7th Pan African TVET and FET colleges conference

Summary of main points of conference

Chris Jones:

The purpose of this conference is to raise awareness of how to transform vocational education to support economic growth.

53,7% youth unemployment in SA, yet skill gaps within organizations indicate that the education system is not preparing learners well enough to fill the jobs in the workplace.

Solution:

- Emphasis on vocational education
- Employer involvement in creating apprenticeships and developing curriculum.
- Skills development needs to evolve as fast as the world of work – focus on core personal qualities / invest in technology/ increase transparency and accountability through feedback.
- Development of a global standard of accreditation.
- Equally distributed funding in a less complex educational system.

Dr. Tholsia Naidoo:

Exploring the landscape in TVET colleges with a view to collaboration and sharing coping mechanisms to evolve as technology evolves.

- Technology: the internet of things, a seismic growth in development which we need to embrace to enhance our word.
- Quality issues: the quality mandate must be driven at a personal level – dissatisfaction with the Seta's / introduction of CIPPT.
- Millennials: training programs need to reach the technologically native who love participative and collaborative learning.

Ken Duncan:

Research surveys between 2011-2015 indicate that the main route to artisanship is through apprenticeships. (45,04%). However, the age at commencement of an apprenticeship is predominantly over 21. This indicates that employers have little faith in the trainability of school leavers.

Implications for TVET colleges:

- Get in harness with the workplace.
- More flexibility with timetabling and delivery sites.
- New curricula with task driven assignments.

Dr. Ramneek Ahluwalia:

Introductory of 3 presentations on the HEAIDS program. Colleges and tertiary establishments are often the breeding ground for HIV, sexual abuse, alcohol abuse and stigmatization of the LGBTI groups. Education is the solution to this problem, hence the First Things First model is introduced on campus at TVET colleges. This includes:

- Medical testing on campus
- Peer on peer education programs

Dr. Edna Rooth:

Authentic, innovative assessment enhances learning through

- Application
- Real world tasks or projects
- Development of skills such as communication and networking

Use opportunities to integrate HIV/AIDS projects into LO programs. Assessment becomes a tool for social justice.

Managa Pillay:

The HIV and AIDS program speaks to the notion that educators are instruments of change, in a powerful position to transform beliefs regarding issues such as:

- Gender discrimination
- Cultural beliefs regarding sex
- Socio/economic issues

There is a need to build capacity in educators as trainers so that these issues beyond the student's medical and personal space can be addressed through integration of content across the curriculum or as a separate compulsory module in the LO program.

Elsie Potgieter:

The corporate identity of a college (values/ visions / procedures / principles) should be transmitted to staff and students alike in a constructive, communicative way to facilitate the smooth running of the establishment and build morale.

Academic input is equally important as student support. Therefore,

- Lecturer capacity has to adapt the way instruction is given so as to reflect the industries for which the training is intended.
- Student issues need empathy as the student is oriented to the culture of the college.
- Multiple opportunities should be created to learn outside the classroom.

QCTO representative:

Focused decisions stem from isolating what an organization is meant to do, what it does well and what it wants to achieve. Presentation focused on the overlap of the three sub frameworks and the implication for TVET colleges. We are currently using OFO and EISA certification. An occupational qualification is one that is associated with a trade, occupation or profession resulting from work based learning, therefore marks are allocated according to standards of Knowledge/Practical Work/ Work Experience. This calls for better competency based training and firmer partnerships between colleges and industry.

Focus on the following needs:

- Realignment of legacy qualifications into one single qualification.
- Employment opportunities from part qualifications.
- Conversion of skills programs to part qualifications.
- Reconstruction of the N4, N5, N6 into occupational qualifications.

Yolanda Mpu:

Focus on bringing our educational courses and methodologies up to date.

Challenges:

- Need for skilled workers.
- Dropouts from school programs are on the increase.
- Old school teaching methods are not reaching the learners.

