



JET Education Services

(Re)visioning pathways for young people through high quality Vocational Education and Training in South Africa

Presentation to 4th Pan-African TVET & FET Conference

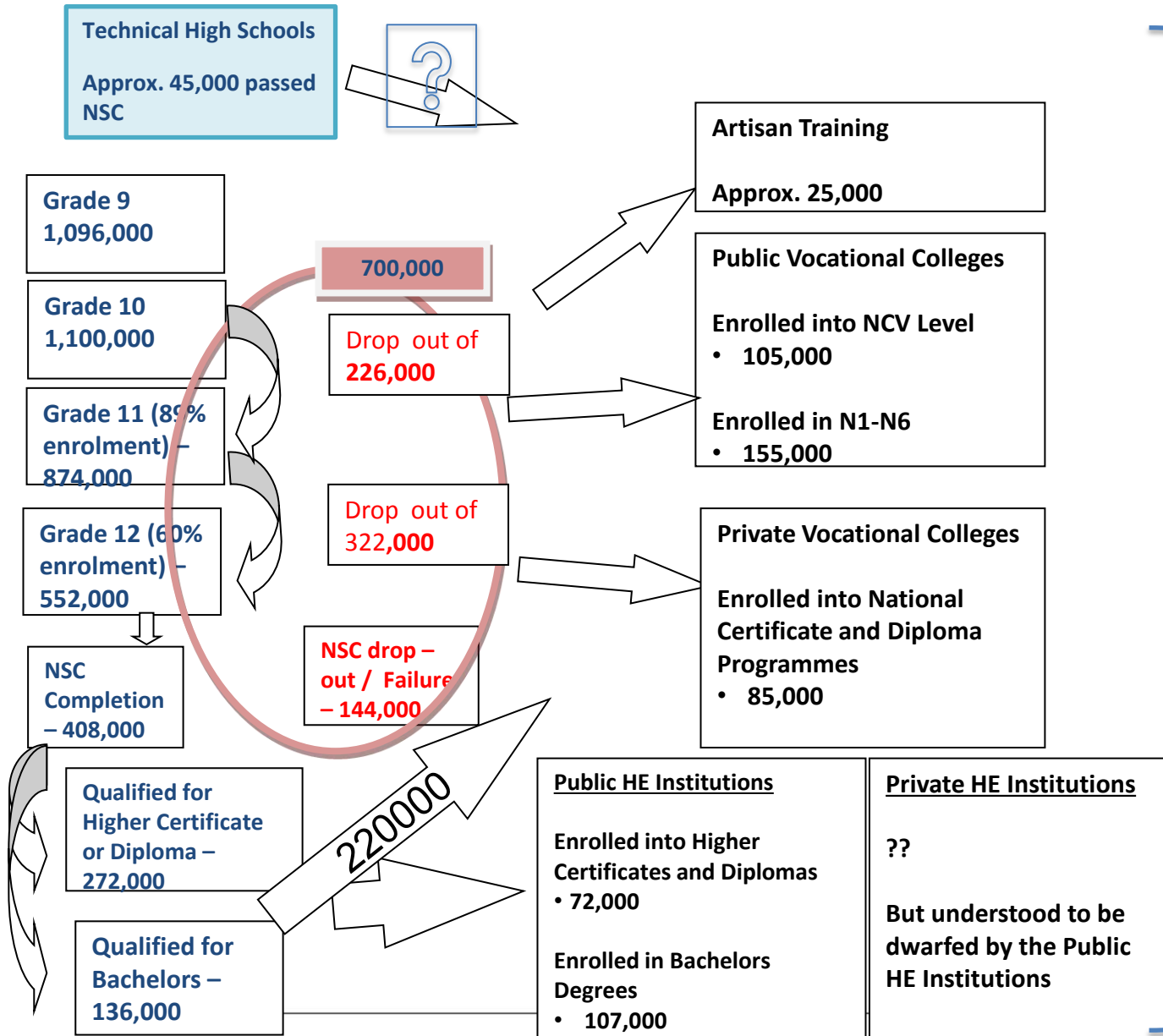
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Context

- Myriad of challenges facing the country in relation to a sustainable skills supply to support economic growth
- Both government and business agree that the lack of an effective skills supply represents the biggest threat to sustainable growth and development
- Government has a range of strategic frameworks aimed at boosting supply (Minister's PME, NGP, NSDS III etc.), all of which highlight poor performance on the part of our education and training system
- Companies struggle to find talent and are generally unable to afford the level of training needed for school leavers (already companies are spending far in excess of their levies on training, particularly on apprenticeships)
- Therefore, there is an urgent need to find a way to address the shortage in skills supply in a meaningful and sustainable manner

Flow of Learners Into Post-schooling (2012)



Around 600,000 of school leavers absorbed by PSET system. 45% NOT CATERED FOR.

