

6th PAN AFRICAN TVET AND FET COLLEGES CONFERENCE

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) STRATEGIES for IMPROVEMENT

CONFERENCE SUMMARY

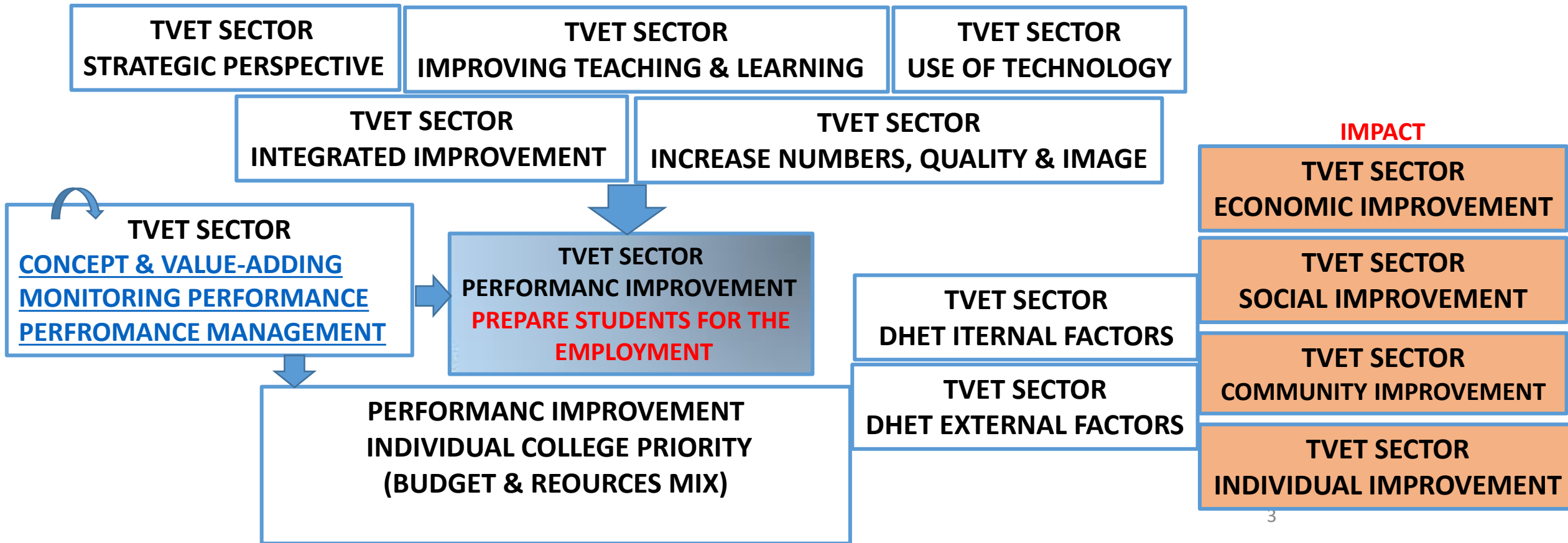
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Without **change** there is no **innovation, creativity** or **incentive** for **improvement**.

Those who initiate change will have a better opportunity to **manage the change** that is evitable.

(William Pollard)

TVET sector: performance improvement model



Characteristics of performance improvement

- The **process of changing the process / procedures** in order to **improve effectiveness, efficiency, outputs**, etc.
- It is a **management, leadership tool**
- Performance improvement is a **continuous process**
- Requires **enablers**: policies, systems, senior commitment
- It is linked to the **specific context, specific needs and limitations**
- Use **objective indicators** to **define, share & manage the improvement**
- Requires **ownership, responsibility >> builds a culture**
- **Requires knowledge**
- **Initiated by everyone.**

White paper imperatives & targets

- **Imperatives** for sector's improvement including: combat discrimination, expand access, expand opportunities, appropriate for local environment, support education and training for sustainable livelihoods, offer NQF5, additional campuses across the country, Improve maths & science foundation programmes, apply RPL more widely
- **Targets**
- 2.5 million in TVET colleges by 2030
- 1 million adults in new community colleges by 2030
- 1.6 million enrolments in university by 2030 (up from 937000 in 2011)
- 500 000 in private TVET and HE by 2030
- 30 000 artisans per year trained by 2030.

White paper strategic objectives (1/2)

- Strategic Objective 1

To provide **quality** technical and vocational **education** and **training** services and increase **academic achievements** and success of students

- Strategic Objective 2

To have **adequate infrastructure** and **systems** in place to **increase access** and provide **effective** services to students

White paper strategic objectives (2/2)

- **Strategic Objective 3**

To develop **partnership** and maintain good **stakeholders relations** to **increase** the **number** of students who are adequately prepared to enter the **labour market** or **further education** and **learning** opportunities.

