24.07%) participants ***neither agreed nor disagreed*** that adequate time was provided for discussion, three (5.56%) participants ***disagreed*** that adequate time was provided for discussion, and two (3.70%) ***strongly disagreed*** that adequate time was provided for discussion.

8.8 Improved Understanding of TVET

54 responses were received on whether the session improved their understanding of TVET. Out of the 54 responses, nine (16.67%) participants ***strongly agreed*** that the session improved their understanding of TVET, 29 (53.70%) ***agreed*** that the session improved their understanding of TVET, 12 (22.22%) ***neither agreed nor disagreed*** that the session improved their understanding of TVET, two (3.70%) ***disagreed*** that the session improved their understanding of TVET, and two (3.70%) ***strongly disagreed*** that the session improved their understanding of TVET.

8.9. Conclusions

From the above, it is good to observe that participants, in general, thought this panel discussion was informative, providing new insights on the matter employability.

9. DAY 2, SESSION 5: TEACHING AND LEARNING FOR IMPROVED EMPLOYABILITY AND WORK INTEGRATED LEARNING (WIL) AT TVET COLLEGES

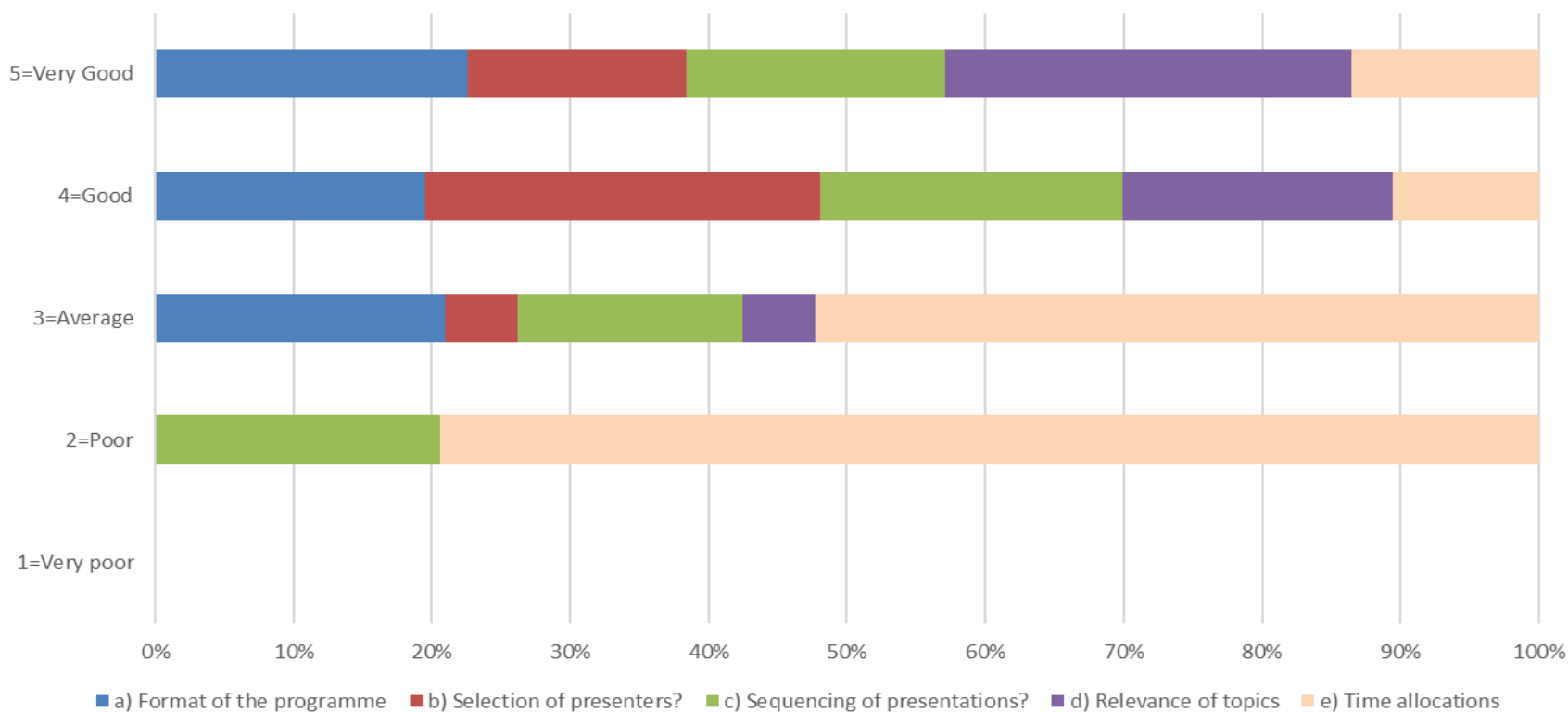


Figure 9: Session 5: Teaching and Learning for Improved Employability and WIL at TVET Colleges

This section reflects the responses of the participants regarding the panel on Teaching and Learning for Improved Employability and Work Integrated Learning (WIL) at TVET Colleges on Day 2 of the Colloquium. **Figure 9** depicts the overall assessment of the panel on Teaching and Learning for Improved Employability and WIL at TVET Colleges. The areas evaluated are outlined below:

9.1 Knowledgeable Panellists

26 responses were received on whether the panellists were knowledgeable. Of the 26 responses, 11 (42.32%) **strongly agreed** that the panellists were knowledgeable, 13 (50%) **agreed** that the panellists were knowledgeable, and 2 (7.69%) **neither agreed nor disagreed** that the panellists were knowledgeable.

9.2 New Insights into TVET

26 responses were received on whether new insights were provided by the panellists. Out of the 26 responses, 8 (30.77%) **strongly agreed** that the panel provided new insights into TVET, 15 (57.69%) **agreed** that the panel provided new insights into TVET, and three (11.54%) participants **neither agreed nor disagreed that** the panel provided any new insights into TVET.