Of the 260,000 that enter the Public Vocational Colleges only 6,000 NCV L4 and approx. 7,000 N6 graduates are produced (5%)

Historical Context

1998 FET Act	2001 New Institutional Landscape	2005 Recapitalisation	2006 -2007 FET Colleges Act, Introduction of NCV, Bursary Scheme	2008-2009 National Plan for FET, Establishment of DHET, New Funding Norms	2012 Transfer to DHET
302,550 Students	356,049 Students	377,584 Students	320,679 Students	420,475 Students	650,690 Students
152 Technical Colleges	50 Colleges				
R780million Budget (1.7% of National Education Budget)	R793million Budget (1.3% of National Education Budget)	R1.35billion Budget (1.6% of National Education Budget)	R2.7billion Budget (2.5% of National Education Budget)	R3.77billion Budget (2.7% of National Education Budget)	R4.95billion Budget (2.4% of National Education Budget)
	2.7% Participation		R66million NSFAS Allocation	R299million NSFAS Allocation	R1.7billion NSFAS Allocation
				2.7% Participation	
			R8265	R9677	R10219



Current Context – DHET Strategy

- Migration to National
 - Public colleges officially moved from provinces on 1st April 2013
 - More effective base for planning and budget allocation
 - More equitable and stable funding base
 - Enhanced articulation possibilities – between colleges, the workplace and HE
 - More effective platform for accountability and improved performance?
- Expansion
 - Targets for massive growth
 - NSF to support expansion
 - SETAs encouraged to route skills levy to colleges
 - Programme Qualification Mix.....
- National Turnaround Strategy
 - Criteria for Functional /Ideal College
 - Phased in Transformation
 - Alignment of National Interventions



What form has expansion taken

- National Plan targeted 800,000 enrolments in colleges by 2014
- Targets were informed by the intended phasing out of the Report 191 programmes and anticipation that there would be substantial growth in NCV enrolments.
 - The NCV has in fact realised little growth over the last few years, fluctuating between 120,000 and 140,000 students
 - In N1-N3 Engineering programmes which have traditionally served the apprenticeship systems, off a base of 8000 in 2010 to 125,000 in 2012
 - The N4-N6 has experienced significant growth off a base of 71,000 in 2010 to 234,000 in 2012. A large part of this growth is in the Business Studies programmes.
- Through the Report 191 programmes, the DHET has made progress towards achieving the targets laid out in the National Plan, reaching 650,000 enrolments across all programmes by 2012.
- More recently, the Green Paper on Post-School Education and Training, released in 2012, extended targets to 2030 and re-emphasised the dual role of colleges

What are the challenges associated with enrolment growth?

- Since 2010, colleges have been given the clear instruction by the DHET to grow, with the caveat that colleges should grow within their means - this has been met with variable responses
- Colleges have used the N-programmes as a basis to grow student numbers regardless of whether such programmes will lead to skills necessary for local employment opportunities.
- However, some colleges face a number of challenges associated with the management of growth:
 - College budget allocations have remained relatively static and funding limited to NCV and N-programmes
 - Relationships with SETAs unstructured
 - No standardised Enrolment Management system
 - Competency profile of students not used effectively for career guidance
 - Limited capacity to diagnose and address weaknesses in teaching and learning
 - Insufficient focus on work-based learning
- The quality and quantity of output from colleges associated with these challenges limits the extent to which colleges can effectively grow and expand

Challenges associated with expansion

- Status of N-programmes
 - Now part-qualifications requiring workplace experience to translate into full qualifications
 - Limited workplace experience opportunities available to students in N-programmes implying no route to qualification

