



10th PAN AFRICAN TVET COLLEGES CONFERENCE

Summary

Session 1: Day 1 – 08h45 to 08h55

Christopher Brink

Paper Title

Chris welcomed the delegates to the 10th consecutive Pan African TVET Colleges Conference. He commended the sponsors, participants and delegates for their consistent support and participation. The achievement was well worth the collective efforts of all.

He expressed the intention to keep the annual event on the National and International conference calendar.





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Session 2: Day 1 – 09h00 to 09h45

Dr Bonginkosi Emmanuel “Blade” Nzimande

Paper Title Opening Keynote Address

Presented by Fairoz Sha-Khatieb



United Nations
Educational, Scientific and
Cultural Organization





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Summary

Session 3: Day 1 – 10h25 to 11h10

Dr Ramneek Ahluwalia

Wrap-Around Support to Enhance the Employability of TVET College Student Graduates

Higher Health – formerly HEAIDS

Taking HEAIDS to TVET Colleges. Success presented to United Nations. Area of focus 420 Campuses; 180 TVET campuses. Social Context : Only 4.4% of students have what they require to be effective and successful in a TVET College environment.

The objective of the programme is to give hope to a parent. Throughput rates at TVET Colleges need to improve.

Challenges: Poverty, 32% of girls drop out through pregnancy. 10% of rape cases are located in higher education. Up to 25% of students are moderately to severely depressed. 8 million SA's are HIV positive.

Programme responses: Seven priority areas: For example. Hiv/TB/STI

First Things First Implementation model which is based on peer to peer education. Built 80 clinics in TVET Colleges. Major positive results across a range of measurables.

The need to leave a heritage of improved successive generations.

Q/A Few TVET Colleges have adequately qualified Student Support practitioners. Holistic child development is needed. Lecturers should play a firmer role in SS.





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Session 4: Day 1 – 11h15 to 11h55

Chris Murray

Empowering Youth to Create their Own Bridges to Workplaces Through Structured Work-Based Learning Requires us to Improve Systems at our Training Providers

How do we empower youth? How do we build systems to serve as the basis?

About the project: Niger project: 12000 youth targeted for soft-skills over five years. Mapping youth livelihood opportunities. Be your own Boss training.

How do we empower youth? Lessons from the projects.

Delegates were mustered into a practical demonstration. The demonstration focused on the skills to gain work experience.- Empower the youth to do it themselves, through a structured curriculum. On your way home stop at a work-place and ask a question. Must go into the workplace and get out of the classroom. Get the students to understand their local communities. Project gives structure, tools, worksheets etc. In Rwanda training 40 000 youth in groups supported by youth leaders. Visiting an industrial zone in Rwanda, 17 out of 30 got jobs. Philippines group coaching. Identification of workplaces, observation, job shadowing, work experience.

How do we build this as a structured system?

Q/A Make sure that there are skills on offer. Ensure that the employer sees the opportunity the employee offers. Capacity at the colleges.





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Session 5: Day 1 – 13h05 to 13h40

Dr Anthony Gewer

Expanding Artisanal Pathways through TVET into the Green Economy

Solutions to challenges: How do we provide pathways into workplaces. Apprenticeships mostly happen in large-scale employers. No point in setting unachievable work-placement targets. Majority are locked out of the opportunities. 8 million NEETS. Problem not going away.

Zone of opportunity: Artisan assistants. Not recognised. Only 6% end up in the formal sector. The majority are in SME's. 83% of businesses are informal.

Various Demonstration projects:

Newly launched plumbing assistants and others.

Pilot's best practices is amalgamated into the ultimate solution. Focus on the job and then the qualification. New designation Technical Plumbing Assistant. Capable of multiple tasks and self-employment.

Implementation and unlocking the lessons learnt: Tough to get TVET Colleges to implement the new programme. Integration of theory and practical. Industry determines the curriculum. Get the demand determined upfront. Work with industry employer body (IOPSA) for sector level partnerships. Mobilise SME's. Plumbing assistant Pathway outlined. Apply the model across multiple industries.





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Session 6: Day 1 – 13h45 to 14h20

Johann Kraft

Employment Through Partnerships

Fundamental points of departure:

Good relationship between council and management. Excellent relationship between Council and SRC. A leading college. College employs many of its own alumni.

Reasons for forging partnerships:

Successful labour market outcomes; new streams of income; etc.

Collaboration between college and industry. Stronger relationships between SETAs and college; relationship with Quality Councils; Between Colleges and Universities; policy planning and formulation.

Nature of partnerships: Formal, informal and tacit. **Characteristics:** student benefits (content and motivation link); employability; career decision-making and aspirations; Employer engagement. Educator benefits: Labour market intelligence. Improved educator support and development. **Key steps:** MoU then SLA

Tshwane South experience: Active MoUs'= 20; 56 formal agreements; Flagship Training through CoS. International co-operation. IE India, China and TSC. Specialisation in four different trades. International internships.