9.3 Workable Recommendations on TVET

26 responses were received on whether the panel provided workable recommendations on TVET. Out of the 26, 8 (30.77%) **strongly agreed** that panel provided a workable recommendation on the TVET, 14 (53.85%) **agreed** that panel provided workable recommendations on TVET, 3 (11.54%) **neither agreed nor disagreed** that the panel provided workable recommendations on TVET, and one (3.85%) **disagreed** that the panel provided workable recommendations on TVET.

9.4 Balanced Perspective on TVET

26 responses were received on whether the panel provided a balanced perspective on the TVET. Out of the 26 responses, 6 (23.08%) **strongly agreed** that panel provided a balanced perspective on the TVET, 16 (61.54%) **agreed** that the panel provided a balanced perspective on the TVET, and 4 (15.38%) **neither agreed nor disagreed** that the panel provided a balanced perspective on the TVET.

9.5 Responsiveness

26 responses were received on whether the panel responded to participants questions/queries. Out of the 26 responses, 11 (42.31%) **strongly agreed** that panel responded to participants questions/queries, 13 (50%) **agreed** that the panel responded to participants questions/queries, and 2 (7.69%) participants **neither agreed nor disagreed** that the panel responded to participants questions/queries.

9.6 Adequate Time for the Panel

26 responses were received again on whether adequate time was provided for the panel, 5 (19.23%) **strongly agreed** that adequate time was provided for the panel, 10 (38.46%) **agreed** that adequate time was provided for the panel, 6 (23.08%) **neither agreed nor disagreed** that adequate time was provided for the panel, and 5 (19.23%) **disagreed** that adequate time was provided for the panel.

9.7 Adequate Time for Discussion

26 responses were received on whether adequate time was provided for discussion. Out of the 22 responses, 4 (15.38%) **strongly agreed** that adequate time was provided for discussion. while 10 (38.46%) **agreed** that adequate time was provided for discussion, 6 (23.08%) **neither agreed nor disagreed** that adequate time was provided for discussion, and 6 (23.08%) **disagreed** that adequate time was provided for discussion.