Strategies to bridge the gap:

- Tap into the tools students love to use.
- Understand how they learn (visually/short concentration span/ parallel processing).
- Curriculum restructuring to offer more life skills/ ICT programs/courses affiliated with the best placement rate on the labour market.

Dr. Florus Prinsloo:

Drilling down from a strategic level in order to form partnerships with the private sector and to get enough skilled people to meet the demands of the workplace. 7 priority interventions in the WC include Skills – Apprenticeships. Government actively driving apprenticeship campaigns in the WC. Industries looking for occupations include Oil & Gas/ Tourism/ Agri-Processing/ ICT.

For example, of an employer driven/ admin light global view to an apprenticeship based economy, see www.ganglobal.org

It is vital that academic supply includes work readiness programs for students. Organizations such as the International Youth Foundation are actively involved in developing the personal skills needed by technically qualified youth so that they are able to function in the workplace.

Dr. Anthony Gewer:

Currently our learners are not self-managed. They are not yet able to use technology to connect knowledge and develop new knowledge. DISRUPTION through technology introduces blended learning, involving a mix of face to face teaching plus online learning. Grow the students' potential for informal, independent learning gradually. The rotational model of blended learning includes:

- Classroom instruction.
- Self-study online and pre-reading.
- Real life problem solving through team projects.

Important to get industry on board so as to understand the skills demand. Then build the skill set the learners need at the same time as they get the qualification for the certificate. Aim at practical application in the workplace where formative and summative assessments take place.

Elmarie Erasmus:

In depth look at Luxe College for Social Services and its "ubuntu" driven culture as a model for the 21st century. Aim to give an entrepreneurial mindset to students and to develop them as lifelong learners. "Ubuntu" subscribes to quality in the care of staff and students. Leadership is needed for quality. Expectation of the students looks to them as relevant/accountable/responsible/ethical.

An exploration of the 6 universal virtues and their ratings in terms of importance to students and staff: Wisdom and Knowledge/ Humanity/ Justice/ Courage / Temperance/ Transcendence.

The use of the Spiral Dynamics model to explore how the life condition of people determines their world view.

Kris Moodley:

An introduction and explanation of the OLUMS management and tracking system to enhance the quality of work integrated learning.

- OLUMS connects the student with the lecturer with the classroom with the curriculum online.
- The program facilitates real time feedback between the student and the mentor.
- Portfolios can be managed online.
- Formative and summative assessments can be done throughout the work experience of the student.
- The Placement Portal assists students to market themselves and allows employers to advertise positions and interview applicants online.

Dr. Andre van der Bijl:

Challenges regarding credibility of educators new to a college include:

- Credibility within the college i.e. acceptance by management/ peers/ students.
- Credibility within the field – optimal educator is an expert in the field plus a qualified educator.

College management helps educators through:

- line management (tell new people what to do).
- empowerment (through a provision of opportunities for development and growth).

The educator gains credibility through:

- Lesson preparation
- Identifying opportunities for further study
- Doing research

Colm McGivern:

A TVET college that draws students is one that is internationally connected. Focus on sharing with other countries and on addressing the needs of the learners.

Suggestions:

- Zero rate the cost of data on phones and tablets to facilitate learning in an ever growing youth population.
- MOOCs and Nano courses offer short online own time learning programs.
- Run learning programs which develop skills for middle management.

Keith Loynes:

Focus on the strategies of the DHET to elevate TVET colleges. Be aware that TVET college education is a worldwide drive and that our problems are shared internationally. Expectations of a TVET college include:

- Social upliftment
- Economic development

As a learning organization a TVET college undergoes continuous transformation in the pursuit of quality.

Presentation of strategies that the DHET is implementing to improve management / improve the quality of teaching / show an increased responsiveness to the labour market/ forge relationships with employers to create opportunities for WIL/ provide adequate student support, etc.

Educators are made aware that the TVET College Times is a collaborative community of practice. Refer to the website www.tvetcolleges.co.za for student help and advice.