Education, Training and Development Practices Sector Education and Training Authority

ETDP SETA

PUBLIC FURTHER EDUCATION AND TRAINING

SECTOR SKILLS PLAN

2013/14 UPDATE

Final Submission Date: 05/11/2012

Acknowledgements

Entwasakusa Trading and Projects was commissioned by the ETDP SETA to conduct the Public FET Skills Plan external research. The ETDP SETA wishes to extend thanks to Dr. Nomso Mgijima and Dr. Nomusic Morobe who compiled this report.

The full version of this report will be available on the ETDP SETA Website: www.etdpseta.org.za

Table of Contents

List of Tables

List of Figures

CHAPTER ONE

OVERVIEW OF THE PUBLIC FURTHER EDUCATION AND TRAINING SUBSECTOR

1.1 Introduction

A number of countries across the globe are constantly faced with the challenge of improving the capacity of the workforce to respond to their national development needs and to the demands of a rapidly changing, more globally competitive world. In South Africa, the FET colleges are regarded as a core component of the national development strategy. There are several factors in the operating environment that have created this situation.

The experience of the past few years has made the Government to appreciate that FET college programmes are essential for the improvement of the skills base of the country. The vocational programmes are intended to directly respond to the priority skills demand of the modern economy. There is a greater need for programmes that are relevant to South Africa's economic growth trajectory. One of the greatest crimes of apartheid was the provision of substandard education to the majority of the people. Access to education was limited and quality was poor.

Economic theory generally emphasises the role of vocational education as a factor of economic growth. It is often argued that there is a close correlation between economic growth on the one hand and the vocational education and training system on the other given its key function of providing the necessary workforce for the labour market. In this regard, FET college programmes need continuous adaptation to respond to the changing needs in the labour market. To realise this, Government has invested heavily on transforming the vocational education system. Although much has been achieved, there are still numerous challenges that have to be addressed particularly in the area of skills development. This research is meant to contribute to the on-going effort of identifying skills needs within the ETD sector in terms of shortages, demand and supply with a special focus on critical and scarce skills in the public FET colleges' sub-sector.

1.2 Research Design

Purpose of the Research

In order to align vocational education and training with the human resource requirements of the sector and those of the labour market broadly, the ETDP SETA commissioned a comprehensive and demand oriented research which will constitute a major input into the revision and updating of the ETDP Sector Skills Plan and inform, through recommendations the strategic interventions that must emerge. The ultimate aim of the survey is to inform the ETDP SETA on a revised sector strategy that responds to constituencies' or sub-sectors' needs and the sector as a whole.

Research Design

Generally, surveys and administrative records, when used effectively, could be excellent tools for collecting quantitative data. However, qualitative information, such as the opinions and attitudes, may also be valuable in the needs assessment process or skills audits. Similarly, group processes provide the opportunity for face-to-face interactive communication with members of important groups who, in this case, have knowledge about and a stake in vocational education and training, such as college principals, programme/campus managers, departmental heads and managers for Student Support Services. Focus group discussions have the advantage of providing a wide range of information quickly whilst allowing unanticipated topics to be identified and explored.

The following are the principal tools and techniques used in this study:

Survey Questionnaire

A single questionnaire was used to collect data from all the colleges. It is designed to be completed by the Principal of the college. The questionnaire is self-administered. Colleges received the questionnaire via email and once completed, it was to be emailed back. Three weeks were allowed for the administration of the questionnaire. As the response rate was too low, several reminders were sent. At this stage we have about 48% of the questionnaires back.

Focus Groups

In addition, focus group meetings were scheduled. The target groups are managers of selected programmes, the college principals as well the heads of departments, including those managing the Student Support Services (SSS) drawn from all the colleges in each of the nine provinces. The researchers used the Nominal Group Technique (NGT), which is a structured process of identifying and ranking issues affecting the group. Generally, NGT is used to gather and generate a large number of individual views and ideas on a particular topic and, through a facilitated discussion, work towards achieving consensus. Groups were made up of 10-35 members. Discussions were recorded in writing by the group scribe as well as by the researchers. The focus group meetings were conducted as follows:

- Participants were divided into three categories, viz. principals and senior managers, departmental heads and campus managers and managers of the Student Support Services. These groups met separately and discussions ran concurrently. Towards the end of the session, they were all brought together for reporting and discussions.
- In most cases, a neutral venue off the job site was secured in each of the provinces visited.
- Each discussion was preceded by a full explanation of how and why participants were chosen. An explanation of how the discussion would be managed was given, whilst stressing confidentiality of information.
- Introductions were done and questions moved from general to more specific. Probing was done only when clarification on information given was needed.
- At the end, a review of what happened in the meeting was done. An explanation of how the information would be used was given.

The aim was also to validate data coming from the questionnaires. This is always advisable when dealing with self-reported data. It is also important for the triangulation of information.

Desktop Research and Document Analysis

To obtain the latest information, it was also necessary to peruse all relevant documents including policies, legislation, agreements, etc. The analysis of these documents also helped with the generation of questions for the focus groups.

Data Entry, Cleaning and Analysis

Once the instruments were returned, they were checked and recorded and a register of responses was compiled. The researcher team then started immediately with data entry, cleaning, coding and capturing. All questionnaires were checked for completeness before coding. The response questionnaires were read independently by each of the two researchers. The purpose of this was to determine the completeness of the responses and also to identify issues to be followed up during Focus Group discussions.

1.3 Limitations

The greatest limitation in this study is lack of reliable data. Secondly, so far, only 24 of the 50 colleges have responded to the questionnaire. The fact that government does not publish a standard set of statistics annually for the public FET colleges is a major constraint. In addition, the focus group discussion meetings are not always attended by the targeted audience, sometimes making it difficult to obtain the required information.

CHAPTER TWO

PUBLIC FET COLLEGE SUB-SECTOR PROFILE

2.1 Introduction

The resources allocated to the FET colleges' sub-sector have a bearing on both its size and shape. As part of Government's efforts to improve the capacity and image of FET colleges, the funding of this sector has improved significantly. The intention is to create adequate capabilities within the sub-sector in order to address the youth unemployment challenge that is facing the country. The FET colleges have to meet very specific targets related to access and success rates i.e. enrolments must increase and more students must successfully complete their programmes. In this regard, the negative perceptions about the quality and value of FET qualifications has been impeding the progress of the FET sub-sector. The stigmatisation of vocational education has led to an anomalous situation where universities attract far more students than the FET colleges. As a result, the university sector is bigger than the FET colleges sector. This structural distortion has resulted in a situation where there is a scramble for limited university admission when colleges could offer alternative routes to post-school education and training opportunities. In the final analysis, all these resources would have gone to waste if the FET colleges made no significant contribution to government's efforts to address the plight of the young adults (18-25 year olds) who are neither in education, training nor employment. Resources invested in the FET colleges must yield the desired outcomes.

To increase access into FET colleges, especially for the youth from poor socio-economic backgrounds, the bursary allocation for FET colleges increased from R300m in 2009 to R318m in 2010. In 2011, the allocation was increased fourfold to R1.235 billion and a further increase in 2012 to R1.7 billion (Minister's Budget Vote Speech, 2012). With these resources at the disposal of the colleges, education for poor students becomes free. In addition, these students also get up to R6 000.00 per annum that goes towards transport or accommodation costs.

During the first half of 2012, the President announced a further investment of R2.5 billion for FET colleges for infrastructural development, equipment, quality of educators and improvement of academic programmes. This huge investment will go a long way in improving the capacity of the colleges to offer relevant courses and programmes, whilst widening access and opening new education and training opportunities at post-school level. Of course, all of these are contingent upon the availability of requisite skills and knowledge among the college personnel. This chapter looks at the profile of FET colleges.

2.2 Institutional Profile

When discussing the profile of the public FET colleges, it is best to consider the sub-sector in terms of its size, shape and scope. These three are not mutually exclusive but they overlap and are inter-connected. However, it is possible to discuss them separately in order to ensure a balanced presentation.

Size

For purposes of this discussion, the size of the public FET college sector refers to the number and capacity of the institutions within the sector as well as the enrolment figures of students in these institutions. There are 50 multi-campus public FET colleges in South Africa that are distributed in the provinces as shown in Table 2.1 below:

Table 2.1: South African Public FET Colleges per Province

PROVINCE	NAMES OF FET COLLEGES	TOTAL NUMBER
Eastern Cape	Port Elizabeth Public FET College Eastcape Midlands Public FET College Buffalo City Public FET College Lovedale Public FET College King Sabata Dalindyebo Public FET College Ingwe Public FET College Ikhala Public FET College King Hintsa Public FET College	**8**
Free State	Goldfields FET College Motheo FET College Maluti FET College Flavius Mareka FET College	4
Gauteng	Tshwane South Public FET College Tshwane North College For FET Ekurhuleni West Public FET College Ekurhuleni East Public FET College South West Gauteng Public FET College Central Johannesburg Public FET College Western Public FET College Sedibeng Public FET College	8
Kwazulu-Natal	Mthashana FET College Umfolozi FET College Majuba FET College Mnambithi FET College Elangeni College For FET Coastal KZN FET College Thekwini FET College Umgungundlovu FET College Esayidi FET College	9
Limpopo	Lephalale FET College Capricorn FET College Waterberg FET College Vhembe FET College Mopani South East FET College Letaba FET College Sekhukhune FET College	7
Mpumanlanga	Ehlanzeni Public FET College Nkangala Public FET College Gert Sibande Public FET College	3
North West	Taletso FET College Vuselela FET College Orbit FET College	3
Northern Cape	Urban Public FET College Rural Public FET College	2
Western Cape	West Coast Public FET College Boland Public FET College South Cape Public FET College	6

	Northlink College College Of Cape Town False Bay Public FET College	
	TOTAL	**50**

Source: (www.skilsportal.co.za, 2007)

The 50 colleges are an outcome of a rationalisation process which started about 1998, and completed in 2003, in which 152 technical colleges were merged and right-sized, resulting in the current FET landscape. In 2006 there were approximately 361 386 students within the sector, serviced by 7 096 lecturers. The National Plan for FET, gazetted in December 2008 contains targets for expansion of enrolments up to 2014 as shown in Table 2.2:

Table 2.2: Target for expansion of enrolments up to 2014

YEAR	National Enrolment
2007	25 000
2008	60 000
2009	120 000
2010	177 000
2011	256 000
2012	371 000
2013	538 000
2014	800 000

Source: The National Plan 2008

Table 2.2 suggests an expectation of significant enrolment growth rates of between 43% and 46% per annum. According to the National Plan, the enrolment process was to be managed as follows:

> *'…at least between 70% to 80% of each college's student enrolment capacity should be dedicated to the Ministerially approved FET qualifications (IVET). Between 20% and 30% of each college's student headcount enrolment capacity should be dedicated to CVET which in the South African context may focus on flexible offerings for adult students, formal adult education and training programmes, public-private partnerships, higher education programmes, occupational programmes, as well as many other community development projects which each college can identify in order to respond to the needs of the community that it serves.' (p.15)*

Despite the interventions that have taken place to-date, student enrolments in the public FET colleges have shown no dramatic increase over the years. There was a view that the targets as stipulated in the Plan may not be achieved. Available data based on the headcounts show that the figures were static between 1998 and 2006. The growth between 2007 and 2009 was promising (20%) but there was a 14% decline from 2009 to 2010. However 2011 data has shown it may be possible to achieve the targets. There is a 29% increase in enrolment from 2010 to 2011 resulting from the National Technical Education Diploma (NATED) programmes that were brought back into FET colleges and from learnerships and other skills programmes. Table 2.3 below shows the enrolment figures between 2007 and 2011. Although the reliability of the data is questionable, comparing these figures to the targets given in Table 2.2, the enrolments in 2011 are at 341 916 (excluding "Other Enrolments"). This figure falls above the target of 256 000.

Table 2.3: Enrolment figures from 2007-2010

YEAR	TOTAL NATED (N) ENROLMENTS	TOTAL NCV ENROLMENTS	OTHER ENROLMENTS	TOTAL ENROLLED
2007	245 230	31 414	45 449	322 093
2008	178 086	81 742	41 250	301 078
2009	175 999	166 469	42 638	385 106
2010	169 803	122 257	40 520	332 580
2011	221 872	120 044	85 507	427 423

Source: DHET (2012); HSRC 2011

The Ministry has set new targets with respect to enrolments, especially for artisan training. In the Delivery Agreement 5.2, Output 3, the targeted number of artisans to be produced by the SETAs is 10 000 per annum by 2014. For this target to be achieved, it would require expansion of access into the N1-N3 programmes in addition to increased access to the NCV programme. DHET is targeting an enrolment of I million students in National Certificate Vocational (NCV) and NATED programmes by 2014. The presentation done in February 2012 by DHET to Parliament on enrolment figures using data from the Headcount is reflected in Table 2.4.

Table 2.4: Headcounts of Enrolments in FET colleges

Per Province	NCV Engineering	NCV Business & General Studies	N1-N3 Engineering	N4-N6 Engineering	N4-N6 Business Studies	**Total Headcount Actual students Enrolled**	Total headcount students in other programmes
Eastern Cape	5,049	12,671	2,832	1,559	7,306	**29,417**	2,512
Free State	1,596	3,664	4,271	2,091	8,843	**20,465**	337
Limpopo	8,019	12,080	2,507	4,108	6,115	**32,829**	653
Gauteng	10,123	16,797	10,853	8,947	17,574	**64,294**	5,240
KwaZulu Natal	8,737	18,386	6,393	6,284	17,716	**57,516**	2,624
Mpumalanga	3,796	4,917	4,818	2,196	2,585	**18,312**	361
Northern Cape	1,116	1,253	722	121	2,557	**5,769**	902
North West	2,859	5,540	2,288	647	2,224	**13,558**	2,311
Western Cape	4,977	9,928	3,432	1,335	8,356	**28,028**	3,641
National	**46,272**	**85,236**	**38,116**	**27,288**	**73,276**	**270,188**	**18,581**

Source: DHET, Headcounts, 2012

The total headcount by programmes is therefore shown in Table 2.5 below:

Table 2.5: Student Enrolments by Programmes in 2010 and 2011

Number of Students per level: 2010		Number of Students per level: 2011	
Level	**Totals**	**Level**	**Totals**
NC(V) Level 2 Programmes	79 438	NC(V) Level 2 Programmes	67 168
NC(V) Level 3 Programmes	35 991	NC(V) Level 3 Programmes	34 304
NC(V) Level 4 Programmes	11 904	NC(V) Level 4 Programmes	18 572
Report191 N1 Programmes	748	Report191 N1 Programmes	11 260
Report191 N2 Programmes	3 393	Report191 N2 Programmes	20 553
Report191 N3 Programmes	19 093	Report191 N3 Programmes	25 399
Report191 N4 Programmes	60 898	Report191 N4 Programmes	83 912
Report191 N5 Programmes	44 639	Report191 N5 Programmes	47 640
Report191 N6 Programmes	36 354	Report191 N6 Programmes	33 108

Post - Matric Programmes (HE L5)	1 196	Artisan Development	18 530
Adult Education Training	195	Occupational Programmes (artisan trades N1 - N3)	17 330
Occupational Qualifications	17 683	Occupational Programmes (learnerships L2 - L4)	13 949
Report 550/NSC	3 921	Occupational Programmes (Skills Programmes L2 - L4)	15 137
Report191 NSC Programmes	3 626	Post - Matric Programmes (HE L5)	2 030
Other Programmes	26 487	Other Programmes	18 531
Grand Total	**345 566**	**Grand Total**	**427 423**

Source: DHET, 2012

Note that the numbers in the Table 2.5 above include among others learnerships, short skills development programmes, etc. hence the difference in numbers when compared to Table 2.4 above.