9.8 Improved Understanding of TVET

26 responses were received on whether the session improved understanding of the TVET. Out of the 22, 11 (42.31%) **strongly agreed** that the session improved own understanding of the TVET, while 11 (42.31%) **agreed** that the session improved own understanding of the TVET and 4 (15.38%) participants **neither agreed nor disagreed** that the session improved own understanding of the TVET.

9.9 Conclusions

The panel was overall rated good by the participants. The ratings confirm that panel was knowledgeable, provided new insights into the TVET and also gave a balanced perspective on the TVET. The time for discussions was also rated well in this instance.

10. DAY 2, SESSION 6: FIRST SET OF PARALLEL COMMISSIONS

Reports from the various sessions have been incorporated into the main report of the Colloquium.

Please use the drop-down menu to select the Commission in which you participated for the first set of Parallel Commissions (Session 6):

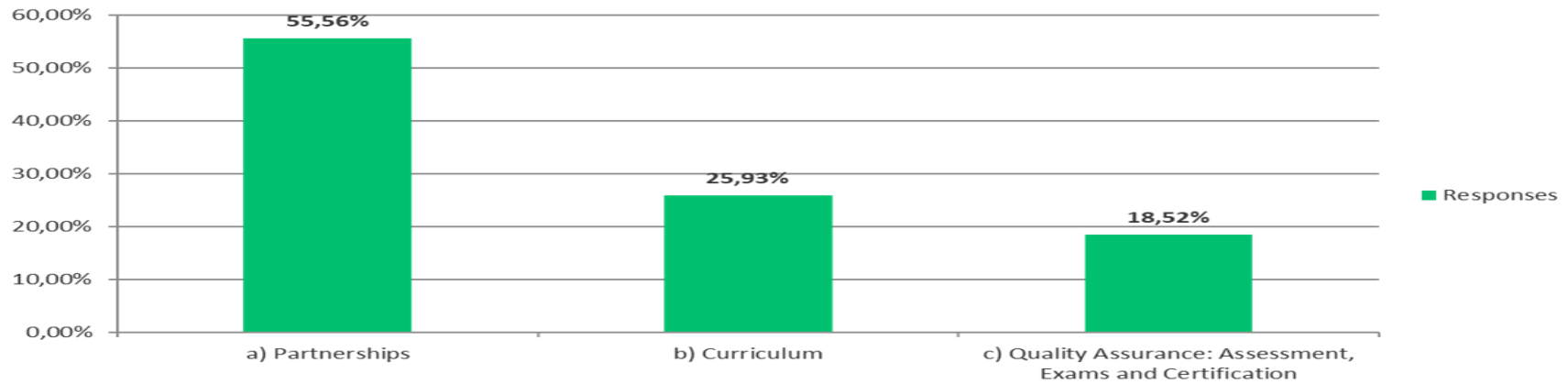


Figure 10: Session 6: First set of Parallel Commissions

26 responses were on the commissions participants attended. 55.56% of the participants attended the Partnerships commission, followed by the Curriculum commission with 25.93%, and 18.32% for the commission on Quality Assurance: Assessment, Exams and Certification. **Figure 10** reflects the selection of commissions by participants in Session 6.