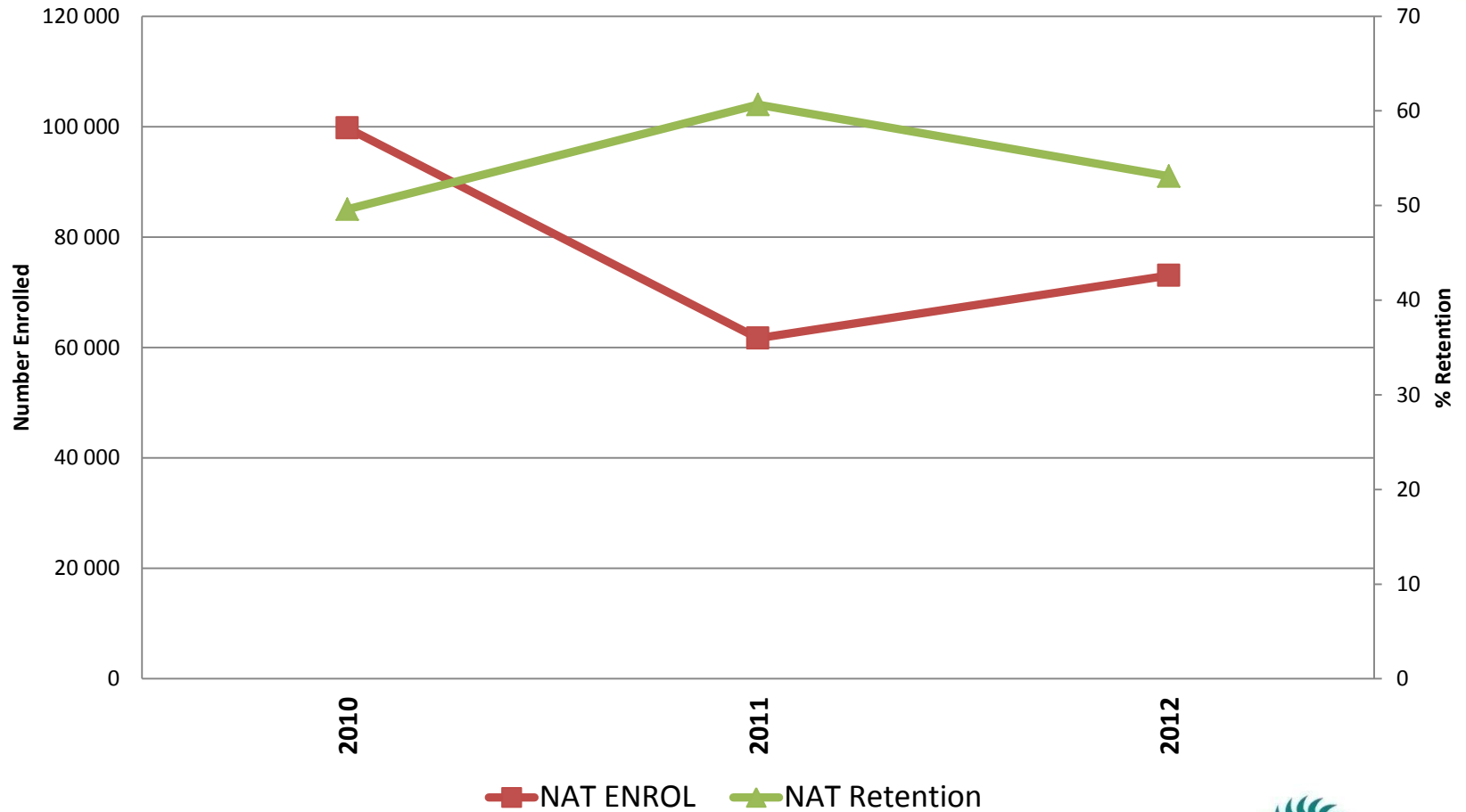


Challenges associated with expansion

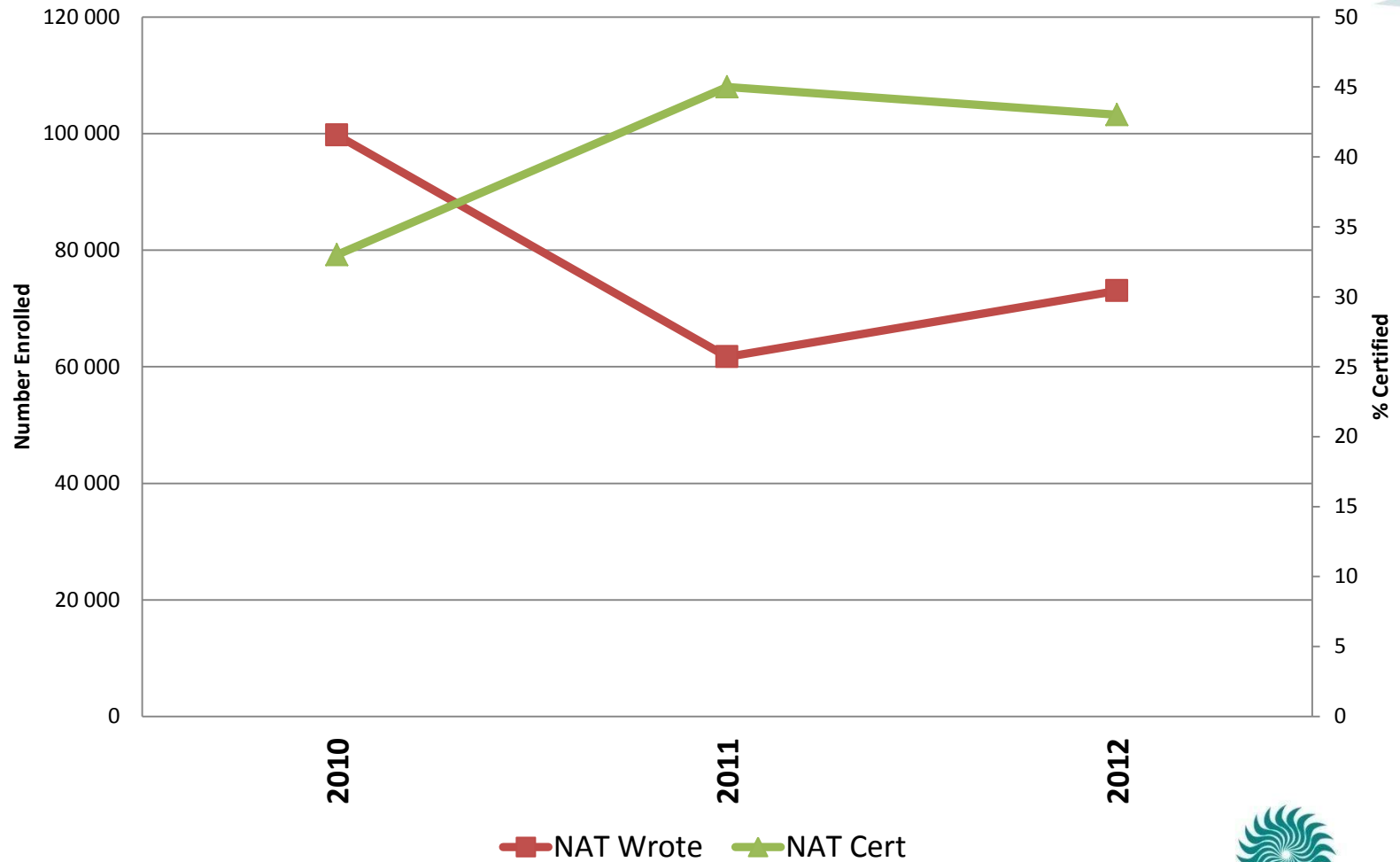
- Decline in performance
 - Enrolment growth raises risk of increased drop-out and lowered certification rates – evidence beginning to emerge to support this



Number of NCV L2 Exam Enrolment vs Retention - National



Number of NCV L2 Exam Enrolment vs Certification - National



Challenges associated with expansion

- Decline in performance
 - Students flooding programmes due to bursaries and the demand for post-school learning opportunities – insufficient guidance and information on programme expectations
 - High levels of drop-out, up to 50% in first year (NCV L2)
 - Insufficient focus on factors that inhibit progression for college students, in particular the “killer” subjects



Drop-out NCV L2 - 2012

	All candidate enrolments		
Level	Enrolled	Wrote	Retention %
Level 2	95,765	46,146	48.2
Level 3	45,176	25,383	56.2
Level 4	26,114	19,582	74.9
TOTAL	167,055	91,111	54.5

Implications

- Targets for massive expansion still not linked to a structured plan
 - Current reliance on N-programmes is concerning
 - Mapping students against programmes against demand
 - Making vocation education an active choice for post-Grade 9 youth
- Targets for successful expansion will require a multi-faceted strategy – scale and complexity of challenge cannot be addressed through narrow institutional framework