Shape

According to the HSRC Audit Report (2010), the shape of FET colleges is based primarily on differentiation by vocational field, or by the type of programme that students are enrolled in. The colleges offer quite a range of academic programmes and other courses. As is the case with size, colleges also differ according to programmes they offer. Both shape and size can never be uniform across colleges. These also change in response to factors in the outside environment that influence what colleges do.

Colleges offer various types of courses in fields such as agriculture, arts and culture, business, commerce, management, education, training and development, engineering, manufacturing, technology, building construction, social services and security. Although the list is not exhaustive, these are some of the most common courses across many colleges. To enable the audience to fully appreciate the potential role of FET colleges in the development of a skills base for the South African economy, it is necessary to take a closer look at what colleges offer. Table 2.6 below is just a summary and the detailed offerings are in the websites of individual colleges.

Table 2.6: College Offerings and descriptions

COURSE TYPE /NAME	DESCRIPTION/DEFINITION
National Certificate (Vocational)	Known as the NCV, this programme is delivered under the auspices of the DHET. Umalusi is responsible for all the quality assurance processes. NCV is designed to integrate theory and practice. It provides students with a broad range of knowledge and practical skills within specific industry fields. It's duration is three years and qualifications are at Levels 2, 3 and 4 of theNational Qualifications Framework (NQF).
NATED/REPORT 191	This programme is also delivered under the auspices of DHET and is quality assured by Umalusi. The programme consists of 18 months theoretical studies at the college, which is followed by a further 18 months of relevant practical application in the workplace. Engineering Studies range from N1-N6 while Business Studies and Utility Studies range from N4-N6. In terms of duration, for N1-N3 Engineering Studies, students need one year. For N6 Engineering Studies, students need another year. For Business and Utility Studies, it takes three years, with 18 months for theoretical components and another 18 months for workplace practical application. The qualification is the N6 Diploma.
National Higher Certificate	This is offered by colleges in partnership with HEIs. To be admitted, a student must have a Grade 12.
Learnerships	These are offered under the auspices of the SETAs and they provide a route to a NQF registered full qualification.
Skills Programmes	These are based on a cluster of NQF registered unit standards and are offered under the

	auspices of SETAs and are quality assured by SETA ETQAs. Skills programmes can ultimately build up to a full qualification.
NQF Full Time	These are NQF registered qualifications that are offered to full-time private students under the auspices of the SETAs and are quality assured by SETA ETQAs. Admission requirements and duration are specific to each programme followed.
Non-Formal Programmes	For enrichment purposes, these programmes result in an attendance certificate that is initiated by companies and training is based on a specified demand.
ABET / Adult Education and Training (AET)	Some colleges offer courses for adults on a full or part-time basis. These are usually offered to those who want to improve their Grade 12 results and wish to finish matric.

Source: FET College Times (Quarterly WCED FET College Newsletter)

As of 2011, colleges are reported to have had only 5 800 students on learnerships and 13 000 in skills programmes. This shows that colleges have a limited capacity to become key delivery sites for occupational training. Yet, this could be an important intervention for expanding access in colleges through a diverse programme base that can potentially address critical skills needs in the labour market.

The certification rates for FET colleges from 2009 to 2011 are shown below:

Table 2.7: National Certification Rates from 2009 to 2011

Qualification / Programme	2009	2010	2011
1. Report 190/1 Engineering Studies			
National N 1 Certificate	Not Applicable – Phased out	14.8%	35.1%
National N 2 Certificate	15.8%	12.0%	35.1%
National N 3 Certificate	25.4%	14.6%	40.9%
National N 4 Certificate	31.9%	24.0%	39.8%
National N 5 Certificate	34.0%	26.9%	39.4%
National N 6 Certificate	32.1%	25.2%	50.7%
National N Diploma – Number of Diplomas issued	1,266	1,168	628
2. Report 190/1 Business Studies			
National N 4 Certificate	26.2%	15.0%	31.0%
National N 5 Certificate	25.9%	17.6%	39.5%
National N 6 Certificate	27.7%	17.1%	42.3%
National N Diploma – Number of Diplomas issued	3,772	3,756	3,115
3. NATIONAL CERTIFICATE (VOCATIONAL) – NC (V)			
National Certificate (Vocational) Level 2	9.6%	34.3%	44.8%
National Certificate (Vocational) Level 3	12.4%	35.4%	42.3%
National Certificate (Vocational) Level 4	23.3%	37.5%	40.9%

Source: DHET, 2012

It may appear as though the certification rates are increasing, with the highest average of 36% in N6 of Engineering. This however occurs in parallel with the highest drop-out rate of about 50%.

The FET Summit of 2010 recommended that the NCV qualifications be reviewed. The process is nearly complete now and the Department is targeting 2013 for the first roll-out of the revised NCV qualification. For the past few months, DHET, the Quality Council for Trades and Occupations (QCTO)

and Umalusi have been hard at work reviewing the content of some of the NATED programmes in order to update and modernise the content. With all these efforts, the intention is to improve the quality, breadth and relevance of education and training programmes offered by the FET colleges. These have implications for the capabilities of lecturers and managers in these colleges and will constitute major drivers in the demand for acquisition of new knowledge and skills in order to cope with the changes.

In addition, colleges offer Student Support Services (SSS) that focus on broader social or psychological, financial and academic needs of students. The SSS staff, at times have to administer competency assessments when a student enrols to determine the most suitable learning and support programmes for the prospective student.

The FET college sub-sector, therefore requires a repertoire of skills and knowledge, sometimes at advanced levels to manage and deliver these programmes effectively.

The shape of the FET sector can also be defined in terms of the geographical location of the colleges. There is a good spread between the urban, semi-urban and rural areas as well as among the nine provinces. The geo-location of the colleges is very much linked to the population density across all nine provinces. For example, the Gauteng province, though smallest in size, but by virtue of being the most densely populated province, carries the highest numbers of colleges, lecturers and students respectively. Gauteng is followed by KwaZulu-Natal, Western Cape and the Eastern Cape. The Northern Cape, being physically the largest province in the country but a sparsely populated one, has only two public FET colleges, the least number of lecturers and the least number of students.

SCOPE

As stated previously, there are fifty multi-campus public FET colleges. These colleges offer education and training under the new National Certificate (Vocational) or NCV (as commonly known) programmes that are registered on the NQF Levels 2-4. The NCV levels correspond with grades 10-12 in the schooling system. FET colleges also offer N1-N6 programmes as well. One of the main roles of public FET colleges is to provide artisan and vocational training programmes to youth and adults. These colleges are also expected to foster the acquisition of intermediate to high level skills. In addition, they are also designed to lay the foundation for higher education through articulation of learning programmes as well as to facilitate the transition from school to the world of work. It is prescribed in the FET College Act 16 of 2006, that the FET colleges should *'enable students to acquire knowledge, practical skills, and applied vocational and occupational competence, in order to enter employment; a vocation, occupation or trade; or higher education.'*

To gain admission into an FET college, as a minimum requirement, the student must have completed Grade 9, which is equivalent to NQF Level 1. This means that FET colleges provide education at the post-school compulsory stage (i.e. Grade 9) but below higher education entry level (i.e. post Grade 12). Some students seek admission into FET colleges after doing matric. Others enter FET via ABET route or through workplace qualifications. Thus, being positioned between the end of senior phase of primary education and tertiary education, colleges are at the 'intersection' of General and Higher Education and Training Bands.

In January 2007, the NCV programmes were introduced into the FET colleges and began to replace the old NATED (N) technical qualification courses which had been used for decades. The underlying rationale in the NCV is the development of both cognitive and practical skills as well as an integrated approach to learning. The NCV programmes consist of three compulsory subjects – language, mathematics or math literacy and life skills (which emphasises Information Technology (IT) – and four vocational subjects. The NCV programmes are offered across 11 fields and for more than 50 qualifications that aim to integrate theoretical and practical components of vocational education. However, only a small number of those who leave the schooling system enrol in the FET colleges, particularly for NCV. As part of the scope of offerings at FET colleges are the learnerships, which are a means of gaining a unit qualification while working.

Diagnostic Report of the National Planning Commission notes that the provision of vocational education and training is limited in scale, scope, quality and relevance. The programmes are not always relevant to the needs of the labour market, the curricula and syllabi seem to be out-dated and the colleges lack the tools and equipment for a practical education. Where present, the equipment in workshops and laboratories is often out-dated, bearing little resemblance to the technologies currently used by industry. Due to the fact that the institutions are poorly resourced, the education and training remains theoretical and the graduates are not considered more skilled than their academic counterparts by the labour market. The institutions thereby acquire a poor image and produce graduates with lower prospects of employability. The review of the SSP is happening against the backdrop of these challenges.

CHAPTER THREE

ETD SKILLS SUPPLY and DEMAND

3.1 Drivers of Change for the Public FET College Sector

The large numbers of young school leavers who are not in employment or education creates a significant pressure point for expansion in FET. Associated with this, is the urgent need to align the NCV curriculum with the skills requirements in the country. The big numbers of unqualified and under-qualified lecturers within the public FET college system constitute an added pressure. The great expectation to position FET colleges as major contributors in the skills revolution is also a driving force.

In the following sources, the major growth and development drivers (i.e. drivers of change) are clearly articulated:

- The New Growth Path
- IPAP
- The National Skills Accord
- Delivery Agreements and Targets
- Green Paper for Post-School Education and Training
- Millenium Development Goals

In order to identify future skills demands, the following need to be considered:

- Changes in economic activities (e.g. reduced or increased labour demand)
- Labour demands in new emerging economic sectors and businesses.
- Replacement demand due to illness, disabilities, retirements etc.

The discussion below makes reference to some of the priorities and imperatives that are critical in the skills development drive.

Policy Framework

For the past fifteen years, the FET college sector has undergone unprecedented changes due to policy and legislative reforms. The issuing of the first White Paper in 1998 was the first step towards the transformation of the sector. The FET Act [98 of 1998] laid the first building blocks for a transformed FET college landscape in the post-apartheid South Africa. The major restructuring of the college sector started in 2000, resulting in 2003 with the establishment of 50 multi-campus FET colleges from a merger and rationalisation of the 152 technical colleges [DHET Green Paper, p20]. As part of the reform process, colleges witnessed an unprecedented massive recapitalisation programme to revamp the aging college infrastructure. Other changes have since been introduced and the list below chronologically outlines the policies and legislation that currently govern the sub-sector:

- 1998 - FET Act, providing the framework for restructuring the technical college sector

- 2001 – New Institutional Landscape which outlined the restructuring plan;
- 2003 – Promulgation of 50 public FET Colleges
- 2005 – Recapitalisation Funds were approved to revamp the infrastructure in preparation for extensive curriculum reforms
- 2006 – FET Colleges Act which devolved powers for employment of lecturers and support staff to the Councils of colleges
- 2007 –Introduction of NCV Qualification
- 2007 – FET College Bursary Scheme
- 2008 –Introduction of the National Plan for FET colleges
- 2009 – Draft Lecturer Qualification Framework (revised [2011] but still consulting).
- 2012 – Green Paper for post-school Education and Training
- 2012 – Further Education and Training Colleges Amendment Act (Act No.3 0f 2012)

In addition, Government is currently positioning the FET colleges to be at the cutting edge of the skills revolution programme to address the critical problem of youth unemployment in South Africa. Already, this important role of the FET colleges has been factored into a number of departmental strategic plans. The DHET, in its current Strategic Plan (2010/11 – 2014/15), states that there is a need *'to provide lecturers, teachers and trainers with meaningful opportunities to upgrade their skills and meet the challenge … as well as provide and support staff development and exposure for FET instructors to link classroom experiences with practical, work-based learning experiences (p58).'*

The National Skills Development Strategy III has identified as a national priority the improvement of 'lecturer, teacher or trainer development …' (p20). Research has shown that a significant percentage of college lecturers are young, lack any meaningful industry experience and were not adequately prepared for the introduction of the NCV curriculum. In view of this challenge, the ETDP-SETA convened an FET Summit in September 2010 to bring together all stakeholders to discuss the issue of lecturer development. The Summit came with numerous policy - related recommendations, some of which have already been acted upon.

A major curriculum policy shift during the past decade was the introduction of the National Certificate (Vocational) known as the NCV programme in 2007.The NCV programme is offered at NQF levels 2, 3 and 4 in the public FET colleges and in a few private colleges. It is composed of three fundamental subjects, namely Languages, Mathematics or Mathematical Literacy and Life Orientation; three core vocational subjects within one of 14 sub-fields, and one vocational elective offered at NQF levels 2, 3 and 4. The NCV admits students who completed Grade 9 as an alternative pathway to intermediate occupations. Research studies conducted to date suggest that the NCV has become popular to students who have been through Grade 12 as well. There are various problems that have arisen due to this phenomenon. Of particular relevance here is that lecturers now find themselves teaching two very different cohorts of students in the same classroom: i.e. those who have done Grade 12 and those who left school after Grade 9. As such, all of these reforms have had an impact on the skill profile and professional development requirements of FET college lecturers.

Political

The establishment of the Department of Higher Education and Training separately from the Department of Basic Education (DBE) has created new possibilities for a focused and coherent strategy to respond to skills challenges facing South Africa. An opportunity has arisen for the

development of an integrated strategy that facilitates a closer cooperation between the FET college sector and the higher education sector. The need to accelerate efforts to bridge the systemic divides between these two sectors has been recognised. Their location under one ministry is helping in as far as political leadership is being provided from one office. At another level, cooperation among key role-players in the skills development process is yielding significant results. To illustrate, the signing of the National Skills Accord by Government, organised Business, organised Labour and Community organisations in July 2011, is one of the most important factors in achieving the objective of facilitating work-placement for FET college students and graduates. In terms of this Accord, there is a strong commitment by the Business sector to expose college lecturers to the current needs of industry, thus improving their capacity to offer relevant courses and programmes.

Underpinning all these efforts is the impetus given by the Government's Programme of Action (2009-2014) where the Ministry of Higher Education and Training has as its stated outcome the development of '***A skilled and capable workforce to support an inclusive growth path.' (Outcome 5)*** The specific outputs and indicators expressed under Outcome 5 are stated as follows:

Output 2: ***Access to programmes leading to intermediate and high level learning***

- Participation of the youth and adults in FET colleges, to reach one million by 2014
- By 2010, at least 50% of young people in the 18 – 24 age group should be studying in universities and colleges
- Success rate of enrolled NC(V) learners
- Matric equivalent second chance programmes
- Range of learning options for those with matric who do not meet university entrance

Output 3: ***Access to occupationally directed programmes***

- Number of learnerships to 20 000 per annum by 2014
- Number of qualified artisans to 10 000 per annum by 2014
- 60% trade test pass rate by 2014
- 70% placement rate of learnerships, apprenticeships and NC(V) learners into workplace experience per annum by 2014 [as quoted in Taylor, N., June 2011. P42].

Legislative

The real transformation of the FET landscape came into effect when the FET colleges were established and operated under the authority of the Further Education and Training Act (98 of 1998). In 2006, the FET Colleges Act (16 of 2006) was passed. Primarily, the Act provides for the management, governance and funding of colleges. This was followed by the release of the National Plan for Further Education and Training Colleges in South Africa which sought to create a more specific identity for the FET **college** sector. This Plan emphasised the:

> *'…need for initial vocational education to focus on general vocational programmes which support the development of vocational skills with a breadth of knowledge and a strong*

general education foundation. Linked to this, is the role of vocational education and training institutions in supporting knowledge development within occupational programmes.' (p14)

The Plan, therefore, highlights the duality of function expected of the FET colleges. The recently promulgated Further Education and Training Colleges Act (Act No.3 of 2012) completes the transfer of all responsibility for FET colleges from the provinces to the national government under the Ministry of Higher Education and Training. Each province has an office that provides specialised professional support to the public FET colleges.