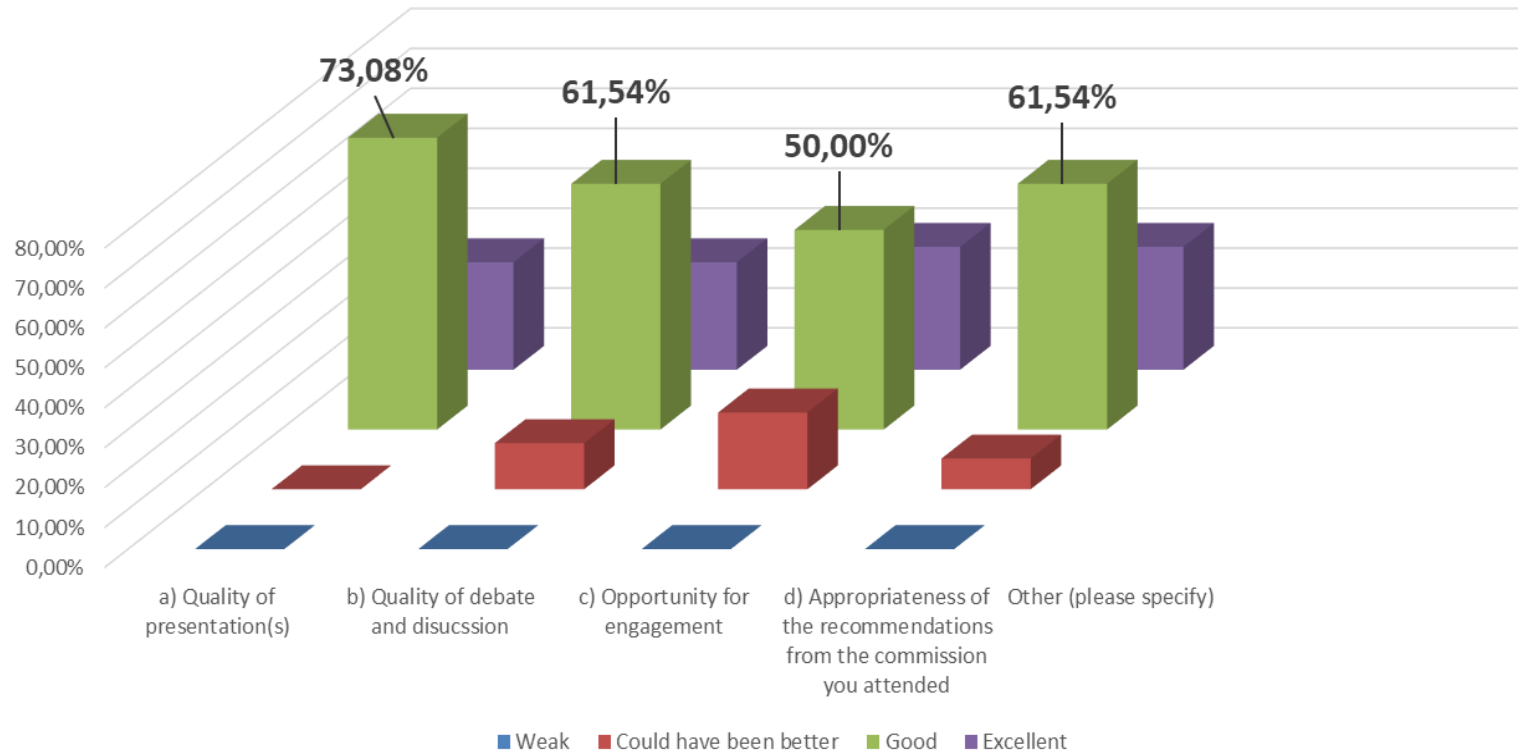


Figure 11: Assessment of First Set of Parallel Commissions

This section reflects the responses of the participants regarding the first set of parallel commissions on Day 2 of the Colloquium. **Figure 11** reflects an overall assessment of the first set of parallel commissions in Session 6. The areas evaluated are outlined below:

10.1. Quality of the Presentations

26 responses were received on the quality of the presentations. Out of these 26 responses, 7 (26.92%) participants rated the quality of the presentations as **excellent**, and 19 (73.08%) participants rated the quality of the presentations as **good**.

10.2 Quality of Debate and Discussion

26 responses were received on the quality of debate and discussion. Out of the 26 responses, 7 (26.92%) rated the debate and discussions as **excellent**, 16 (61.54%) rated the quality **good**, and 3 (11.54%) responded that the quality of debate and discussions as **could have been better**.

10.3 Opportunity for Engagement

26 responses were received on the opportunity for engagement. Out of the 26 responses, 8 (30.77%) participants thought engagement was **excellent**, 3 (50%) rated the opportunity for engagement as **good**, and 5 (19.23%) rated the opportunity for engagement as **could have been better**.