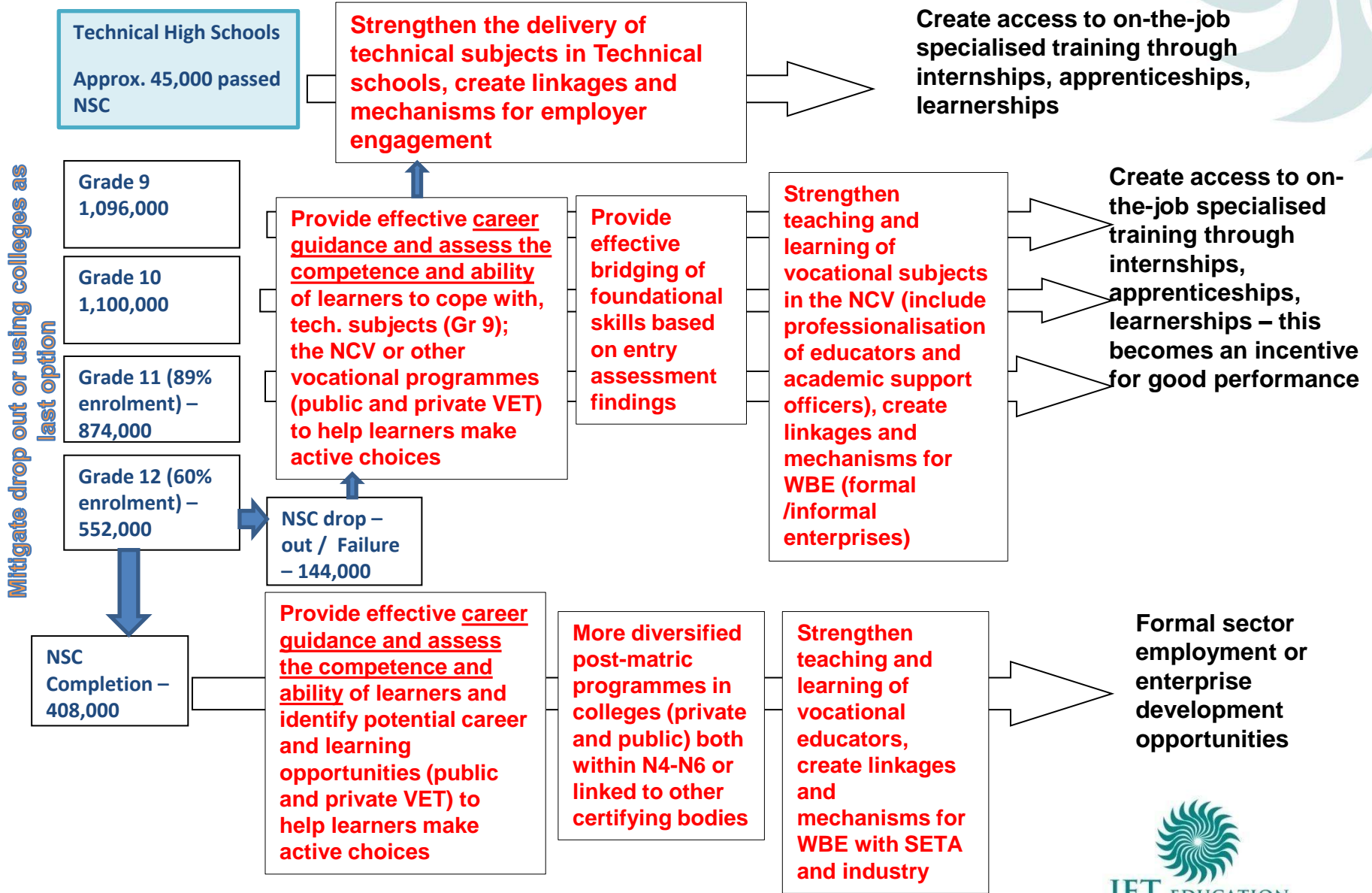


Implications

- Key priority is to improve the quality of provision and prevent high levels of drop-out and failure
- Colleges must be primed to deliver on their core programmes in the medium-term through targeted interventions
 - Improved enrolment management
 - Targeted improvement in lecturer competence
 - Rigorous monitoring of students attendance and academic support



Re - visioning the Vocational Skills Pipeline



Make student success the center of delivery