- **Strategic Objective 4**

To ensure continuous business excellence in terms of good **corporate governance** and **effectual management** to all college resources as well as **information** and **data reporting**

- **Strategic Objective 5**

To **monitor** and **evaluate** all college processes in terms of TVET College Monitoring and Evaluation Framework and **report quarterly** on **college performance** in this regard.

Strategic planning in the sector for improvement

- Be **strategic** in your **operations** & **identify** potential strategic **linkages**
- **Continuously** perseuse **achieving the strategic objectives**
- Identify **performance criteria** for the **institution + other partners** in the sector (relating to your college)
- Practice **management & leadership** skills in the **team**
- **Identify, forge & manage college collaborations**
- **Encourage an integrated, cooperation & trust worthy** institutional culture.

Improving teaching, learning, assessment & work experience: for better results (1/3)

- In South Africa & other countries there is a need to improve the:
 - quality of teaching & learning
 - improve the image-branding of the sector, and
 - quality of education & training
- It is coupled with the **expansion** and **integrated approach** with the **HET** system
- Current sector's **challenges**:
 - **Confusion** about the range of programme, revise & update (content + teaching mode + use of technology)
 - **Part-time** options **lacking**
 - **Technical High Schools** under Dept Basic Education offer **similar programme** as NCV
 - **Programme review** is to be **integrated** with employers, colleges, experts, DHET, DBE.

Improving teaching, learning, assessment & work experience: for better results (2/3)

- Students' academic success > quality education
 - College Instructors have a variety of additional skills, knowledge & attitudes
 - TVET lecturers can come to the sector from a variety of backgrounds
 - subject matter knowledge, knowledge of teaching, learning & assessment methodologies
 - The role & preferred profile of a mentor in assisting the new lecturers
 - Some of these are left to informal processes at functional colleges & in less functional colleges they are left to chance
- Improving the quality, relevance, innovation & currency of **TVET curricula** to be within the requirements of the Post School White Paper and the **needs of industry (developing curricula backwards)**
- Initiative to develop an innovative & integrated curricula based on NATED report 191 part 2 qualifications. The deliverables include:
 - The Occupational Qualifications Document
 - The Occupational Curriculum Document
 - Occupational Assessment Specifications Document.

Improving teaching & learning, through technology

- Reliance on technology for teaching & learning in the Higher Education sector internationally seen a massive uptake in recent years.
- Allows flexibility & customization, cheaper? in study time, duration, combination of subjects, etc.
- Use technology could include content media, social media, student management, pedagogy (reinforcing knowledge & learning, in a flexible manner. Use technology as an integrated tool to respond to the learners needs.
- Literature indicates that pure e-learning at the TVET sector does not necessarily lead to successful outcomes. It limits the social interaction with peers and the instructors, as well as limits experiential learning.
- The experiment uses blended learning to enhance educational outcomes & employability, by drawing on learner **experience** in the delivery of an engineering curriculum to **improve learning** and **prepare** young students for the **demanding challenges** of the **world of work**
- Incorporating **technology** in the TVET sector provides **opportunities & challenges**. For the technology to be effective and equip the learners for the world of work, the sector has to redefine the roles of the different stakeholders & their required competencies.

Improving the sector's numbers, relevance, quality & image (1/2)

- The TVET sector is expected to equip the adults of tomorrow with the means of achieving a successful, sustainable & relevance livelihood. It is therefore expected that the colleges will adopt these challenge
- The sector has increased its enrolment meaningfully in the last 5 years. In 2015 have been 725,000. An increase of 39,000 from 2014. The target is 2.5 million enrolments by 2030
- Increase in **enrolment** numbers should not affect the **quality** of the education & training.
- However according to Annual National Assessment (**ANA**) at the senior phase the level of **mathematics, languages & fundamentals** are **meaningfully low**. The proposed solution rests in the **Foundational Learning Competence (FLC)** programme focusing on the requirements of the **occupational needs**
- **Improving the image** of the **sector** can be achieved by preparing the learners to Life Skills & Emotional Literacy together with computer literacy as a tool. Additional emphasis is given to a combination of educational innovation, thinking skills and teaching & learning methodologies.