10.4 Appropriateness of the Recommendations

The appropriateness of the recommendations from the commission was rated as follows by the attendees. 8 (30.77%) rated them **excellent**, 16 (61.54%) rated the appropriateness **good** and 2 (7.69%) rated appropriateness of the recommendations as **could have been better**.

10.5 Conclusions

The overall rating of this session is good and it seems participants were pleased with the engagements.

11. DAY 2, SESSION 7: SECOND SET OF PARALLEL COMMISSIONS

Please use the drop-down menu to select the Commission in which you participated for the second set of Parallel Commissions (Session 7):

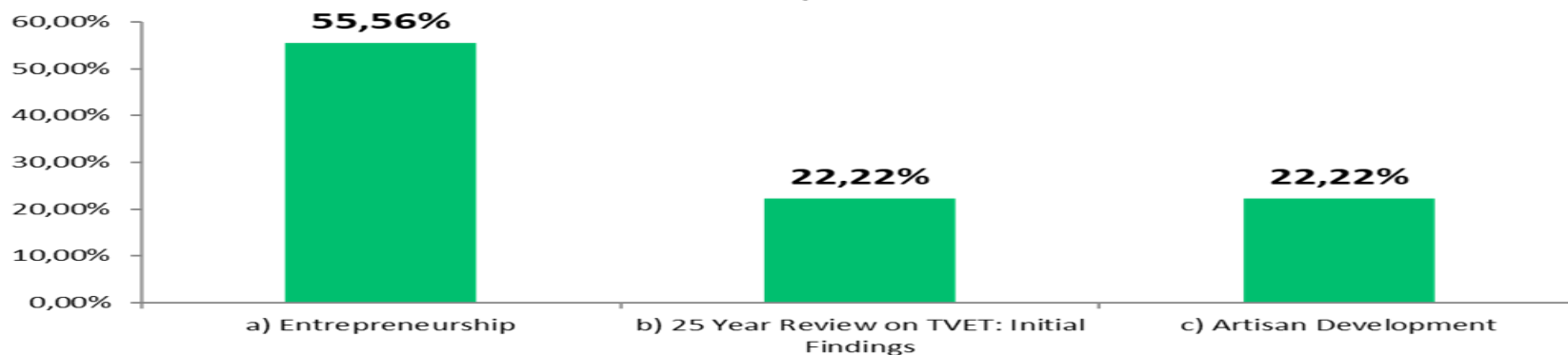


Figure 12: Session 7: Second Set of Parallel Commissions

27 responses were on the commissions participants attended. 56.56% of the participants attended the Entrepreneurship commission, whilst the commissions on the 25 Year Review on TVET: Initial Findings, and Artisan Development both had a 22.22% attendance rate.

Figure 12 reflects the selection of commissions by participants in Session 7.