Already the Green Paper for Post-School Education and Training (2012) sets out plans to develop pathways for achieving a coherent post school system with articulation, collaboration and coordination with other institutions providing education and training programmes at this level. It is also seeking alignment between various institutional types (e.g. between universities and colleges and between education and training institutions and the labour market). In pursuit of these collaborative measures, pilot studies have been started with some universities for dedicated and tailor-made training of FET college lecturers, thus contributing to the improvement of programme offerings through appropriately trained lecturing personnel. Furthermore, the NSDS III enjoins the SETAs to use FET colleges as sites of sector skills delivery. Where an FET college is found to lack the capacity to deliver the skills needed for the economy, the SETAs should invest in building such capacity. All these initiatives create an enabling legal and policy environment that will go a long way in strengthening colleges and aligning them with the rest of the post-schooling system and the expectations of the labour market, whilst ensuring that these colleges respond more effectively to the challenges facing them.

Socio-Economic Profile

Evidence reveals that the youth unemployment rate currently stands at 51%. This is more than twice the national unemployment rate of 25%. The majority of the unemployed youth are Africans at 57%. It has also been established that there is about 3 million young people between the ages of 18 and 24 who are not in education, employment or training. This gloomy picture has spurred Government to take bold decisions to revitalise the FET colleges as pivotal in providing relevant post-school education and training programmes geared to meeting the critical skills shortages in response to the labour market demands. There is a strong view that the FET colleges can play an important role in economic development and poverty reduction if due attention is given to properly customising and targeting their programmes to the needs of the labour market especially at local level. More specifically, vocational education and training is regarded as an instrument in creating new employment opportunities and income generating activities in the formal and informal sectors of the economy.

Social

International experience shows that vocational education has the potential to equip individuals with relevant skills and knowledge, thereby enabling people to effectively participate in social transformation programmes. Because of our diversity, there is a need to accommodate the student population in a variety of learning pathways and the colleges offer this vehicle / opportunity. Research shows that there are real difficulties facing the young school leavers during their transition from education to the world of work. For example, many of them leave school without the required

foundational skills. This is due to the poor quality of education, a persistent problem that the country has been addressing through several school improvement programmes but with little success. This limits the opportunities for school leavers to proceed into further education and training and into tertiary institutions.

Technological

Literature suggests that the globalisation process, the knowledge economy, advances in technology and increased competition due to trade liberalisation are major forces driving change in the world of work. They have important implications for the demand for skills and training. Currently, technological changes are taking place at an extremely fast pace in a fast globalising world. The gap in knowledge and ownership of advanced technologies between developed and developing economies remains large. It is argued that South Africa, like other developing countries lacks the capacity and resources to adapt most of the technologies to the local context. FET colleges are expected to help address this problem.

Generally, Government acknowledges the important role of FET colleges in equipping individuals with relevant skills and knowledge, to enable citizens who should be economically active to participate effectively in social, economic and technological innovation processes that are underway. As a result, vocational education and training is now regarded as a core component of the national development strategy. The 21st century's need for new skills to match advances in information, communication and technology has emphasised the importance of this sector.

Nowadays, VET is regarded as an major instrument in creating new employment opportunities and income-generating activities in the formal and informal sectors of the economy. VET can play an important role in economic development and poverty reduction if due attention is given to customising or targeting education and training provision to local needs.

While FET colleges are well positioned to contribute to global development, participation and interaction, their programmes ought to be flexible in nature, allowing broad participation of people wanting skills training, and these should be greatly oriented to the labour market needs of the local economy.

Economic Performance and Outlook

According to the National Planning Commission's Report, South Africa is considered an upper middle-income country by virtue of the average national income per person or GDP. However, this status masks extreme inequality in income and access to opportunity. Deep poverty is widespread and it constrains human development and economic progress [8]. The proportion of people living below the poverty datum line [PDL] was about 48% in 2008. Poverty tends to be in rural areas and especially former homelands. However, extreme poverty is also found in cities due to inward migration in search of work. Poverty rates among women headed households are higher than the average and women continue to earn less than men, even though differences in years of education have been narrowed.

Relatively speaking, South Africa has extremely high rates of unemployment and under-employment. A large proportion of out-of-school youth and adults are not working. Unemployment

is most prevalent among the youth. Statistics shows that two thirds of all unemployed are below the age of 35, with numbers being highest among the black youth. Almost all the job losses in 2009/10 were severest among those under the age of 30 and with less than grade 12 education. The skills profile of SA has been shaped particularly by the economic development trajectory of the past 150 years since the discovery of minerals which set SA on a path of capitalist industrialisation. The table below reflects unemployment rate by age and percentage.

Table 3.1: Unemployment rate by age and percentage

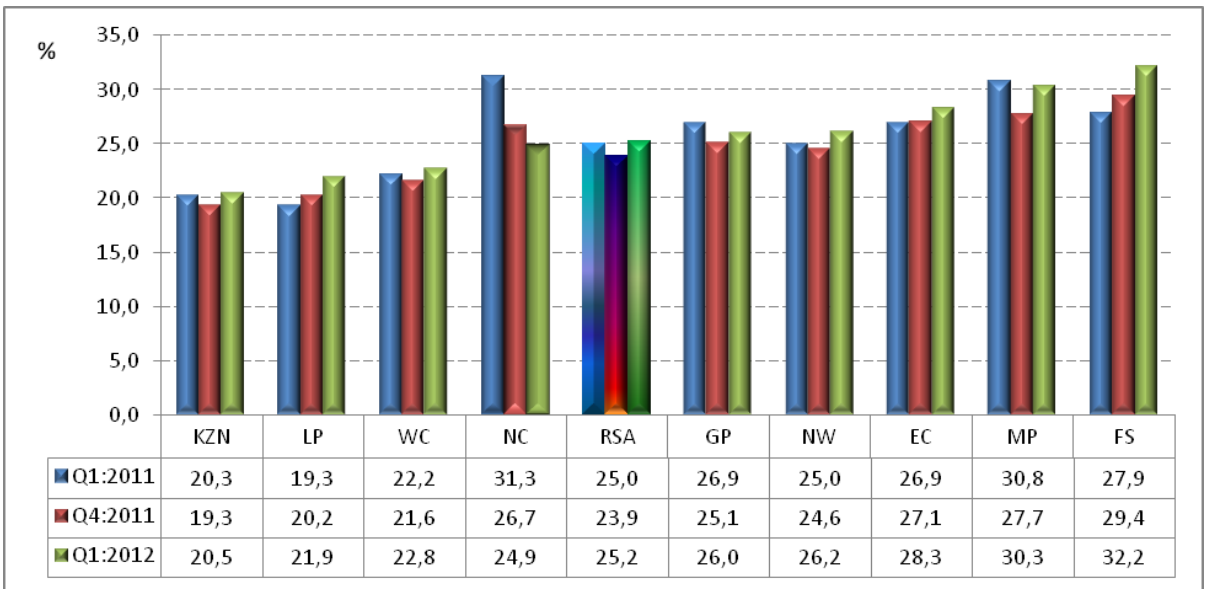
Age Cohort	2002	2004	2006	2008	2010
15-24	55.9	51.8	50.2	46.6	51.3
25-34	34.1	29.8	28.5	26.2	29.1
35-44	21.0	18.2	18.2	16.6	17.8
45-54	16.1	11.9	12.4	9.3	12.4
55-65	10.0	7.2	6.9	6.5	7.3

Source: Development Indicators based on Labour Force Survey (Sept 2010 figures)

Those in low income households that are working support many dependents and earn little when compared to the cost of living and the prevailing inflationary rates. Inactivity of broad sections of society reduces our potential for economic expansion. By definition, inclusive growth must encourage the participation of a broader section of the working age people. The global economic downturn experienced in the past four years or so has posed uncertain challenges towards efforts to further reduce unemployment.

The sheer scale of inactivity, the long pre-existing queue of unemployed and the large and growing cohort of labour market entrants all mean that it will take a long time to get to full employment and to make a major impact on household incomes nationally. High rates of unemployment anchor widespread poverty. The current trends as reflected in the figure below might be suggesting some changes in the horizon.

Figure 3.1: Unemployment Rate by Province



	KZN	LP	WC	NC	RSA	GP	NW	EC	MP	FS
Q1:2011	20,3	19,3	22,2	31,3	25,0	26,9	25,0	26,9	30,8	27,9
Q4:2011	19,3	20,2	21,6	26,7	23,9	25,1	24,6	27,1	27,7	29,4
Q1:2012	20,5	21,9	22,8	24,9	25,2	26,0	26,2	28,3	30,3	32,2

Source: Labour Force Survey, May 2012

This review must help determine that training and skills development interventions pursued by the ETDP SETA within the FET colleges' subsector are related to the opportunities in the economy and that time and effort is not wasted on training workers for occupational fields where jobs will not be available or that will not lead to economic growth. In essence, the review must clarify what factors and trends are driving the country's labour market, which is the essential context for developing demand-driven vocational education and training system. As such, the understanding of the structure and trends of the country's population, output, income, labour force, industries and occupations is fundamental to identifying needs for skills development.

Understanding the demand side of the labour market begins with knowing the industries present in the economy and trends in output of products and services.

Labour Market Analysis

Based on the findings of the Planning Commission's Diagnostic Report (2011), South Africa's labour market is highly segmented between the core that is well-organised and the periphery that is largely un-organised, with low paid workers in the formal and informal sectors. The third segment comprises the marginalised group of unemployed. Official statistics put South Africa's unemployment rate at 25%. This is very high by international standards. A significantly higher burden of unemployment is borne by women and the youth in the labour market. A proper labour market analysis requires that the relationships between education and training programmes and occupations be identified. According to the Human Resource Development [HRD] Strategy (2010-2030), there is "both anecdotal and empirical evidence of skills shortages in a number of occupations and economic sectors within South Africa". It is also pointed out that "there is a tangible problem arising from the mismatch between the supply of and demand for skills in the South African labour market" (p9). Unemployment is said to be highest between the ages of 20 -25 year group. Over 50% of young people without a matric certificate are unemployed.

However, the Diagnostic Report (2011 p12) argues that, 'skills acquisition is out of line with the needs of a modernising economy'. At the moment the trend seems to be that the economy is generating large numbers of low and semi-skilled jobs but there is a shortage of supply of such skills from the education and training system. The inability to support young people to make the school-to-work transition is probably the biggest challenge in the labour market.

One of the factors that drive employment trends and patterns when looking at the youth as the main target/recipient of FET college programmes is the fact that relatively speaking, there are high starting salaries in some sectors which is a big disincentive to hire inexperienced workers. This has been advanced at least as part of the explanation for high youth unemployment. Furthermore, as the number of matric graduates expands, employers increasingly require this qualification at a minimum, when less than a matric would have been sufficient. This 'is "credential inflation" without a concomitant rise in earnings or skills requirements'. The cost of preparing and further training of young people is therefore high relative to their contribution to output, because the basic competence upon which further skills would be developed is often not there. This lack of readiness is a strong disincentive to hiring young people and when people cannot get stable employment before they reach the age of 24, the chance of them ever getting a permanent stable job falls dramatically. The big necessary adjustment lies in changing the economic incentives in the private

sector to use more labour. It is stated that there is a need to upgrade the economic and industrial infrastructure to support the existing economy, promote growth in newer, more labour absorbing and knowledge-intensive sectors and improve the resource efficiency of the economy. It is also necessary to raise productivity through better education and training.

The NSDS notes that Sector Skills Plans are expected to anticipate and promote sectorial economic growth trajectories and that they constitute our best guess at the skills needs [NSDSIII Framework p6]. FET college programmes may prepare individuals for a single occupation or, more often, several occupations. Conversely, preparation for some occupations is through a single type of programme, while other occupations can be entered through any of several different types of training programmes. The relationship between a programme classification and an occupation is often referred to as a "cross-walk". A cross-walk is a database that can be used to present the information organised either by programme or occupation (Chapter Four contains such a table).

Within the limited scope of this review, it is not possible to conduct such an elaborate labour market analysis and an attempt will be made to highlight the most salient points regarding the relationship between FET college programmes and opportunities in the labour market and implications thereof for the skills development strategy of the ETDP SETA.

Suffice to indicate that a thorough mapping of skills needs and demands ought to be done in order to address this mismatch. The HRD Strategy (p13) points out that the "2001 HRD Strategy struggled to interpret and anticipate the demand-side of the labour market and how it shapes policies and activities that impact on supply. Then, the country did not really have a common, credible and consistent modelling of skills supply and demand projections. That situation militated against integration and confounded responsiveness of education and training provision to the demands of the labour market. Since about 2005, a classification model has been developed, revised and reworked. It is now used across all the sectors'.

3.2 Overview of Current Challenges

In the report of a Review of the education system commissioned by the National Planning Commission (2011), it is noted that "getting a detailed picture of post-school provision is difficult because…no central database is available publicly, while government does not publish a standard set of statistics annually" (p42). This is a major constraint that makes the task of giving an overview of current challenges within the sector very difficult. However, it is emphasised in a number of research studies that the public FET colleges face serious challenges of quality, expansion and lack of diversification of programmes offered. Having been declared the bedrock of the skills revolution in the country, there are great expectations from a range of stakeholders and interest groups on the contribution that this sub-sector has to make in order for the goals to be achieved. This requires an intensified effort in dealing with the challenges that are threating to retard progress. What has emerged as the most common source of these challenges are the number and pace of policy interventions that have been introduced into the system. Compounding the problem has been lack of continuity with major policy initiatives, normally associated with changes in the government, that have taken place. The speed, therefore, with which these policy changes happen, including replacement and introduction of new ones, does not allow the college system to mature and stabilise to become a viable sector that can effectively manage the delivery of its programmes. This has rendered the sector unpopular, and being described as poor performing, unattractive, offering

second class education etc. The image of the FET college system is therefore poor in the eyes of many and public confidence in the sector in terms of being an option or alternative to university education is declared as very low. Learner performance on the NC(V) is generally poor and the drop-out rate is high. In additions, there are some challenges faced by students and campuses. These include:

- **Inadequate**/lack of career advice and guidance. Choosing inappropriate subjects leads to high drop-out or failure rates. [non-completion/poor throughput rates].
- **Shortage of**/out-dated IT equipment e.g. computers for students who do Life Orientation. Some computers are still loaded with out-dated software which differs from that which they use in the final exams. Some computers broken down and taking too long to repair – compounding the problem of shortages. [Please refer to the TNA Report, 2012]
- **Student accommodation** in short supply and / non-existent in some campuses. This forces students to register for courses/programmes that are not necessarily of their preferred choice.
- Some programmes/courses/subjects are taught by lecturers that are not necessarily trained or appropriately qualified [eg Maths; LO]. This has a bearing on the performance of the students as the quality of teaching is one of the key determinants of student performance [correlation between lecturer qualification and student performance/achievement level].
- Students that are admitted to the NC(V) programme especially have varied academic backgrounds/experiences. Some have Grade 9 whilst others have attempted Grade 12. Teaching classes of such mixed abilities poses serious challenges for lecturers.
- **Some** campuses are far removed from the college head office. This phenomenon creates challenges for campus managers who have to travel long distances or head office personnel who have to support all campuses. Communication is also a challenge in some instances especially where internet connectivity is poor.
- **Inadequate** leadership and management capacity/capabilities. Some programme managers have to double-up as campus managers as well. Limited leadership and management training is a serious challenge as some of the campus managers are promoted from the ranks of the teaching staff without preparation for these management responsibilities.
- **Some** campuses have old infrastructure that does not adequately serve the needs of the curriculum. Other campuses have modern equipment which is under- or not utilised because of lack of expertise.
- **Some programmes** offered at some of the campuses are not fully aligned to the needs of the local labour market. As a result some FET colleges produce skills that are not in demand for local economic development, thereby failing to contribute to the achievement of one of their primary goals i.e. reduction of unemployment.