Improving the sector's numbers, relevance, quality & image (2/2)

- The TVET sector faces **triple challenges: low level of graduation, lack of employment** to its graduates and **limited employability**, especially the **youth**
- To address these challenges, the sector should (re)define the **requirements**, create an **enabling environment**, **develop & implement** different **strategies** supporting **disadvantaged communities & the youth**.
- Encourage a **minimum** level of **qualifications** to enable **employability**
- Ensure **relevance & currency** of the **qualifications** through **extensive consultation** with **key & diversified stakeholders**
- **Analyse** sector/ college **results & respond quickly & effectively**
- **Lecturers** need to use **technology**, promote **craftsmanship**, build on the **learner knowledge**, provide **immediate feedback**, provide **detailed** of the **learning plans & to promote quality**.

integrated improvements

improving HIV landscape among TVET students

- Based on a survey conducted by HEAIDS with HSRC in 50 college campuses & submitted to 658,000 TVET students of 16,000 staff members.
- The empirical evidence was used to inform the design, implementation and monitoring of HEAIDS (HIV/AIDS, STIs, TB & related factors) interventions for improved social and health outcomes
- Integrate health support & educational services as part of the college service to the individual and indirectly to the community

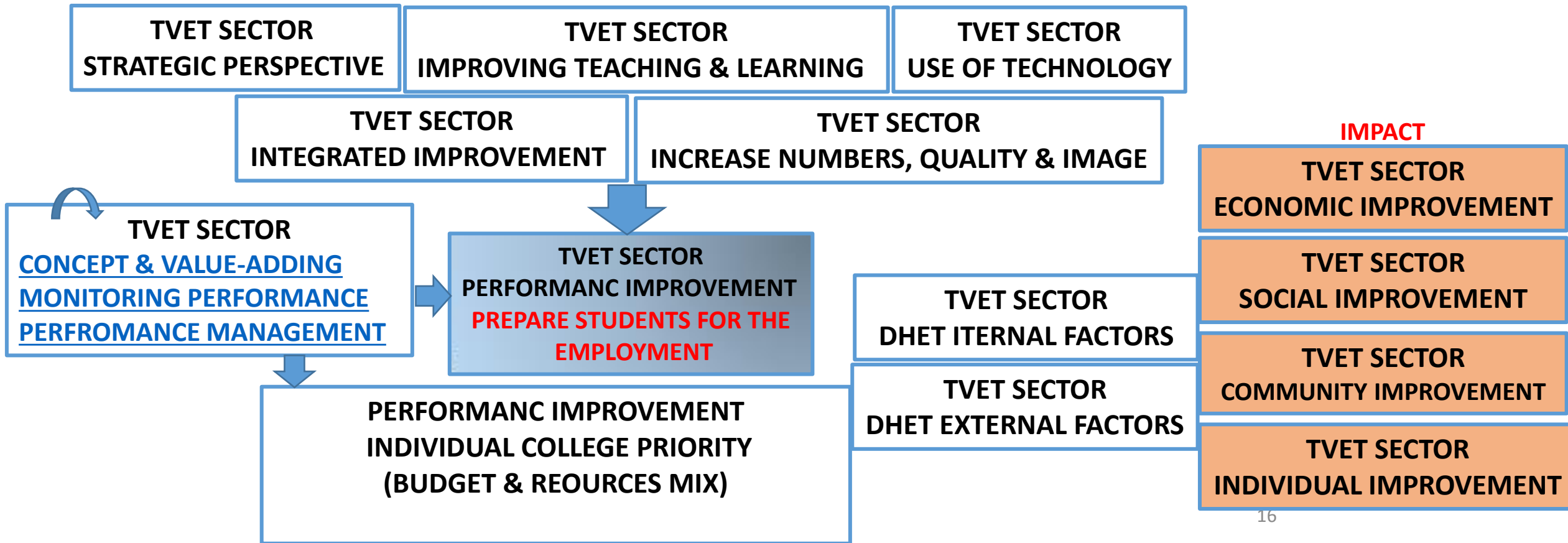
Lessons from nature

- The TVET sector is required to change. Can the sector learn from nature's ability to adapt and survive successfully?
- The adaptation skills required by college management include:
 - Ability to analyse the situation & define the problem
 - Respond appropriately and change behaviour
 - Have a clear sense of direction
 - Guide & mentor the team; act as a role model
- As in nature the option is adapt or die.

innovative case studies leading to improvement

- Five examples of programmes implemented in various TVET institutions; some of them involve their communities, others include different aspects of technology
- These case studies could perhaps lead to **creating a network** for information sharing among TVET representatives for continuous performance improvement.
- Support direct links to **sustainable income generation** including by the **youth & the disabled**.

TVET sector: performance improvement model



Initiate and effectively manage

CONTINUOUS IMPROVEMENT.