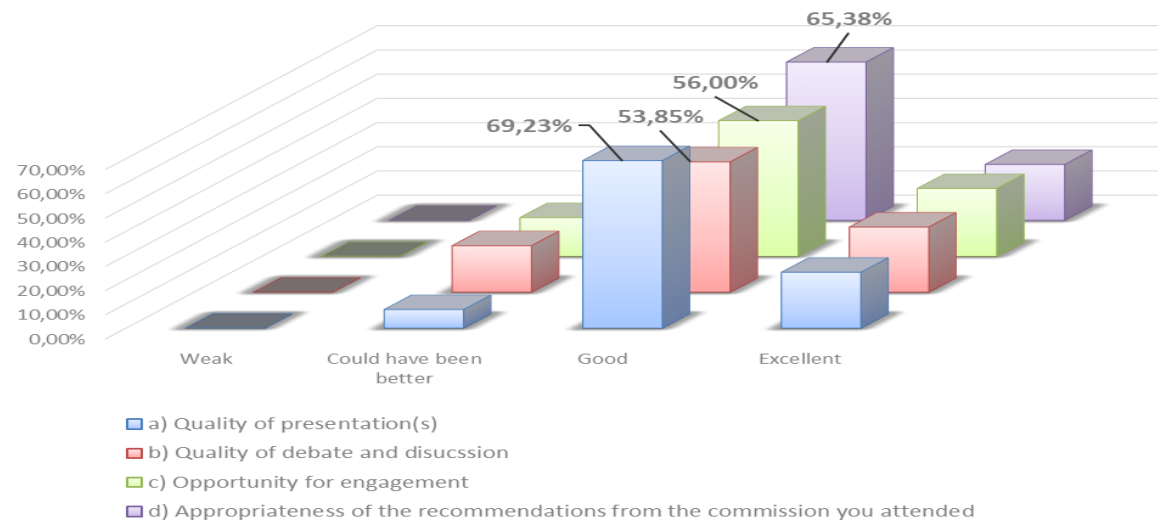


Figure 13: Assessment of Second Set of Parallel Commissions

This section reflects the responses of the participants regarding the second set of parallel commissions on Day 2 of the Colloquium. **Figure 13** reflects an overall assessment of the second set of parallel commissions in Session 7. The areas evaluated are outlined below:

11.1 Quality of the Presentations

26 responses were received on the quality of presentations. Out of the 26 responses, 6 (23.08%) participants rated the quality of the presentation **excellent** and 18 (69.23%) participants rated it quality **good** and lastly 2 (7.69%) indicated that the quality of presentations **could have been better**.

11.2 Quality of Debate and Discussion

26 responses were received on the quality of the debate and discussion. Out of the 26 responses, 7 (26.92%) participants rated the quality of debate and discussions as **excellent**, 14 (53.85%) rated the quality of the debate and discussion as **good**, and 5 (19.23) indicated that the quality of debate and discussion **could have been better**.

11.3 Opportunity for Engagement

26 responses were received on the opportunity for engagement. Of the 26 responses, 7 (28%) rated the opportunity for engagement as **excellent**, 14 (56%) participants rate the opportunity for engagement as **good**, and 4 (16%) indicated the opportunity for engagement **could have been better**.

11.4 Appropriateness of Recommendations

26 responses were received on the appropriateness of the recommendations from the commission. Of the 26 responses, 6 (23.08%) rated the appropriateness of the recommendations as **excellent**, 17 (65.38%) rated the appropriateness of recommendations as **good**, 3 (11.54) indicated that the appropriateness of the recommendations **could have been better**.

11.5 Conclusions

The overall rating of this session is good and it seems participants were pleased with the engagements. Though the issue of time was a concern.

12. OVERALL COMMENTS ON THE COLLOQUIUM

The following comments and recommendations were extracted from the survey responses made by participants:

- Need to: expand partnership; have well equipped centres for entrepreneurship; new curriculum to meet 4th Industrial Revolution; *National Certificate (Vocational)* ((NC(V)) for semester not year; and Continuing Professional Development Lecturer Development should be done as soon as possible (2019).
- Time allocations for presenters should be increased.
- We need more research reports, not just views.
- The colloquium was excellent.
- The professors were excellent.
- It was okay but the venue was stuffy.
- Information overload with very little time for robust discussions.
- Well done.
- The time provided for commissions was limited, the commissions should be held on the first day to allow sufficient time for recommendations.
- Time management non-availability of the DG to provide a layout of the TVET scope in South Africa. Most discussion not providing a futuristic view of TVET sector items of programme quality mix.
- It was a success, but next time we request more time for discussion.
- Informative.
- The topics and discussions were understandable and pitched at the correct level for my engagement; that is where discussions were not academic.
- National presenters were mainly the 'usual' presenters at DHET arranged Colloquia. More universities have become involved with TVET education, producing new researchers and new issues.