From a governance perspective, the expectation to transform the FET colleges to become autonomous entities has been frustrated by the limited capabilities among the majority of college councillors who need to spearhead and drive the process. This requires high-level skills including a full understanding of corporate governance and leadership principles. According to some research studies, it is reported that there 'is also a palpable tension between the college management and college councils'. This situation has serious implications for the manner in which colleges function in the sense that councillors may not even be able to raise issues of performance among the principals.

Associated with this, is the critical aspect of the 'conditions of employment' of certain categories of employees. There seems to be confusion in terms of who is a 'state' versus a council employee. The lines of reporting, and therefore, accountability also seem to be creating challenges at college level.

The management of contracts of employment for the non-permanent staff is also a source of concern. At another level of the challenge is the pattern of poor performance by management revealed by institutional audits which highlighted serious shortcomings in financial reporting by the colleges themselves are evident. This could be related to lack of financial management skills that has emerged as a critical factor in the success of colleges.

The efficiency of colleges is also a continuing challenge that has been highlighted several times. Most significantly, are the very low levels of throughput rates, accompanied by high drop-out rates among students especially in the NCV programmes. Generally, the FET colleges are characterised by limited growth in enrolments and poor throughput rates. Researchers often associate this phenomenon with the quality and availability of skill and knowledge among the lecturers. However, other critical factors such as the availability and adequacy of resources, socio-economic backgrounds of students etc. should not be overlooked. This is most evident when one considers the unevenness in the college sector, with some performing far better than others. The distance between the FET colleges and the labour market poses a serious challenge particularly in terms of curriculum delivery.

The net effect of all these challenges is a system that is unable to produce the number, the type and the quantity of graduates demanded by the economy. At the FETC summit held on 31 August 2010, the Minister of Higher Education and Training said, *'we are aware of the many difficulties that have been experienced in recent years in the FET college subsystem as a result of a complex and incomplete transition, with multiple and overlapping changes of a profound nature for which many were ill-equipped'.*

3.3 Employment Profile

3.3.1 Employee Demographic Profile

The colleges vary in size in terms of the number of employees. Of the 24 colleges that responded, 62.5% of these have over 300 employees, while 33% have between 150 and 300 and 4% did not indicate the number of employees. From the February 2012 SSP report the provincial breakdown of lecturers according to the 2010 DHET survey, was shown as follows:

Table 3.2: FET Lecturers per Province

Province	Number	% Lecturers	% Enrolments
Eastern Cape	916	12%	11%
Free State	486	6%	6%
Gauteng	2069	26%	26%
KwaZulu-Natal	1471	18%	21%
Limpopo	828	10%	13%
Mpumalanga	423	5%	6%
Northern Cape	164	2%	2%
North West	391	5%	5%
Western Cape	1209	15%	10%
Grand Total	**7957**	**100%**	**100%**

Source: DHET, 2010

The table above reveals that there is a fair correlation between enrolments and the number of lecturers supplied in each province.

Not all requested 2011 data was available when this report was being prepared. However, the DHET 2010 survey shows that the ratio of males to females employed in the FET colleges is 52:48. Though gender representation is very close, on the whole, data indicates that the ratios in management positions reflect males are more dominant whereas females are more dominant in the support staff category as displayed in Table 3.3 below:

Table 3.3: FET College Staff according to Gender

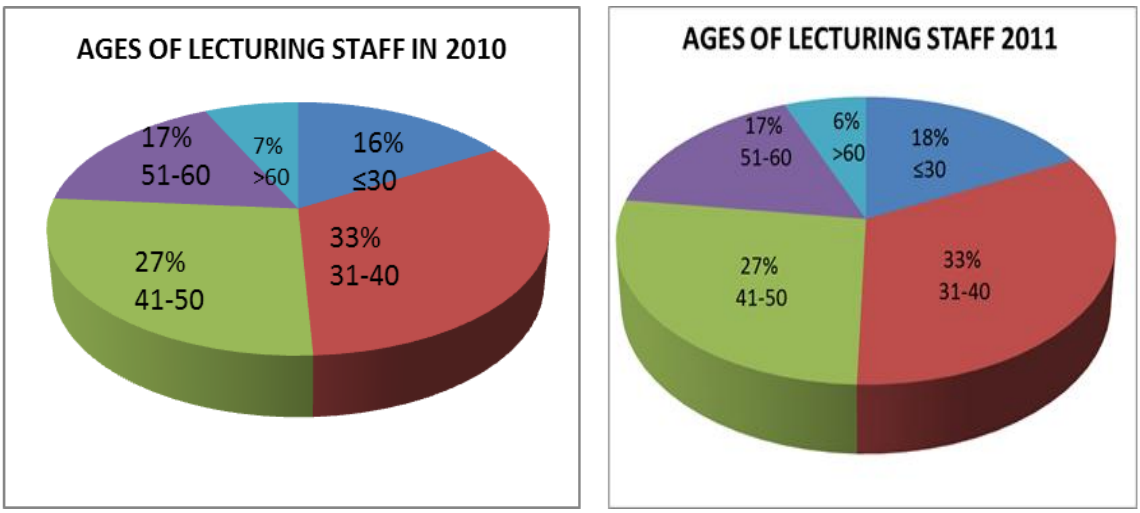
Category	Male	Female
Management	59%	41%
Lecturing	54%	46%
Support	42%	58%

Source: DHET (As reported in the 2011 SSP Mini Sector Skills Plan)

Age

The age of lecturers varies with the highest number clustered in the 31-40 years range as shown in the Figure 3.2 .

Figure 3.2: Age profile of FET College Lecturers in 2010 and 2011



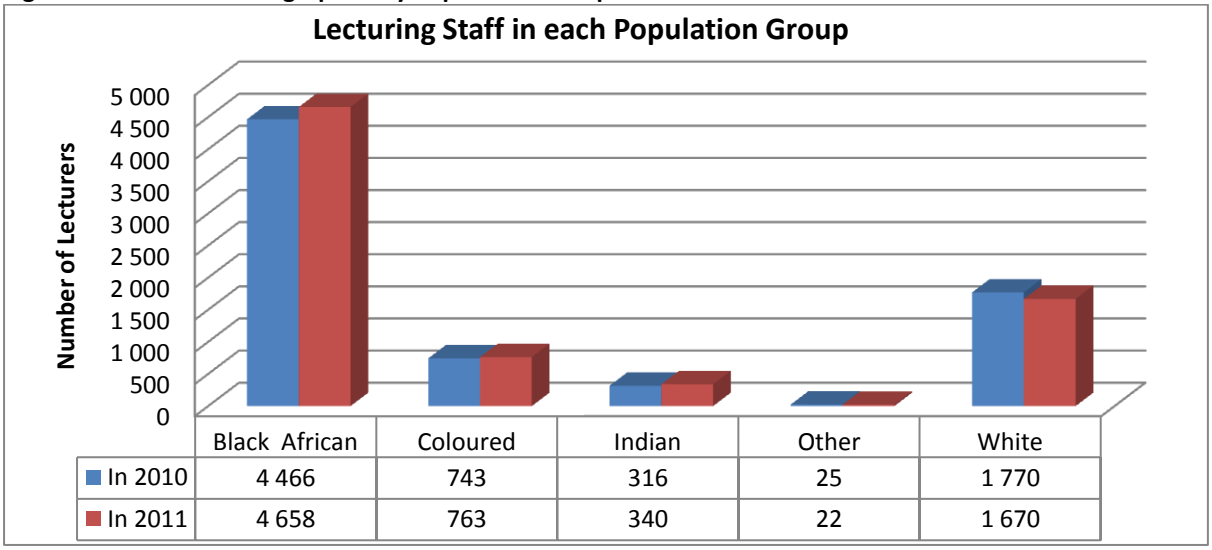
Source: DHET Annual Surveys, 2010 and 2011 (as reported in 2012)

The average age calculated from the data collected through DHET 2011 survey stands at 40 years, which is close to the information obtained from 2010 where the average age of lecturing staff was 39 years (Cosser, M. et al.; HSRC, 2010). The average age of lecturing staff in 2002 was 42 years (Powell & Hall, 2004). Clearly there is a gradual increase in the number of younger staff members joining the colleges, which means that older staff are either, resigning, leaving for other jobs, going on retirement or impacted by attrition (death).

Lecturer Demographics

The breakdown of lecturers by populations groups is shown in Figure 3.3:

Figure 3.3 Lecturer Demographics by Population Group



	Black African	Coloured	Indian	Other	White
In 2010	4 466	743	316	25	1 770
In 2011	4 658	763	340	22	1 670

Source: DHET, 2012

There is an insignificant difference in the percentage of lecturers in each population group over the past two years. In 2010 these stand at 61% -Black African, 10.2%-Coloured, 4.3% Indian, 0.3% for other and 24.2% -White. In 2011 the percentage of lecturers in each population group was: 62.5%-African, 10.2%- Coloured, 5% -Indian, 0.3%-Other and 22.4%-White.

Qualifications and Experiences of Academic Staff

A college lecturer is regarded as qualified when having a relevant academic diploma/degree with a teaching qualification. At the top of the list of critical skills required by lecturers is a teaching qualification. In a study by Mgijima and Morobe 2012, the percentage of lecturers teaching on the NC(V) programme without a teaching qualification was 37%. This means that 63% may be assumed to have a teaching qualification. However, this percentage also included lecturers who only studied short courses such as assessor, moderator, etc. and thereby acquired some credits. The same study also found that most lecturers have an undergraduate diploma, a degree and post graduate degree/diploma as shown below. This is consistent with the findings of the 2011 Mini Sector Skills Plan [Gewer, A. 2011].

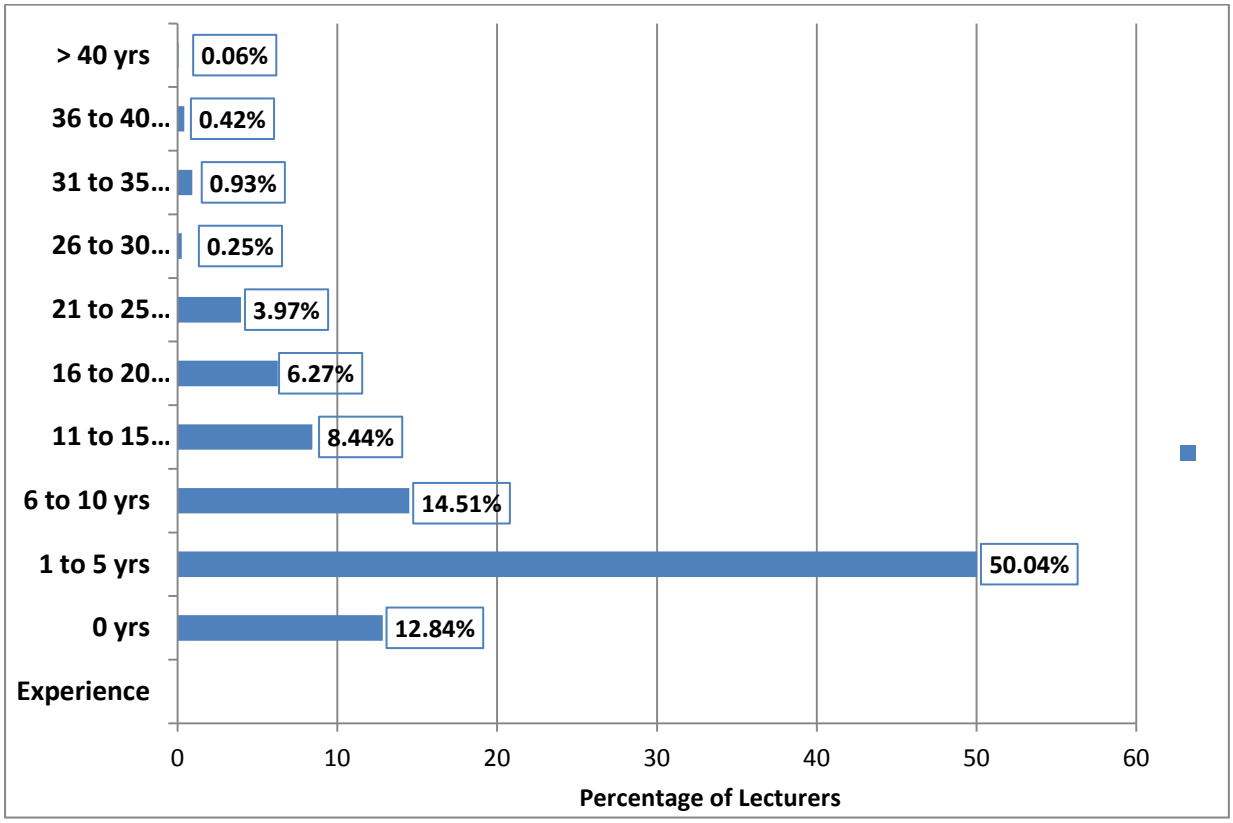
Table 3.4: Lecturer Qualifications

HIGHEST (ACADEMIC) QUALIFICATION	PERCENTAGE
N6	1.9
Undergraduate Diplomas	37.7
Degree	27.1
Post-Graduate Diplomas degree/diploma	30.6
Masters	2.4
Ph.D.	0.3
TOTAL	100%

Source: Mgijima, N., Morobe, N., TNA Report, 2012 p37

Experiences of college lecturers vary from 1 to over 40 years. Figure 3.4 represents the spread of the experiences of lecturers as reported in the questionnaire.

Figure 3.4: College lecturers' teaching experience (n=3555)



Over 50% of lecturers have teaching experience in the range 1-5 years. This shows that there is a high turnover rate and also that more people who have recently graduated are being employed in colleges while the more experienced personnel have left the college. This is consistent with the findings in the SSP 2011 in which 40.7% of lecturers have an experience of five or less years.

3.3.2 Employment Patterns and Trends (National/provincial)

A look at the programmes offered in colleges reveals that there is an insignificant increase in the number of lecturers employed even though current numbers of students go beyond the number that a lecturer is expected to manage in practical subjects like Engineering. Based on the questionnaire sent out to colleges, the lecturer: student ratio pattern in Engineering Studies are as shown in table 3.7 below:

Table 3.5: Number of lecturers and students in Engineering Studies

Number of Students		Number of lecturers	
2011	2012	2011	2012
22 252	**23 100**	**500**	**509**

The data shows that the ratio of lecturer to student is about 1:45. This ratio is high given the prescribed lecturer-student ratio for vocational subjects which is 1:30 as well as the capacity of the workshops used for carrying out practical activities as the key component of vocational education and training. Therefore, the high ratio suggests that there might be a shortage of lecturers in this field. In comparing the ratio across provinces, one notes for example, that for the Eastern Cape the ratio in 2011 is 1: 19 whereas for Gauteng in the same year, it is as high as 1:90. The reason for the state of affairs could be attributed to the migration of people from rural areas to urban areas.