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Session 7: Day 1 – 14h25 to 15h00

Fatima Fernandes

Youth and Employability Capital of TVET College Graduates

Are our youth ready for multi phased-employability?

1950's -1980's corporate loyalty. Benefits to be accrued in a faster manner. 10 million unemployed. 40% youth employed. Global changes: South Korea, Singapore and Germany and Japan, industrial robots. Students must be provided with transferable skills and knowledge.

Generation Z: 1994-2015 more independent, self-confident, hustle for jobs. Creative, money less relevant, technology, speed of response, social media and multiple job holders, entrepreneurial spirit embraced. Take jobs to be employed not for their field of expertise. Follow passion after hours.

Multi-phased employability is characterised by flexible hours, flexible workplace, short skills courses, entrepreneurial, etc.





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Session 8: Day 1 – 15h40 to 16h15

Vanessa Taylor

TVET college lecturer capacity building through industry exposure – a case study of transport and logistics lecturers

Lecturers are key in promoting employability.

Why: industry placement of educators promoted internationally. Part of CPD, builds industry currency. Bring back technical and practical experience; industry relevant learning materials; builds industry links; increases confidence and motivation; improves teaching and learning and builds respect for the educator.

Background SACCI involvement:

Student WPE in the absence of lecturer WPE undermines the lecturer. But more complex to conduct WPE for lecturers. SACCI a decade of projects with TVET Colleges on various aspects of WPE, WIL, and lecturer qualifications.

TETA Project Current:

5-15 Placement Days, 15 Colleges and 85 Transport and Logistics lecturers.

Lecturer Evaluation: 69.6% very useful, eye opener, hands-on, relevant refresher etc.

Identify potential jobs. IE Spar Dry Goods Picker. Students must learn to start at the bottom. **Feedback:** Ignites the passion for Teaching and Learning. How things work in the real world, actual operations, technology used, safety and security, time management. **Conclusion:** Lecturers are central in T&L, Empirical evidence for value, Exposure to 4IR initiatives in industry, Aligned curriculum through mediation.





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Session 9: Day 1 – 16h20 to 16h50

Jabu Sibanyoni

Public Private Partnership: a Hatch case study of the Placement of TVET College Graduates

Video clip on Hatch mission and objectives. Pass rate 75% supply 50% of draftsmen across SA annually.

Trainee Designer Programme: African Academy for the built environment. Six-month training and rotation programme.

Why?

Build a pipeline of trainee designers; creates employable graduates; Spend on BBBEE can be claimed under skills development.

Video clip on Student graduate's experience of Hatch.

Conclusion:

Looking to partner with TVET Colleges in the offering of Drafting. Demand for draughtsmen outstrips supply.

Q/A Also have a university graduate programme but greater demand for youth development in TVET Colleges. Hatch employees many SA university graduates. Details on how to partner with a TVET College on offering Drafting to link with N6 Engineering. The course offers an alternative career pathway to degree level. **Email enquiries to Kubera@AfricanAcademy.co.za**





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Session 10: Day 1 – 16h55 to 17h50

Jenni Jones

Increasing TVET Graduate Employability Capital through AWS Academy

Background to Amazon: Embracing technology Drone, Kindle Reader, Video, Grocery Delivery, Advanced Shopping, Home Automation, Cloud computing through Amazon Web Services (AWS) as a separate business.

Cloud migration is accelerating: Cloud computing most needed hard-skill four years running. Hence AWS Academy. Works with diverse educational institutions delivers hands-on learning experiences to prepare students for employment.

AWS Academy Programme benefits: Access to curriculum; course updates; complimentary professional learning for educators; Industry recognised AWS certification; complimentary practice exam available. No cost to join. Only for Certification with grand total cost of US\$50. A growing variety of courses.

Benefits students through the acquisition of skills in high demand.

The attraction for industry: Skills available that in in short supply. Trained and often certified new employees.

AWS would like to work with institutions to offer the programme. Email JonesJ@amazon.co.uk





10th PAN AFRICAN TVET COLLEGES CONFERENCE

Session 1: Day 2 – 08h20 to 08h55

Summary

Dr Ronel Blom

Employability: A (vocational) pedagogy for work in the 21st Century

A troubled vocational sector

Focus should be on the people in the colleges that should make it happen. Resources often mis-directed. This is interlinked with a Vocational Pedagogy. We cannot use second Industrial Revolution tools to prepare students for the 4IR.

Employability for the future workplace

While robots take over routine jobs, technology is creating new higher order jobs. Focus on the positives of disruption. To meet the challenges we need technological know-how, problem solving, critical thinking and soft skills such as perseverance, collaboration and empathy. Workplace future = gig economy (contract work short-term engagements).

