



SSACI

The Future of TVET Colleges Isn't What It Used to Be!



"Where Do We Come From? What Are We? Where Are We Going", Paul Gauguin (1897)

“Where do we come from?”

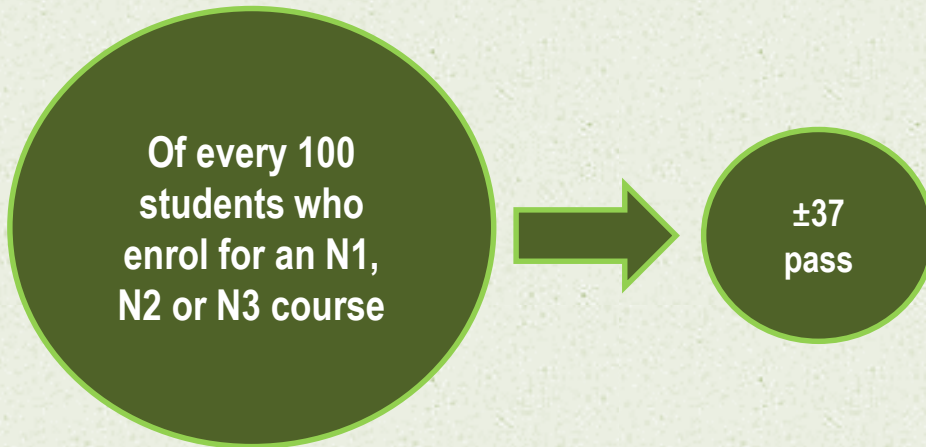
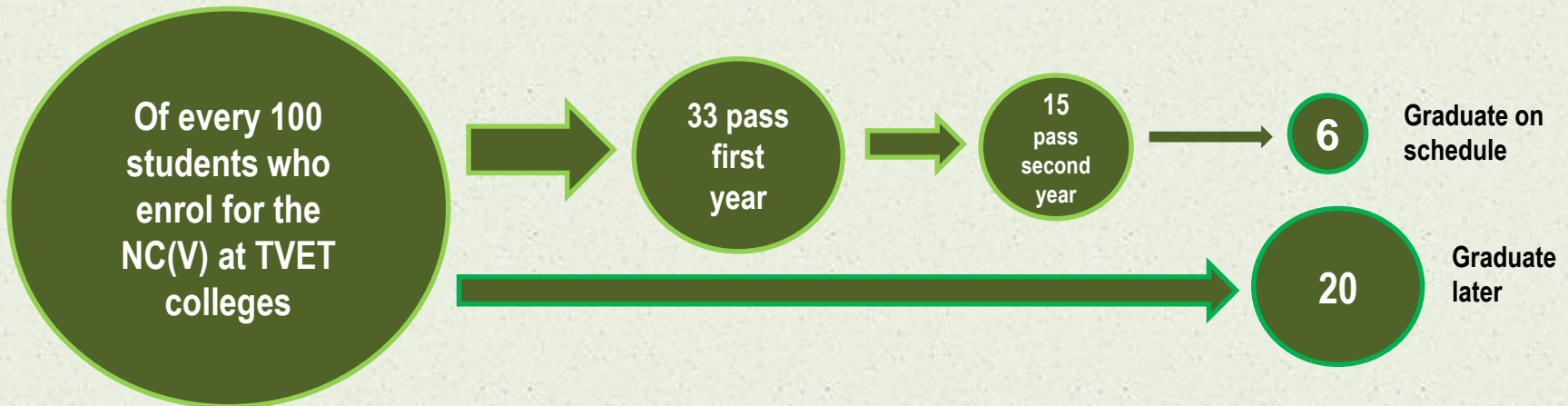
- **Colleges have long provided trade theory of skilled occupations:**
 - State-funded vocational schools offered theory of artisan trades since 1928
 - Curricula gradually expanded to other technical & business courses
 - Renamed Technical Colleges in 1981, Further Education & Training (FET) Colleges in 1998, Technical and Vocational Education and Training (TVET) Colleges in 2014.
- **College system mushroomed after 1981 Manpower Training Act**
 - Trebling of enrolment from 39'000 to 139'000 FTE students in 1991-2000
 - Accompanying shift from <20% African in 1991 to >75% African in 2000
- **From 2000 onwards, ongoing restructuring & recapitalisation of institutions** (150 into 50), **new curricula** (NCV), **new delivery modes** (learnerships), **new target populations** (NEETs & mature adults), and **migration** from the provincial DoEs to national DHET
- ***Colleges now stressed by mission shift & overload***

“What are we?”

- **“The main purpose of [TVET] colleges is to train young school leavers, providing them with skills, knowledge and attitudes necessary for employment in the labour market”**
- **“Since the main purpose of the TVET colleges is to prepare students for the workplace, it is essential that they develop and maintain close working relationships with employers in their areas.”**

White Paper on Post-School Education and Training (2013), pp11&16

Pass and throughput rates:



This means that, in 2014-15, the DHET and the taxpayer got no return on R4-billion of the nearly R9-billion spent on the TVET colleges – an unsustainable situation

Employment prospects:

• Matric / Grade12/ NSC	50% ¹
• NC(V)	50% ²
• N6	52% ³
• Artisan trade test	73% ⁴
• First degree (e.g. BA, BCom)	>80% ⁵

¹ Gewer (2009): *“Achieving employability: Challenges in post-secondary education”*

² SSACI (2016): *“Tracer Study of the Transition of NCV Students from TVET College to Labour Market”*

³ FETI (2014): *“Supporting College Engineering Graduates into Employment”*

⁴ SSACI (2016): *“Report on the Tracking of Newly Qualified Artisans”*

⁵ CDE (2013): *“Graduate unemployment in South Africa: A much exaggerated problem”*

Where artisans get trade theory

Apprenticeships	%
• Public TVET college	25,3%
• Private college	12,3%
• Company's in-house training centre	62,3%

Learnerships	%
• Public TVET college	33,3%
• Private college	13,6%
• Company's in-house training centre	53,0%

What's changing?

- All new QCTO occupational qualifications require *substantial* workplace experience
- *Centres of Specialisation* project - template for future colleges – focuses on:
 - Apprenticeships
 - Dual-system methodology
 - College-industry partnerships
- Colleges will face new **PQM** and **funding** arrangements over the next few years
- Online delivery of tailored programmes burgeoning internationally, with realistic, interactive simulations & well-matched workplace experience for large numbers of trainees at comparatively low cost

Implications for Public Colleges

- Colleges will have to be re-accredited to offer new occupational qualifications and/or rationalised NCV/ NSC(T)
- Funding formulae will change to reflect programme costs & address target outputs
- Public colleges will face increased competition from private TSPs
- Training methodologies will shift from classrooms, lectures & paper to web-based & blended learning programmes
- Industry partnerships (especially around staffing, facilities, equipment & WL) will be critical to college success

Rediscover your first mission!



Thank you!