Based on the questionnaires there is a high turnover of lecturers in colleges. This is a result of:

- Salaries that are not competitive when compared with those of industries
- Work conditions
- Attrition due to:
  - Retirement
  - Death
  - Changes in curriculum/programmes
- Changes in curriculum offerings (programmes)

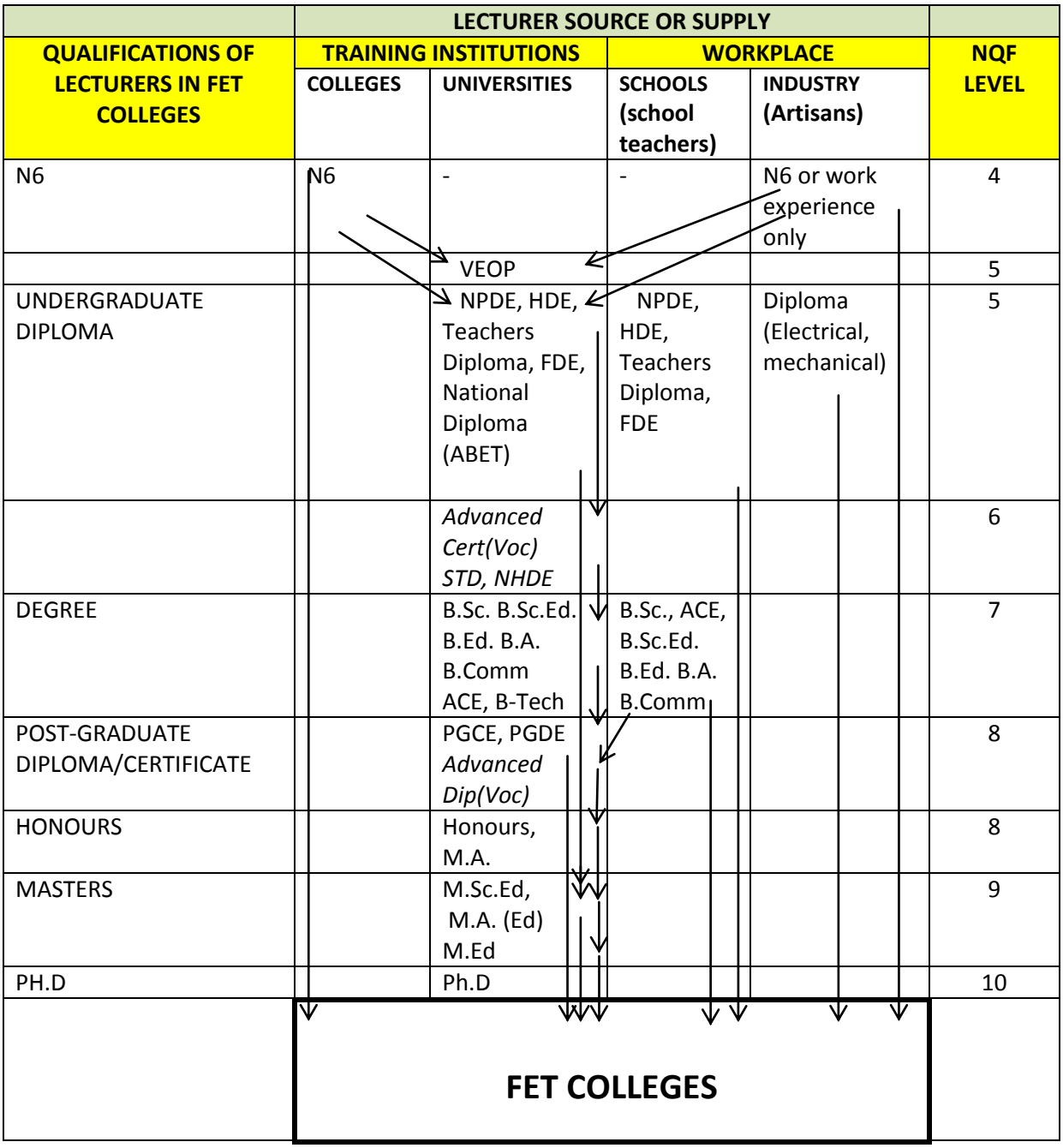
3.4 Skills Supply

As shown in Table 3.6 above, the qualifications of lecturers in FET colleges range from N6 to Ph.D. The majority of lecturers (37.7%) have an undergraduate diploma, followed by post graduate diplomas at 30.6% and lastly, the degree holders at 27.1%. The supply of skills therefore comes from universities and other sources as discussed in the next section.

3.4.1 Occupational routes into the FET Colleges

FET colleges recruit lecturers from their best students who have attained the N6 qualification. Graduates of FET colleges can also seek admission into universities for further training. When qualified, they are recruited back into the colleges as lecturers. Those with experience from the industry sector also get recruited to teach in the FET colleges even if they do not have teaching qualifications. Due to a scarcity of qualified personnel in some fields, retired professionals are recruited as lecturers into the colleges. Another supply of lecturers comes from the labour market. With the introduction of the NC(V) programme, the FET colleges have had to employ educators from the schooling sector who came with no additional training that prepared them for their lecturing responsibilities. A growing number of lecturers from other countries are joining the FET colleges, mostly for scarce skills like mathematics, physics, IT, etc. The figure below depicts the situation as it currently obtains across most of the public FET institutions:

Figure 3.5: Sources/Supply and Learning Pathways for Lecturers to Public FET Colleges



3.4.2 Availability of Training Providers and gap areas

The occupational routes in Figure 3.10 above show that when students graduate from FET colleges, they may qualify to go into university programmes. However, there are no programmes that are designed specifically for training college lecturers in institutions of higher learning. They may, for example get training as engineers but not have the professional qualification that is required to qualify them to teach. As yet, there are no determined qualifications that are offered by training providers to train FET college lecturers. The unavailability of customised training programmes therefore constitutes a gap in the provision of pre- and in-service training of college lecturers. Providers such as 'INDLELA' conduct trade tests and award certificates on the basis of experience and knowledge of the specific trade. However, those who obtain these certificates still require a

professional qualification to be suitable for teaching in a public FET college. Therefore, services, such as those provided by INDLELA still leave a gap in the preparation of college lecturers.

Continuing professional development (CPD) programmes, sometimes referred to as in-service training, can be used as a mechanism to providing top-up skills such as pedagogical knowledge required by lecturers. Presently, CPD is uncoordinated and unregulated and its provision is done on an ad hoc basis. In this scenario, training providers do not follow up and give guidance and continuing support after the training has been done. Thus, delivered in this manner, the training does not lead to the accrual of credits that lecturers need to gain a qualification. This approach leaves wide gaps in the sense that training providers do not always comply with the requirement to deliver accredited programmes. Presently none of the institutions of higher learning provides a programme that is specifically designed for what is offered in FET colleges. As a result lecturers bring different qualifications that are not designed to prepare them to teach in the colleges. According to the recently approved policy, the formal qualification paths for college lecturers should include a certificate and /or a diploma in Vocational education with 12-18 weeks of Workplace Integrated Learning (WIL).

3.4.3 Skills Supply Analysis

The supply of lecturers into the FET colleges comes from four sources. Firstly, universities supply graduates who have a degree or diploma, sometimes with in a teaching qualification. Secondly, FET colleges select lecturers from their own students who are excellent performers. The third source is the industry which supplies experienced individuals but who do not necessarily have the pedagogical knowledge. Lastly, schools supply colleges with lecturers mostly for the NC(V) programme. A number of initiatives have been taken to address the FET lecturers' lack of teaching qualifications. In addition to those already outlined in the SSP is the programme by the **Flemish Foundation for Education Abroad- Vlaamse Vereniging voor Onderwijs in het Buitenland (VVOB)** done in collaboration with SACE, ETDP SETA and the University of the Free State (UFS). This programme focuses on the orientation of lecturers into vocational education as well as on pedagogical knowledge and skills.

3.5 Skills Demand

One of the challenges facing FET colleges is meeting the target of enrolling one million students by 2014. The SETAs must also produce 10 000 artisans per annum by 2014 and 20 000 learnerships per annum by 2014 as announced by the Minister of Higher Education in Outcome 5 of the Delivery Agreement (2010; p16 & 18) . The problem lies with the already high numbers and large lecturer-student ratios resulting from the reinstatement of the NATED programmes (Report 191) in 2009. This move introduced another challenge for colleges, which are having to cope with the workload from both the NC(V) and NATED programmes. Furthermore, this means getting more lecturers with industry experience as well as equipping lecturers with either teaching qualifications or content of the subjects taught in the colleges.

3.5.1 Factors Impacting on Demand

Factors impacting on demand include:

- Skilled staff leaving the sector for better opportunities/salaries in industries,
- Staff with teaching experience but without industry experience

- Staff with industry experience but no teaching qualification
- No qualification designed for Public FET colleges
- Synergy between labour market requirements and FET college curriculum
- Recognition of prior learning (RPL) process not functional
- High workloads
- Short term contracts that do not provide job security and the opportunity to improve qualifications
- Insufficient bursaries that lead to decrease in enrolments and hence decrease in staff

3.3.2 Scarce and Critical Skills Priorities

Table 3.6 below shows the estimates based on the average percentage of personnel in each of the 50 colleges/264 campuses.

Table 3.6: Scarce and Critical Skills Priorities in the FET Colleges

CODE	Occupations	Scarce and Critical Skills	Estimated Demand
134 502 134 505 134 503 134 506	CEO/Principal Deputy CEO/ Principal Campus Manager Registrar	Critical Skills Project management Communication Monitoring and Evaluation Conflict management Report writing Policy development Financial management Stress management Governance and Legislation	600
134 507	**Heads of Departments**	Critical Skills Communication Monitoring and Evaluation Report writing Scarce Skills Curriculum design Research Skills	2,500
 212 102 211 101 232 120 235 601 215 101 242 401 242 302 243 101	**Professionals** Lecturer-Mathematics Lecturer-Science Lecturer-English Lecturer- IT Lecturer-Engineering-Electrical Training and staff development Marketing and Advertising	Scarce skills Artisans ICT/IT Engineering Mathematics Pedagogic Content Knowledge Content knowledge Facilitation Workplace experience Critical Skills Research skills Classroom management Coaching and mentoring Assessor, Moderator Facilitator Tutoring	3,000
 242 301 242 403 242 404	Student Support Services Career counsellor Assessment practitioner Student support officer	Scarce Skills Pastoral Skills Psychometric testing Counselling	200

		Critical Skills Data processing Conflict management Career guidance Project management Events management Inter-personal skills	
311 501 311 301 652 302 718 201 715 501	Technicians and Associated Professionals Welding professionals Electronic technicians Fitter and turner Boiler operator Leather processing and operator	Scarce Skill IT Critical skill Machine operating	200
411 101 121 101	Clerical Finance Officers	Scarce skill IT Accounting	300

3.3.3 Demand and Supply Analysis – what are the Gaps? Is there oversupply?

The current situation in colleges is that they will only take students based on the number of lecturers they have available in the different fields. While there are large numbers who fail to get entry into colleges, there is little in place to assist these prospective students or measures to fast-track interventions to address the shortages of qualified lecturers in the colleges. In trying to respond to the demand from the industries some colleges have increased their intake quotas resulting in an increase in the lecturer-student ratios. An even more serious problem lies with the fundamental subjects, mathematics, mathematics literacy and life orientation. Lecturers have had to fill in and teach subjects they have had no training in. One lecturer made the comment: *"Lecturing Life Orientation is a huge frustration because I cannot excel as it is not my speciality. I sometimes feel wasted"*. (Mgijima, N. & Morobe, N., 2012 p.41). There is definitely a very high demand for lecturers in the scarce skills and yet a low supply of college lecturers. There is high demand of lecturers in the following areas: Engineering, mathematics, physical science and Accounting. Data from the focused group discussions revealed that one of the major factors contributing to the high failure rate is "communication skills". Thus the demand for "communication skills" is one priority area for all professionals in the colleges.

3.3.4 Priorities and Projections

In order to meet the goals set out, there is need to address the problems regarding current lecturer qualifications.

- In the short to medium term, empower lecturers by providing them with the skills they need to teach in the designated programmes.
- Supporting each other in the short term by sharing best practices.
- In the long term, provide lecturers with the support they need to up-grade their current qualifications.

- The exact nature of lecturers training needs would have to be established in order to devise sustainable interventions to equip each lecturer with relevant knowledge and skills.

3.3.5 Recommendations

The following are some of the recommendations:

- More in-depth research to study supply and demand patterns and introduce appropriate interventions.
- Work closely with institutions of higher learning to ensure that interventions effectively assist colleges to achieve their goals.
- Develop a more coordinated CPD programme.
- Equip public FET college lecturers in the urban areas with skills to cope with large numbers.
- Strengthen mentoring of younger and new lecturers as these staff members have limited knowledge and skills to become effective lecturers at college level.

CHAPTER FOUR

SECTOR STRATEGY

4.1 Priority Intervention Areas and Alignment with National Strategic Imperatives

The DHET envisions as part of its strategy, the building of "vibrant institutions that offer vocational and occupational qualifications to young people (16 to 24 years old)" [Green Paper on Post-School Education and Training, 2012, p21). In its Strategic Plan (2010/11-2014/15), DHET has indicated that it is on a drive to position FET colleges for delivery of skills to provide vocational pathways for young school leavers with a specific emphasis on artisan development and youth livelihoods. To achieve this, the sector needs maximum support and appropriate interventions so that colleges are enabled to meet the high expectations placed on them. The ETDP SETA, in positioning itself as a critical partner could consider the interventions below as part of its strategic role to contribute to the skills development drive in the country. This positioning would be in alignment with the call made by the Minister in the Foreword to the NSDS III where he says that "SETAs must ensure that they are backed by employers and workers, are acknowledged as a credible and authoritative voice on skills, create interventions and shape solutions that address skills needs within their sectors. SETAs must become recognised experts in relation to skills demand within their sector (p4)". Table 4.1 below summarises the key priority areas that could be incorporated into the ETDP SETA's strategy for skills development.

Table 4.1: Priority Areas and alignment with National Strategic Imperatives

Priority Area	Estimated Number	National Strategic Imperatives
CPD targeting unqualified practising lecturers and under-qualified lecturers; Managers (acting HoDs; senior lecturers, campus managers; etc.); CEOs; Council members	1 200	Policy on Professional Qualifications for Vocational Education Lecturers; NSDS III
Support Lecturer development during initial training (e.g.N6 graduates; recruits from industry; educators from schools)	-	National Skills Accord(NSA); NSDS III
Build partnerships with Training Providers to deliver CPD programmes for lecturers and managers	-	NSA; Green Paper for post-school Education & Training
Accelerate development work for **RPL**	500	NSDS III; Green Paper;
Design and develop a database for the ETD sector of: trained	-	NSDS III

lecturers and those who need training and skills development; FET college graduates; of job placements etc		
Collaboration; linkages; partnerships for industry training, WIL and student placements	-	IPAP; NSDS III; Green Paper
Develop a mechanism for regular policy briefs; dialogues; seminars; summits, etc.	1000	Green Paper

The above priority areas are each discussed below and some examples are given as to how the ETDP SETA may go about formulating and / or introducing the interventions that are proposed below.

Continuing Professional Development

FET colleges are regarded as weak institutions because they are struggling to fulfil their mandates. One of their biggest challenges is to improve throughput rates. The ETDP SETA's intervention could target lecturer training in subject expertise (content knowledge) and in pedagogical knowledge (teaching methodology). Although numerous interventions have happened to support lecturer development, in the absence of a coherent CPD strategy, little impact has been made. The strategy must be underpinned by comprehensive training needs assessment (TNA) studies. TNA conducted under the auspices of SACPO in 2012 focused on the needs of lecturers who teach fundamental subjects on the NCV programme (Mgijima & Morobe, 2012). This could be extended by targeting other priority and popular subjects on the NCV programme. The proposed strategy regards CPD as an integral part of a wider process for developing simultaneously the professional expertise of individual teachers and the profile of the vocational sector as a whole.

CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. Therefore, as a matter of priority using CPD as an intervention should be extended to cover management and governance structures of the colleges. This SSP acknowledges lack of information on training needs for managers and council members. This could be addressed through training needs assessment as well as proper skills audits to enable the sector to design relevant and appropriate interventions. Colleges need professionals with current and relevant vocational knowledge and skills and the capability to pass these onto learners for CPD to have any meaningful impact. In its Strategic Plan (ibid, p58), the DHET emphasises the need *"to provide lecturers, teachers and trainers with meaningful opportunities to upgrade their skills and meet the challenge…as well as provide and support staff development and exposure for FET instructors to link classroom experiences with practical, work-based learning experiences".*

In concluding their research report, Papier and McGrath (2008) say that South Africa has to learn from other systems "*with regard to professionalism demands and standardisation of college teacher qualifications, increased college autonomy, increasing managerialism, performance management and so on".* Thus the role of a robust and a rigorous system of CPD in achieving this cannot be overemphasised.

Initial Preparation of College Lecturers

Based on the data collected for the training needs assessment for lecturers teaching NCV fundamentals, it was found that 3% of the lecturers in the sample have a qualification lower than a diploma. They possess certificates such as the primary teaching certificate, the N6, the trade test certificate etc. In an earlier study it was also found that 8% of all FET college teaching staff had a qualification less than a diploma. When this statistic was broken down further, it was revealed that 64% of the number was in the Engineering field, whilst 6% was in Business Studies (Cameron-Brown, F., 2007). Looking at the findings of these two studies, there is evidence that there are reductions in the numbers of un- and under-qualified lecturers. Even though there has been an improvement, the problem has not yet been eliminated.

According to the Green Paper for post-school Education and Training (2012) there are lecturers who have teaching qualifications but little or no industry experience, and there are those with limited subject/content knowledge and / or limited workplace experience. Therefore, this points to a need for a structured and organised initial teaching preparatory course or programme for college lecturers. The role of the ETDP SETA will be to champion collaborative ventures with HEIs in the delivery of tailor-made pre-service programmes specifically for FET college lecturers.

Build Partnerships with Training Providers

Innovative ways need to be found to foster closer collaboration between the ETDP SETA, the FET colleges and independent/private providers of training programmes that target college personnel. Such training partnerships could become the basis of institutionalised mechanisms to recommend to DHET as a common framework for CPD which would include the frameworks' structure, objectives, methods for the adaptation of content, assessments, accreditation etc. The partnerships could also ensure that training programmes are updated and that they integrate the skills and competences needed by the labour market. Through these partnerships, the colleges as well as the ETDP SETA could monitor developments and highlight trends relevant to the sub-sector in order to synchronise their institutional planning. Jointly, they could also attend to the design of new courses and revision of the old ones, conduct relevant training needs analyses, monitor capabilities of providers to deliver, assess and monitor the standards and quality of training programmes.

Recognition of Prior Learning

FET colleges have in the past been recruiting lecturers from the industry. This indicates that there are lecturers who have the requisite experience but lack pedagogical training and possibly some content knowledge. An example here could be a motor mechanic who has learned on--the--job and worked for many years. They have the practical skills but have neither a formal qualification in the field of motor mechanics nor any teaching qualifications. The person needs to have their knowledge in the industry recognised and be given credits for what they have acquired over the years. Therefore the ETDP SETA, in collaboration with other bodies such as the National Artisan Moderating Board (NAMB), SAQA, Quality Council for Trades and Occupations (QCTO), DHET, HEIs, other SETAs etc. The main objective is to ensure that there are assessment tools to use so these un-under-qualified lecturers so that they achieve a relevant qualification. In this way, the ETDP SETA and the collaborating partners will be in a better position to identify knowledge and skills gaps in order to develop well-targeted interventions either through top-up, re-skilling or up-skilling. The ETDP SETA could become the main coordinator and will also monitor all quality assurance processes.

Design and develop a database for the ETD sector

The starting point would be to review data that is already available, organise it and combine / consolidate where necessary. Once the gaps and new fields have been mapped out, the ETDP SETA could commission specific studies to collect, produce and disseminate information on vocational education. The main purpose for centralising vocational education analysis and forecasting is to ensure that new skills demands, changing labour market conditions and new occupational profiles are clearly understood and well-planned for in order to enhance the match between FET college programmes and the labour market needs.

In addition, areas of research, analysis and dissemination could include the following:

- Number of students in the FET colleges placed for training in the different industrial sectors.
- Tracer studies, following students who make a successful transition from the FET colleges to the world of work.
- Longitudinal studies that track FET college graduates into institutions of higher learning.
- Forecasts of qualification requirements in specific sectors of the economy.
- Establish/update datasets on training needs, training programmes and accredited training providers.
- Data on opportunities for employment, to provide career guidance, create placement schemes to help out-of school and unemployed youth.

These initiatives could be carried out jointly with other departments e.g. DHET, DTI, DoL, the National Planning Commission, etc.

Partnerships, Collaborations, Networks and Communities of Learning

Formal structures could be set up to promote collaboration between the ETDP SETA, FET Colleges and their key stakeholders. Participants or elected officials would collectively represent the expectations of individuals and the urgent needs of the industry and / or employer. The ETDP SETA would play the role of chief facilitator and coordinator for these role-players, thereby enhancing synergy of effort across all players including SOEs, HEIs, industry etc. The aim is to transform FET colleges into professional learning communities (PLC). The ETDP SETA may, in collaboration with other partners set up the necessary institutional infrastructure for the long – term sustainability of this intervention. This could include establishing, expanding and revitalising subject committees / associations. This will be a more collaborative and site-based partnership building model which promotes reflective professional inquiry and collective responsibility in the skills development system. The focus could be on a two clusters of priority areas: a) organisational characteristics such as management, leadership and capacity building; b) operational characteristics such as professional development, research and data collection, performance monitoring and evaluation etc. The process of establishing the PLCs would need to be carefully documented through action-research as it will involve the study of operating systems in action as well as a study between theory and practice in which the researchers will act as facilitators and catalysts in the research process i.e. using action research to bring about social change. As part of skills development and creation of employment opportunities, graduate interns could work with senior researchers in these studies.

Promote Policy Dialogue

To maintain vibrancy within the sub-sector, the ETDP SETA could strengthen the mechanisms for regular policy debates through round-table discussions, seminars, dialogues, conferences and summits. Information from such forums should be disseminated widely and timeously. Policy briefs with specific recommendations for consideration by the Minister and Parliament could be prepared. A well-represented task team could be established and coordinated by the ETDP SETA in collaboration with the FET colleges.

4.2 New/Emerging sector challenges regarding Skills Development

The transformation of the FET colleges sector is not yet finished. For example, the President has recently signed the Further Education and Training Colleges Amendment Bill into an Act (2012). The Green Paper for Post-school Education and Training (2012) is set to introduce more changes which will have implications for the skills development process. The reviews for both the NCV and NATED programmes are still underway. It is envisaged that once complete, new sector challenges regarding skills development will emerge.

From the Focus Group discussions conducted as part of this review and the update of the current SSP, several respondents made the following observations:

- The time frame for continuing professional development or in-service training should not be a 3-5 day event. Training needs to extend over three months to a year with on-going support and follow-up to ensure implementation of new knowledge and skills.
- Although some lecturers are sent for training, the majority of these, once qualified, get poached by industries. This problem is most prevalent amongst those with scarce skills e.g. engineering; IT; Mathematics; Science etc. Therefore, finding appropriate strategies to retain staff with scarce skills is imperative. Examples of retention strategies given by groups include: improving conditions of employment (review salary scales and benefits for college lecturers).
- The Student Support Services Groups expressed serious concerns about too much paper work in rendering the services (e.g. processing bursary applications, conducting placement tests etc.). They are left with little time to do student counselling. In recognition of this problem, interns have been made available in some of the colleges. However, the main challenge appears to be the type of skills they have and their readiness to render student support services. Interns do not seem to be prepared for this responsibility. There seems to be an apparent mismatch between the needs of the Student Support Services(SSS) Units and the skills the interns bring.

4.3 Proposed ETDP SETA Interventions

4.3.1 Mapping Skills Demand per Occupational Category: Short, Medium and Long Term Perspective

Table 4. 2: Occupation-Training Programme 'Crosswalk' for FET Lecturer Qualifications

Code	Occupation	Skills Demand	Intervention					
			Short-term (< 1 yr) Short courses / workshops	**Demand**	**Medium- term (1-3 yrs) Certificate / Diploma**	**Demand**	**Long-term (>3yrs) Degrees**	**Demand**
Managers								
134 502	FET College Principal	Management & leadership development;	Basic/ introduction: financial; risk, project management; monitoring & evaluation (M&E) training; conflict & stakeholder management; human & public relations; advanced computer skills	300	Finance for non-financial managers; Research; M&E; Project management; diversity management; team-building	200	Post-graduate programme with leadership / management specialisation	100
134 503	Faculty Head/Deputy Principal	Planning & budgeting; marketing & advocacy	Strategic planning, Accountability measures, managing performance; mentoring & coaching; quality assurance	300	Planning and management of curriculum delivery, learning and assessments	250	Advanced Data Management	50
134 505	Rector/Campus Manager	Management of operations	Leadership styles; asset management; supply chain management	300	Planning and management of curriculum and assessments	200	IT; Financial management HR admin & management	100
134 506	Registrar / Councillor	Governance & legislation	Understating statutes; policies & legislation	50	Effective leadership practices; managing change;	30	Strategic planning; financial management; HRA	20
134 507	Head of Department	Instructional leadership	Curriculum design & planning; supervision & support; performance management	1000	Research methods;	1000	IT, subject specialisation	500
Professionals								
212 102	Mathematicians	Applying theory to practice; maths	Maths Computer programming; problem-	200	Design & develop computer programmes	100	Subject specialisation;	100

		didactics	solving				theoretical mathematics	
211 101	Physicist	Apply theory to practice. Science didacticts	Problem Solving	200	Design & develop computer programmes	100	Subject specialisation	100
215 101	Electrical Engineers	Safety; content knowledge		200	Design and develop Computer programmes	100	Subject specialisation	100
	Vocational/Further Education Teachers	Pedagogics/andragogics; didactics; workplace experience	Customised courses to close content knowledge gaps; linkages with industry; work integrated learning; reflective practitioner		VEOP; Professional qualification; industry mentors & coaches		Customised degree / advanced diploma programmes	
232 120	Eng. Language			200		100		50
232 121	Life Orientation			200		100		50
235 301	TESOL			200		100		50
242 301	Career Counsellor (Vocational Guide; career advisor / consultant)	Counselling skills; Career pathing; Communication; interpersonal skills	Basic counselling practices; stress & anger management; budgeting & financial management, diversity management	100	Mentoring & coaching; design, develop or manage psychometric tests	50	Customised degree programme in educational counselling, psychology, remediation; & career guidance	50
242 302	Skills Dev Facilitator/ Practitioner; Training Analyst; Human Resource Planner	Methods of training; facilitation & presentation skills	Research methodology; performance management	100	Research	50	HR admin and management/HRD	50
242 303	HR Advisor; HR Analyst; HR Administrator / Coordinator	Performance consulting skills; labour relations; conflict resolution skills	Training needs analysis; data collection tools; planning & organising training	100	Employee orientation; induction policy & procedures; recruitment; retention of staff	50	HRM/HRD	50
242401	Training & staff		Workshops/ courses in best ETD practices	100	Diplomas / advanced certificates in HRD	50	HRD degree programmes	50

	Development Professionals							
242 403	Assessment Practitioner	Conducting & managing assessments	Developing assessment item banks; moderation practices; developing marking rubrics	1 000	Evaluate learning & teaching – as assessors and moderators	500	Certified and registered assessors & moderators; Assessment methods	100
242 404	Student Support Officer	Guidance & counselling	Psychological services and wellness support; financial management	200	Organisational skills; human relations; empathy;	100	Project management	50
243101 243103	Advertising & Marketing Professional	Advertising; marketing; public relations & communication skills	Design & develop advocacy material; graphic design; planning & managing campaigns	100	Twinning with advertising agencies; industry coaches	50	Marketing degree programmes	50
252 902	Technical(ICT) Support services manager	Supervision; mentoring & coaching;	Workshops/courses in new technology applications; time management	100	Interpersonal skills; Linkages with industry; Collaboration with developers	50	Asset management; upgrade own knowledge in new ICTs	50
Services & Sales Workers								
263 505	Student Counsellor	Emotional intelligence; listening & communication skills	Customised guidance & counselling courses;	100	Pastoral care	50	Custom designed degree programme for student counselling	50
Technicians & Associated Professionals								
311 202	Science & Engineering Associate Professionals (green)	Safety; content knowledge	Occupational health & safety knowledge & awareness programmes	200	Collaboration with industry	100	Research and development; project management; industry placements	50
311 201	Civil Engineering Technicians (green)	Safety; content knowledge	Occupational health & safety knowledge	200	Collaboration with industry	100	Research and development; project management;	50

							industry placements	
235 601	Information & Communication Technicians	Asset management; Interpersonal skills; Planning; safety procedures	ICDL courses; presentation skills; team-work	100	Linkages with industry; Collaboration with system developers	50	Asset management; upgrade own knowledge in new ICTs	50
715 901	Textile, furniture & leather products Machine Operators	Technical know for processing & beneficiation	Safety & occupational health awareness and procedures;	100	Project proposal writing entrepreneurship	50	Degree programmes	50

4.3.2 Proposed ETDP SETA Interventions: Programmatic Perspective

Programme 1: Development of a credible SSP

- Strengthen collaboration with DHET-FETMIS and align with SSP areas of research.
- In addition to the common questionnaire used by all sub-sectors, allow use of other data collection tools that are customised for specific priority/new research areas e.g. Student Support Services; Tracer/Longitudinal studies to track FET college graduates into the labour market; etc.
- Train a pool of data collectors/instrument administrators in each province to be used across colleges when conducting SSP surveys.
- Data collection in specific research areas e.g. employee demographics; qualifications etc. to be done at campus level until a solid baseline data archive has been established.
- Have a dedicated officer in each college to coordinate all research related activities.

Programme 2: Supporting FET institutions to be responsive to the ETD Sector and National Priorities

- Motivate for the introduction of pre-vocational subjects at Gr 10 level so that progression and retention rates at FET college level can improve. There should be proper articulation between the schools' and colleges' curriculum so that students acquire the fundamentals of vocational subjects whilst still at school. This would help to de-stigmatise vocational education whilst increasing demand for places in the FETCs.
- Support lecturer development in customised programmes and accelerate training to meet the demand of qualified vocational lecturers.

Programme 3: Lecturer Development

- Conduct a series of training needs assessment studies to determine the needs of college lecturers.
- Prioritise unqualified lecturers and fast-track their training in credit-bearing courses/ modules.
- Introduce properly designed continuing professional development (CPD) programmes.
- Promote RPL for work-place experienced but unqualified instructors.
- Collaborate with HEIs to deliver capacity building programmes for lecturers.
- Support formation of Subject Associations and encourage lecturers to get membership.
- Establish a professional body to register lecturers (similar to SACE).
- Revise IQMS tool to suit colleges and encourage the use of the tool.
- Set a minimum qualification of a college lecturer as a junior degree or advanced diploma.
- Involve college lecturers more in the development of new programmes/changes in the curriculum.