Global shift: developed countries de-industrialise and developing countries industrialise. *Youth must be enabled to enjoy free unlimited internet access.* A network class will hold sway. Soft skills aren't soft.

Understanding the concept of Vocational Pedagogy

We tend to focus on content instead of substance. We need a pedagogy that enhances employability. The location of vocational pedagogy places equal emphasis on praxis and theory. Define employability as: effective mix of skills attributes and attitudes to function successfully. Define work as utilitarian; psychological; spiritual; social; distributive. **Signature Pedagogy** an association with professional identity.





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Session 2: Day 2 – 09h00 to 09h30

Dr Andre van der Bijl

The Discourse on Student Drop-Out and Attrition in the South African TVET sector

TVET Drop out: State of TVET Research and College effectiveness in terms of lecturers, programmes and students.

Importance of retention: Enhanced employment; income; credibility; economy; social welfare.

Socio-economic welfare and success have a direct correlation. A dominant factor in student drop-out is on a psychological level, cognitive inability; social; institutional integration; and formation (background/environment etc.)

Student views on retention and persistence.

Inclusion; student support services; factors beyond student control, other opportunities; lecturers 'going the extra mile'.

Lecturer's role in retention. First line of intervention, referral; classroom-based support mechanism; student engagement. Being a good 'teacher' is important.

Retention success factors:

Teaching quality; friendly teachers; social interaction; Friends.

Effective teaching is key to student retention/Poor teaching is key to student attrition.





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Session 3: Day 2 – 09h35 to 10h10

Clive Charlton

How does Amazon empower learning, unleash talent, and lead a culture of creativity?

Amazon is a technology company.

Video clip on fulfillment centres operated by robots, resulting in the creation of 200 000 new jobs.

Culture of innovation

Customer obsession, Long term thinking, to be inventive you must be willing to fail, and willing to be misunderstood for a long time. Stubborn on the vision and flexible on the details. Example of the Kindle Reader; Amazon Web Services (AWS)

Organise for innovation: Mechanisms; Architecture; Culture; Organisation

Key mechanism: Always work back from the customer experience.

Learn from failures and take advantage of the successes.

Small teams; fast and autonomous

“Put the customer first, invent and be patient.” Bizzos





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Session 4: Day 2 – 10h15 to 10h50

Stephen Theron

The Link Between Mentorship and Employability Capital of TVET College Graduates

3 Birds lessons from

How we learn: From read 10% recall to 90% “Do the real thing”.

Royal Bafokeng Institute (RBI) study

90% employments and 80-100% pass rate in trade tests to become artisans.

Mentoring programme: positive overall results

What improves employability?

Attitude; quality of workplace experience; quality of mentoring; mentor training; soft skills.

Soft skills include communication; creativity; time management; motivation; positive attitude; mentor-ability.

In-company mentor training

GMZ has put up R220m for skills development in electrical/plumbing 2018-2022.

Mentoring is key to student success.





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Session 5: Day 2 – 11h35 to 12h10

Dr Patricia Jacobs

Work Process Knowledge as a Catalyst for Occupational Competence Development in Technical And Vocational Education and Training

Socio-economic and innovation expectation of TVET

Left and right brain must be interlinked to function fully. Students prepared for employability inside and outside of the classroom. Strategic thinking taught by problem solving in diverse environments.

Research design and methods: Data collection through questionnaires such as the COMET Occupation Commitment and Motivational

COMET is an Occupational Competence Diagnostic Model. How the model is applied to measure WPK as a critical pre-condition to how students cope.

Work Process Knowledge Levels Know That; Know How; Know Why; Reflective thinking.

Work Process Knowledge learning sequence: Novice to Expert model might just be different in vocational education. Start with rules then practice then expert. Knowledge incorporated into actual work performance. Poverty is not a criteria for determination of learning options. Holistic problem-solving competence measured 11,4%.

World Economic Forum for top 10 skills.





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Session 6: Day 2 – 12h15 to 12h50

Penny de la Plain

Partnering for digital success for TVET College Student Graduates

Digital Implementation:

Snapplify:

Helps institutions to building digital learning ecosystems that suit educators and students.

Three phase approach implementation

Distribution to e-books; libraries go online; lecturer/admin functionality and usage increased.

Largest e-textbook catalogue.

Thousands of free titles; easy to manage; light set-up and management; purchase extra content for your library.

Learn on the go feature

Online/offline access; broad device integration etc.

Multiple device types to suit differing needs

Delivers content anywhere – no obstacles.

Helps colleges with limited internet access; remote content delivery; reduced download costs and time through SNAPBOX.

Simple and Secure; Powerful data analytics; Vists and Virtual support