- I thought the progression from Global to continental and finally to the South African situation provided an excellent context for the discussion. For the most part the presenters were excellent and gave me a lot to think about.
- Presentations were enriching, and all was organised well. More time must be allocated for discussions.
- It was good, just very cramped.
- The focus of the day was on research and on comparative perspective and I feel that was offered and achieved.
- The papers presented did not provide an alternative approach or new knowledge about the challenges faced within TVET colleges/sector, neither did it provide any practical solutions to be implemented. It was a repetition of current literature.
- Overall a good day, lunch being the exception. This was a disaster and the conference organisers should register their dysfunction with the venue.
- All went well.
- Day provided more insights.
- Very good.
- The session was informative, however not all the key role players were invited; we were supposed to have people from the Department of Basic Education and support from the University branch of the DHET.
- At times there was a rush of time because some presenters/program directors would dwell too long or repeat statements.
- The session was good except for the question time was too limited.
- All went well; Day 1 was informative, however we need to review time allocations for presentations and discussions.
- Increase the presentation time.
- The presenters for Session 2 after lunch had good topics, but the time allocated was not enough to discuss extensively; I wish we could have had more time to engage with the presenters.
- Discussions and knowledge insights were off the hook; informative.
- Very informative session.
- Perhaps a separate Twitter screen would have encouraged people to participate on social media.

- Day 1 was a success.
- Great overall quality, placing some loud speakers at the back could help.
- The seating was bad, very overcrowded and uncomfortable...too much content that was covered in one day...possibly do less topics and allocate more time.
- Venue serious issue, too many people and too little space; hot and stuffy and visibility issues.
- Commend the chair of session 2 (Qualifications and Programmes); day was well conceptualised and good speakers.
- All went very well.
- Day one was good and productive.
- Very informative.
- Allocation of more time for presenters to present and also to restrict participants to asking brief and clear questions to eliminate delays in having a panel discussion.

13. POSSIBLE AREAS OF RESEARCH FUTURE EVENTS

- Synergies between TVET, SETAs and other partners; Curriculum Development framework for TVETs.
- Scalable private sector participation in the production of relevant skills development.
- Finding multiple solutions to developing lecturers is crucial. A capable and motivated lecturer can bridge some of the gaps in the curriculum etc.
- Curriculum and assessment related issues.
- Students internships, staff development programs, College governance.
- The German model of vocational Educations versus the South African Model.
- How best can TVET College lecturers become qualified in WBL in order to prepare NC(V) and NATED Learners for the job market/entrepreneurship.
- Early Childhood Development.
- Artisan Development.
- Curriculum Review ((NC(V)) is a priority; also WIL.
- Expanding the curriculum of TVET colleges through the adoption of SETA qualifications and unit standards.
- Readiness and preparedness of the education sector for the 4th industrial revolution; systematic alignment of all PSET structures.
- Implications of the 4th industrial revolution on skills development in South Africa.
- Adult learning; foundation learning for TVET qualifications and programmes.
- DOL Public employment service directorate, Harambee and TVETs collaboration on job seekers initiated to get more unemployed learners employable.
- Open learning, National Accredited Technical Diploma syllabus, integrated quality management system.
- Teaching approach.
- Return on investment. How do we take funded learners to the end? Which is employment of a sustained nature?

14. OVERALL CONCLUSIONS

The Colloquium was well attended with the highest attendance record to date. The purpose of the survey was to gauge attendees' views about the Colloquium and that all questions were thought to be relevant and useful help to inform future colloquia.

From the overall comments received, it is good to observe that most participants found the Colloquium to be a great success with well selected topics and presenters. Most feedback noted the value of the information shared and found the experience enriching. The comments around the venue space mostly touched on the size of the venue being inadequate to accommodate the number of delegates. It must be noted that a maximum of 250 delegates were planned; yet confirmations of attendance received by the RSVP deadline were much less. The venue booked for the event could only accommodate the amount that was planned for (i.e. 250), however, a further 40+ delegates had attended. This means space, colloquium material, and food was less. It was fortunate that food could be arranged in such short notice to accommodate the additional guests; all thanks to the speedy efficiency of the sponsors for the venue. It would be helpful if delegates confirmed their attendance by the RSVP date in order for the Colloquium organisers to ensure adequate resources are made available for all delegates. Other comments and suggestions have been noted and will be considered in preparation for the next event.

This has been a concern that has been noted in previous colloquia. Although efforts had been made in an attempt to address this issue, it is still an area that requires attention. The working group for the forthcoming Colloquium will be alerted to all the recommendations and concerns highlighted by this report. These will be carefully considered in the preparation for future events of this nature.