Programme 4: Increase Student Access and Graduate Output to FET Institutions

- Extend bursary/loan scheme to cover all priority programmes.
- Implement the Skills Accord in a more rigorous manner. ETDP SETA to monitor progress.
- Strengthen capacity for Student Support Services and recruit appropriately qualified personnel.
- Training of lecturers to improve teaching and learning as well as student achievements, with a special focus on remedial teaching, large and mixed ability classes, diverse backgrounds etc.
- Provide "pastoral care" training for personnel in the SSS units.
- Develop and strengthen staff on dealing with students with special needs
- Ensure colleges develop partnerships that will allow shared infrastructure such as workshop space, computer laboratories and libraries as envisaged in the Higher Education Infrastructure Plan (SIP 14).

Programme 5: Customised interventions for the Public FET colleges' sub-sector

- Support FET colleges to build own research capability.
- Support capacity building in leadership and governance.
- Facilitate the introduction of the mentoring and coaching programme in the Colleges.
- Review curriculum every five years to ensure that it meets the demands of the workplace.

Programme 6: Strengthening the Quality Assurance System

- Collaborate with all quality assurance bodies and align/synergise activities to maximise impact.
- Support all public FET colleges in the implementation of the new Planning, Monitoring and Evaluation Framework and harvest data for ETDP SETA planning.
- Facilitate target-setting activities to establish the basis for performance monitoring.
- ETDP SETA needs to support public FET colleges to refine performance indicators and collect baseline information related to skills planning and development.

CHAPTER 5

Way Forward Regarding SSP Research

5.1 Challenges regarding Research Process

- Draft Report is due even before completion of data collection
- Instrument not quite aligned with report outline-inadequate adaptation/customisation
- Response rate very low (to-date only 18 out of 50 colleges have returned the instrument)
- Questionnaires not fully completed. There are gaps in responses.
- One challenge is getting colleges to complete questionnaires that cover all campuses. It takes time for the central office to get information from all campuses and other times it never gets completed.
- Difficult to give estimates for demand as there are no data sources.
- Available data sometimes unreliable.
- Lack of access to database of the DHET to get FET statistics
- Even with the statistics on staff and student data that has been received, it is neither "final nor official" making it difficult to use.
- A lot of discrepancies in the data from the various sources.

5.2 Gaps regarding Research Update

- Data with numbers in order to work out trends, projections, demand estimates etc. is not adequately sourced by the questionnaire.
- Outstanding questionnaires given the limited data sources (50 colleges) cause a big gap.

In terms of the design of the research update, the following are gaps that have been identified:

- Lack of access to raw data collected for the development of the SSP that is being updated
- Absence / lack of use of researchers to administer questionnaires.
- Lack of direct access to colleges due to time and financial constraints.

5.3 Recommendations in terms of Gaps (Short, Medium and Long-Term)

- Allow sufficient time to conduct the research
- If documents with the numbers are still not available then in the short term collect data through a short questionnaire that will be sent out to colleges and to be returned within a week**. A focus on artisans should be made a priority to track progress on set targets.**
- In the event one fails to get all questionnaires back, there will be a need to visit affected colleges.
- As a medium term measure, streamline and pace research activities among SETAs to reduce overload and pressure on the colleges. Minimise duplication of required information and align instruments properly (e.g. WSP templates and SSP questionnaire).
- In the long-term build capacity at college level to collect basic statistics as part of internal monitoring and self-evaluation mechanisms (using the Planning, Research, Institutional Development & Support Units in the colleges).

REFERENCES

Department of Higher education and Training (2011). National Skills development Strategy III. Pretoria.

Department of Education, (2006). FET College Act 16 of 2006. Pretoria.

Department of Education, (2008). Government Notice No. 31712.

Department of Higher Education 2012. Enrolment Report. Presentation to Parliament Portfolio Committee on Higher Education and Training. 15 February, 2012.

Department of Higher Education and Training, (2012). Green Paper for post-school Education and Training. Pretoria.

Department of Higher Education and Training, (2012). 2010 Statistical Survey. Pretoria.

Department of Higher Education and Training (2012). 2011 Statistical Survey. Pretoria.

Department of Trade and Industry, (2010). Industrial Policy and Action Plan (IPAP) 2012/13-2014/15. Pretoria.

Economic Development Department (2011). New Growth Path: ACCORD 1 National Skills Accord. Pretoria.

Human Sciences Research Council (HSRC). Further Education and Training (FET) Colleges at a Glance in 2010. FET College Audit May-July 2010. Pretoria.

JET Education Services (2011). Profiling of Engineering and Construction Provision in a Sample of FET Colleges. Report commissioned by the National Business Initiative.

Mgijima, N. M. & Morobe, N. *Training Needs Analysis for the Improvement of the Teaching of English, Life Orientation, Mathematics and Mathematics Literacy in FET Colleges*. The consultancy was commissioned jointly by the South African College Principals' Organisation (SACPO) and ETDP-SETA. May 2012.

National Business Initiative (2011). Lecturer Supply, Utilisation and development in the Further Education and Training Colleges. Research funded by the Employment Promotion Programme, UCT. Johannesburg. NBI.

Powell, L. & Hall, G. (2002). *Quantitative Overview of the Further Education and Training College Sector: The New Landscape*. Pretoria: Department of Education.

Statistics SA, 2012. Quaterly Labour Force Survey, May 2012.

APPENDIX 1

SIZES OF COLLEGES

PROVINCE	COLLEGE	NUMBER of EMPLOYEES
Eastern Cape	Buffalo City FET College Easteern Cape Midlands FET Lovedale FET College	150-300 150-300 150-300
Free State	NONE	-
Gauteng	Ekurhuleni West FET Ekurhuleni East South West Gauteng FET Tshwane South FET College	>300 >300 >300 >300
Kwa-Zulu Natal	Elangeni FET College Umgungundlovu FET Mthashana FET College Majuba FET College	150-300 >300 150-300 >300
Limpopo	Lephalale FET College Letaba FET College	>300 150-300
Mpumalanga	Ehlanzeni FET College Gert Sibande FET College	150-300 >300
Northern Cape	Northern Cape Urban FET College	150-300
North West	Vuselela FET College Orbit FET College Taletso FET College	>300 >300 >300
Western Cape	Boland FET College College of Cape Town False Bay FET College South Cape FET College Northlink FET College	>300 >300 >300 Not indicted >300

Source: SSP Questionnaire, September 2012

APPENDIX 2: DATA FROM QUESTIONNAIRES

KEY

PROVINCE	COLLEGES	SYMBOL/LABEL USED
1.EASTERN CAPE	**Buffalo City FET College**	**1A**
	Eastern Cape Midlands FET	**1B**
	Ikhala FET College	1C
	Ingwe FET College	1D
	King Hintsa FET College	1E
	King Sabatha Dalindyebo FET College	1F
	Lovedale FET College	**1G**
	Port Elizabeth FET College	1H
2. FREE STATE	Flavius Mareka FET College(BA)	2A
	Goldfields FET College	2B
	Maluti FET College	2C
	Motheo FET College	2D
3. GAUTENG	Central JHB FET College	3A
	Ekurhuleni East FET College	**3B**
	Ekurhuleni West FET College	**3C**
	Sedibeng FET College	3D
	South West Gauteng	**3E**
	Tshwane North FET College	3F
	FET Tshwane South FET College	**3G**
	Western College for FET	3H
4. KWAZULU- NATAL	Coastal FET College	4A
	Elangeni FET College	**4B**
	Esayidi FET College	4C

	Majuba FET College	**4D**
	Mnambithi FET College	4E
	Mthashana FET College	**4F**
	Thekwini FET College	4G
	Umfolozi FET College	4H
	Umgungundlovu FET College	**4I**
5. LIMPOPO	Capricorn FET College	5A
	Lephalale FET College	**5B**
	Letaba FET College	**5C**
	Mopani South East FET College	5D
	Sekhukhune FET College	5E
	Vhembe FET College	5F
	Waterberg FET College	5G
6.MPUMALANGA	**Ehlanzeni FET College**	**6A**
	Gert Sibande FET College	**6B**
	Nkangala FET College	6C
7. NORTHERN CAPE	**Northern Cape Urban FET College**	**7A**
	Northern Cape Rural FET College	7B
8.NORTH WEST	**Orbit FET College**	**8A**
	Taletso FET College	**8B**
	Vuselela FET College	**8C**
9.WESTERN CAPE	**Boland FET College**	**9A**
	College of Cape Town	**9B**
	False Bay FET College	**9C**
	Northlink FET College	**9D**
	South Cape FET College	**9E**

	West Coast FET College	9F

These are labels used to put the data from questionnaires(Ques.11-22) together as shown in the pages that follow.

N.B. Points or views that come out strongly (three or more responses) in questionnaires are shown in **bold**.

1. Increase and Decrease in Job Opportunities

Increase in Job Opportunities	**Response**											
English	8A											
Machine Instruction	8C											
Plumbing	8C											
Lecturing (Pedagogy)	**1B**	**3C**	**4D**	**4I**	**7A**							
Clerical Work	4D											
Business Studies	**3C**	**3E**	**3G**	**5C**	**9D**							
Engineering $\begin{cases} Mechanics \\ Electrical \\ Civil \end{cases}$	**3E**	**3G**	**4B**	**5B**	**5C**	**6A**	**8C**	**9B**	**9C**	**9D**	**9E**	
Skills Training	4D											
Mathematics Lecturers	**6A**	**8A**	**9C**									
SSS	6B											
ICT	**3E**	**4B**	**8A**	**8C**	**9B**							
Hospitality and Tourism	9B	9E										

Decrease in Job Opportunities	**Response**										
Teaching Mathematics	5C										
Administration	**1B**	**4B**	**6B**								
NCV	3G										
Art and Design	9B										
Building	9B										
Human Resource	3C	4B									
Engineering $\begin{cases} Mechanics \\ Electrical \\ Civil \end{cases}$	**1A**	**5C**	**8A**								
IT Manager	1A										

Interpretation *of the above item seems to have differed for respondents(see Engineering).*

2. Factors that drive Employment Trends

Trend /contributing factor	Response	Descriptions
Brain Drainage	1A; 3C; 3E; 3G; 4B; 4F; 4I; 5B; 6A; 7A; 8C; 8A; 9B;	Loss to private sector due to higher **salaries**-not easy to replace with equally qualified (7A,3C,5B,3E,4F, 4I; 8A;4B;6A Not east to replace staff who go on retirement(9B; 3G
Employment/working conditions	1B; 1G; 3B; 3C; 3E; 3G; 4B; 4F; 4I; 5B; 5C; 6A; 7A; 8A; 9A; 9B; 9C; 9D; 9E;	Contract staff not feeling secured/demotivates(7A, 3C, 1G, 1A;3E,4F;1B; 9C, 8A;9B; 3G High work load(5B, 9E Unqualified lecturers employed(5C,
Economic Outlook	3G, 4B; 4F; 4I;5B; 8B; 9B; 9C; 9E;	Minimum career progress pathing (5B Leads to downsizing of

		staff(9B;3G Continuous recruitment(8B Affects resources(4F Bad economic climate makes it easy to attract lecturers(9C Few ss able to pay fees for self-supporting progs(4B
Large-scale infrastructural development projects	3G; 4B;5B; 5C;8A; 9B;	Accommodation(5B Infrastructure not suitable for practicals (5C More opportunities to train for labour requirements(4B; 9B
Labour Costs	3E; 4; 5B; 6B; 8A; 9B;	Employment benefits +**salaries** exhaust budget resulting in overload of fewer personnel(5B, 4F4I' 9B Increase in budget allocation will impact on more programmes being offered(4I
Salary Pension Other E-LEARNING ICDL Artisans	6A 8C 5C 8A 8A 6B	 IDP of municipality does not talk to our organisation(5C Meet social responsibility(8A Meet social responsibility(8A Low **salaries** do not attract(6B

*In the reasons for each of the factors given in this item, **salaries** are a major concren*.

3. Factors Influencing or impacting on Current Skills Demand

Negative Effect	**Positive Effect**
Expansion of Motor industry(1A	Changes in Offerings(1A
Not enough skilled educators(1B,4I, 8A, 9C	Increase in # of ss(1A; 1G;
Skills gap(1B, 6A, 7A,9B	Changes in technology &legislature(1G
Retirement/Death(1G, 8A	Training opportunities to improve skills (3C, 8B
Lecturers not understanding NCV content(3B	Increase in training demand(3C
Lecturers who specialise in NCV(3B, 3G	Advance in technology (3E
Lack of lecturers who have both engineering/mathematics and teaching qualification(3B,6B, 9B	Labour market demand on specialisation(3E
No qualification for public FET colleges(3B, 6A, 9B	Artisan in the country(3G
No career growth path for Public FET(3B	Business Engineering in demand (3G
Sufficient Qualified Artisans (3C,3E, 6B, 9C	NSFAS/DHETFAS bursary (4B
Financial Renumiration (3C, 6A, 8A, 9A	World Economy (4F 8B
Dedicated FET college sector, specific qualifications (3E	Amended FET ACT (4F
Economic Downtrend (4B, 9A, 9C	Government strong focus on FET (4D, 8B
High unemployment (4B, 5C	National demand for skilled artisans (4D
Fewer placement and in service opportunities for learners(4B, 5B	National demand for scarce skills development and trades (5B
Insufficient skills and work place experience (4I, 5B, 7A, 9B	Contract workers (6A
Working conditions (4I , 6A, 9C	Support managers supported on leadership

	and management (6B
Legacy of the pase (4F	Technological (8B
2006 FET ACT(4F	Commitment to training and development form council (8C
NATED curriculum (4F	Number of annual leave days offered by the college (9D
Competitive private sector salaries (4D	Passion for education (9D
Poor competency in Maths, English and technical exposure of students from feeder area, coupled with poor career guidance (5B	
Relatively poor salary of lecturing staff, combined with expensiveness of local accommodation discourage highly qualified lecturing staff from applying (5B	
Shortage of skills industries to be accessed by our learners (5C	
Programmes identified do not address skills due to our geographic situation (5C	
Lack of communication strategy between municipalities with our organisation, while IDP is done (5C	
Donor contributions to the organisation does not take place (5C	
Rural (6A	
Conflict management (6B	
Diversity equity of staff (8A	
Management styles need be effective at all levels (8C	
Lecturers lack methodology and professional skills (8C	
Graduates want to work in private sectors (9A	
Fixed term contracts (9A	
Better salary offered in Industry (9D	
Better career opportunity (9D	

What seems to come out strongly as negative factors are:

- *Low salaries*
- *Lack of skilled personnel*
- *Lack of skilled artisans*
- *Workplace experience*

What seems to come out strongly as positive factors are:

- *Government strong focus on FET*
- *Training opportunities(Budget for this)*
- *Increase in number of students*

4. Factors that will influence or impact on Future Skills Demand
   The summary in italics above applies to this question. Questionnaires had positive points listed or simply said "same as above", including corrections of the negative points such as
   - ***Salaries comparable to industry (3B, 3G, 4D, 6A, 9A, 9B***
   - ***Upgrading of skills/qualifications-bursaries for staff (3C, 4I, 6A, 9B, 9E***

- *Synergy between labour market requirements and what is in FET curriculum(3E*
- *Technology based curriculum delivery(3E*
- *More permanent positions (3G, 7A*
- ***Companies for in-service training/workplace experience (3G, 4I, 4F, 5B***
- ***Finances to provide for: resources for practicals, hostels (4B, 5B, 8C, 9E***
- ***Improved work conditions/permanent or fixed term contracts (4I,6A, 7A, 9A***
- ***More emphasis on mathematics, IT and science (4F, 6B, 9B, 9C***
- *Proposed qualifications(4F*
- *More developments in cities(5B*
- ***Curriculum review by DHET→address local needs (5B, 5C,8B***
- *Consultations with community(5C*
- *Partnership with available companies(5C*
- *Women empowerment/employment equity(6A, 8B*
- *Quality of student entering college(7A*
- *Quality of lecturer in FET colleges(7A*
- *Increase in student numbers(8A*
- *Have retention strategies(8A*
- *RPL to be functional(8A*
- *Centralised recruitment(8A*
- *Opportunities for younger staff to be promoted(8C*
- *Commitment to training(8C*

5. Reasons for Particular Scarce Skills Needs

Occupation	Specialisation	Reason for scarcity
Manager	**IT/ICT manager**	**Pay level not attractive or not available(1A, 1G,3C**
	HR	**Pay level not attractive or not available, takes time fill(3B, 3C, 3E,5B, 9E**
	SDF	Pay level not attractive or not available(3B
	Researcher	Qualified and experienced people not available(3B,5B
	Risk Manager	Qualified and experienced people not available(3B
	Procurement officer	Qualified and experienced people not available(3C
	Accounting manager	**Qualified and experienced ppl not available(3C,6A, 8A**
	Quality management manager	Qualified and experienced people not available(3C
	SSS	
	Finance	Qualified people not available, retirement(4F, 9A
	Supply chain mgmt.	**Demand exceeds supply, pay levels(3E, 4F, 5B**
	Governance	

	HOD Policy & planning Marketing Project management **Campus/academic manager** Labour relations	 Not fashionable(3E Needs higher level of advocacy(3E Geographical location, qualified ppl not specialised (3G, 5C Few ppl enrolled(5C Shortage(5C Qualified ppl not available(6A, 6B **Long time to fill vacancy, retirement(7A, 8B, 9B***
		Qualified ppl not available(8A
Lecturer	**Engineering& Refrigeration** **Maths/Maths lit. &Science** College attorney **Artisans** **Learning Material designer** Strategic planner Assessor & Moderator Hospitality lecturers Office data processing Pastel lecturer **IT/ICT** Safety Tourism ECD **Lecturers** Language + Sign language interpreters Remedial teachers Accounting	**Qualified and experienced ppl not available, salary levels(1B,3C, 4B, 4D, 5B, 6A, 6B, 8A,8C,9A, 9B, 9C, 9E** **Qualified and experienced ppl not available (1B,1G, 3E, 6A,9A, 9B, 9C, 9E** Salary not attractive(3B **Qualified and experienced ppl not available(3B, 6B, 8B** **Salary not attractive and not afforded focus(3B,3E, 4D, 5C** Relevant and qualified ppl not available(3B Relevant and qualified ppl not available(3B Qualified and experienced ppl not available(3C, 3E, 9B Qualified and experienced ppl not available(3C Qualified and experienced ppl not available(3C **Difficult to master/not available/pay levels(3E, 4F, 5B,9B, 9C** Relatively new to sector(3E High growth of sector(3E Not enough focus(3E, 9C **No teaching qualifications or workshop component(4B, 7A, 9B** Difficult to get, pay levels(8B, 9E Not readily available(9B Not readily available(9A
Technicians	**Welding professionals** **Electronic inspector/technician** Millwright(electro-mechanician) Drain tech-plumber **Fitting and Turning-industrial mechanic** Health &Safety	**Qualified and experienced ppl not available(1B, 3E, 9D** **Pay level not attractive, shortage(3B, 3E, 5C** Qualified ppl who meet college requirements not available(3B Qualified ppl who meet college requirements not available(3B **Qualified ppl who meet college requirements Not available, retirement, low salary levels(3B, 3E, 3G, 4F, 9D** Salary not attractive(3C

	IT Finance Mechatronics **Boiler maker** Agric equipment	**Salary not attractive, shortage, pay levels(3C, 5C, 6B, 8A, 8B** Salary not attractive(3C Salary not attractive (3C **Lost to industry(3E, 4F, 9D** Qualified people not available(4F
Services and Sales Worker	Hair Care and Cosmetology Clothing Production Admin, finance &data capturing Career Guidance, psychometric testing	Lack of proper accreditation of providers(3E Inadequate advocacy; the ubiquitous "made in China' factor(3E Pay level(3G Not easy to find
Clerical	Finance officer Procurement Officer Health and Safety officer HR Quality manager Student support Personal secretary Admin staff-support **Data processing/payroll** admin.	Not knowledgeable with policies and procedures(3B, 3E Not knowledgeable with policies and procedures(3B Not knowledgeable with policies and procedures(3B Salary not attractive(3C, 9B Scarce No attention to it(3E Takes long to fill(4D Uncertainty, looking out for better prospects(7A **Qualified ppl not available(8A, 9B, 9C**
Plant and Machine	Agri-business Secondary agric Operators	Qualified ppl not available(4F Qualified ppl not available(4F Qualified ppl not available(4F
Elementary workers	Cleaners Drivers Gardeners	Nearing retirement(3B Nearing retirement, pay levels(3B, 3G Nearing retirement(3B

Scarce skills needs(given by three or more respondents) have been highlighted in **bold**

Appropriate Interventions

Job title	Top-up skills	FET College Qual.	HE Inst. Qual.	Learnership/ Apprentsp	Graduate Internsp	Coaching Mentoring	Foreign Recruitmt
Engineering	1B(1);4B(1);4I(1);5B(1); 6A;8C(2,1);9B;9C(1); 9D; 9E	1B(2);4F;4I(2);6B; 8A(1);9B; 9E	1B(2);4B(1);4I(3); 5B(2); 6A; 9B; 9C(2); 9D(7); 9E	4B(2);4B(2);6A;6B ;8A(2)	1A;4B(2);4B(3); 9D(1)	9B; 9C(3); 9D(2)	5B(3); 9B
CFS Lecturer	4I(2)	1A;4I(1)	1A;4I(3)		9A(1)		
IT	1G(1);8B(1)9B;9C(1)	9B	1A;1G(2);5B(2); 8A(1); 8B(2);9B;9C(2)	8A(2)	4F;5B(2)	9B;9C(3)	5B(3);9B
Maths lecturers	1B(2);4I(2);6A;9C(1)	1B(1);4I(1)	1B(2);4I(3);6A;9C(2)			9C(3)	
HR Manager	4F;5B(1);8B(1)		1G;3E;4F;8A(2); 8B(2)	8A(1)	9A(1)	4F; 8A(3)	
FET lecturer	1G(2)		1G(1);4F			4F	
Physics lecturer			3B				
Accounting Finance	3E(4);5B(1)		3B;4F;8A(1)	3B;8A(2)	3B4F	3B	
Researcher			3B				
Supply chain management			3C		3C;8A(2)	3C	
Artisans	8B(2)			3E(2);8B(1)			
Clothing production		3E(5)					
Safety			3E(3)				
Professional technicians	3G		3G				
Operations manager						3G	
Training and dev. professional	4I(2)	4I(1)	3G;4I(3)	3G		3G	
Refrigeration	9B	4b(1);9B	9B			4b(2);9B	
Agriculture	4F		4F		4F		

English Teacher	6A		6A				
Educators	7A; 9B	9B	7A; 9B			7A; 9B	9B
ERD		8A(1)		8A(2)			
Data admin		8A(2)			8A(1)		
Hospitality plumbing	9B	9B	9B			9B	9B
ECD practitioner	9C(1)		9C(2)			9C(3)	

Appropriate interventions for scarce skills should be through higher institutions where staff will get required degree qualifications but also have top-up skills especially under engineering (trade tests), IT , maths and HR.

6. Top Ten Critical Skills Needs and how to address these

Occupation or Specialization	Critical Skills need	List the key skills or competency gaps that need to be addressed for staff employed in these posts	Type of intervention (tick appropriate intervention and state approximate NQF level)			
			Credit bearing skills programme	Non-credit bearing short course	Work-based learning	Coaching/mentoring
Senior managers	Financial mngmt; mngmt skills, IT, conflict, people skills, labour, stress managemt. project management. Emotional Intlgnce	As in 2	NQF 5(1A); 5B NQF L5(3C NQF L5-6(4D), 6A, 6B, 8B; NQF L4(8C), 9E	NQF L5-6(8C	5B, 7A	NQF L6-8(3B);5B, 7A
Educators	Assessor, Moderator, Facilitator Teaching		NQF L4(1A); 4B;NQF L5(4D); 4I;5B; 6B NQF L5(8A, 8C), 8B			NQF L6-8(3B
HR/SDF	Payroll, customer	Human resource skills Training &dev.	NQF L5(3C NQF L4(1A), 4B, 5B;		5B, 5C	NQF L6-8(3B) 5B; 8A

	relations		NQF L5(8A), 9A, 9E			
HOD/HOP	Conflict mnmgt procedures Report Writing, time management, decision making IT,		NQF L4(1A), 5B, NQFL5(8A), 8B	5B	5B	5B
Finance	Customer relations, Payroll		NQF L4(1A), 9A		5C	
Lecturers	NCV best practices, YEOP, IT, ICDL Teaching qual.	NQF L4-6(1G	NQF L6(9C); NQF L6(9D		NQF L3, 8A	
	Math		3B; NQF L6(9D	3B; 6A	3B; NQF L3(3G	3B;3G
	Science		3B	3B; 6A	3B; NQF L3(3G	3B;3G
SSS	Bursary admin., academic support, Events		NQF 4(1A); 4I; 6B			
IT technician/ Lecturer/manager	Troubleshooting, Windows 2008, IT 2009	3B	NQF4-6(1G NQF L5(3C NQF L6(3E), 9A, 9B, 9E	3B; 4D; 9B	3B, NQF L3(3G); 9B	NQF L6-8(3B 3G, 9B
Labour relations	Legislature		NQF4-6(1G			
	Business Studies	Strategies in business unit	NQF L5(3C			NQF L6-8(3B
Engineering	Refrigeration Boilermaker, welding, mechanics, fitting &turning, instrument		PGCE(3C NQF L6(3E), 4I NQF L5(8A), 9B NQF L6(9C	9B	9B	3C;3G; 7A; 9B

	fitting, air con experience					
Hospitality		Electrical subjects	PGCE(3C); 9B; NQF L6(9C	9B	8A, 9B	3C, 9B
Driver						5C
Secretary	Business writing		6B		5C	
Artisans			8B		6A	
Elementary workers	Horticulture		6B			
SAFETY			NQF L6(9C			
BOAT BUILDING			NQF L6(9C			

7. Importance of Interventions

Intervention/activity		**1**	**2**	**3**	**4**
Learning programmes development and implementation	Learnerships for core occupations of constituencies/sub-sectors	1A, 1B,3B,3E,4B, 4D,5B, 5C,7A,8A, 8B,9A,9D,9E	1G,4I, 8C,9B	4F,9C	3G
	Internships and other experiential workplace learning interventions	1A,1B,3B,3C,3E, 3G,4B,4I,5B,5C,6B , 7A,8A,8B,9A,9D, 9E	1G,4D,4F, 9B,9C	8C	
	Credit bearing skills programmes for core occupations of constituencies/sub-sectors	1A, 1B,1G,3B,3G, 3C,3E,4B,4D,4F,4I , 5B,5C,6B, 7A,8A, 8B,9A,9B,9C,9D, 9E		8C	6A
	Non-credit bearing short courses and workshops	1A,3B,3G,4I,5B, 8A,9B	3E,4F,7A ,9E	1B, 1G, 5C,8C,9A	3C,4D, 6B,8B, 9C,9D
	Qualifications for emerging/new fields identified by constituencies/sub-sectors	1A,1B,3B, 3C,3E, 3G,4D,4F,5B,5C, 7A,8A,8B,9A,9B,9	1G,4I,6B, 9C	9D	8C

Intervention/activity		1	2	3	4
		E			
Research, monitoring and evaluation to build labour market intelligence capability of ETDP SETA		1A,1B,3B, 3C,5B, 5C,7A,8A,9E	1G,3E,3G, 4D,4F,4I, 8B,9A,9B, 9C	6A,8C,9C , 9D	
Workplace learning support (training of mentors and workplace assessors etc)		1A, 1B,3B,3E,3G, 4B,4F,4I,5B,5C,6B, 7A,8A,8B,9C,9D,9 E	1G,4D,9A		6A,8C
Specific initiatives for the training of young people		1A, 1B,3B,3C,3E, 3G,4B,5B,5C,6B, 7A,8B, 9B,9D,9E	1G,4D,4I, 6A,8A,8C, 9A	4F	9C
Specific initiatives for the training of persons with disabilities (including physical, sight, hearing, intellectual)		1A,1B,3B,3E,4D, 4F,4I,5B,5C,6A,6B, 7A,8B,9B,9E	1G, 3C,8A, 8C,9A, 9C	3G,9D	
Working with FET colleges on programmes to improve the work readiness of FET graduates		1A,1B,3B,3C,3E, 3G,4B,4I,5B,5C,6B , 7A,8B,9B,9D,9E	1G,4D,4F, 6A,9A,9C	8A	6B,8C
Working with Universities on programmes to improve the work readiness of HEI graduates		1A, 1B,3B,3C,3G, 4B,4D,4F,5B,6B, 7B	1G,3E,4I, 5C,8B,9A, 9C,9E	8A,9B,9D	6A,8C
Working with private sector-based providers on programmes to improve training relevance and quality		1A,1B,3B,3C,3G, 4D,4F,4I,5C,6B,7A ,8B	1G,3E,5B, 9C,9D	6A,8A,8C , 9B,9E	
Funding	Bursaries for college and university students intending to work in your sub-sector or constituency	1A,1B,3B,3C,3E, 3G,4D, 4F,4I,5B, 5C,6B,7A,8A,9B, 9C,9D,9E	1G,8B	6A	8C
	Internships or work experience opportunities for graduates to work in your organisation	1A,3B,3C,3E,3G, 4B,4F,4I,5B,5C,6B, 7A,8A,8B,9B,9C, 9D,9E	4D,8C	6A	

Intervention/activity		1	2	3	4
	Funding for existing workers to engage in training to improve their qualifications levels	1A,1G,3B,3C,3E, 3G,4B,4D,4F,4I,5B ,5C,7A,8A,8B,9B, 9C,9D,9E	1B,6B	6A	8C
	Funding for workers/employees to be trained in specific skills gaps (critical skills)	1A,1G,3B,3C,3E, 3G,4B,4D,4I,5B, 5C,6B,8A,8B,9B, 9C,9D,9E	1B,4F	6A	8C
	Credit bearing skills programmes for core occupations of constituencies/sub-sectors	1A,1G,3B,3E,3G, 4B,4D,4F,4I,5B,6B , 8A,8B,9B, 9C,9D, 9E	1B,3C	8C,	
	Non-credit bearing short courses and workshops	1A,3B,3E,4I,5B,8A ,9B,	1G,3G,8B, 9D,9E	1B,8C, 9C	3C,4D,6B
	Qualifications for emerging/new fields identified by constituencies/sub-sectors	1A,3B,3C,3E,4D, 4F,5B,6B,8A,9B,9 C,9E	1G,3G,4I, 8B,9D	1B,5C,8C	
Interventions to support increased formalisation of non-government organisations in the sector		1A,3B,3E,3G,4B, 4F,5B,9E	1B,1G,4D, 6B,7A,8A, 8B,8C,9B, 9C	3C,4I,5C, 6A,	
Interventions to support improved functioning of non-government organisations, cooperatives, community based organisations, trade unions and political parties		1A,3B,3E,3G,4B,5 B,5C,9E	1B,1G,3C, 4D,4F,6B, 8A,8C,9B, 9C,9D	4I,6A,7A, 8B	
Other (specify)					

8. Effectiveness of Attractive drivers

Attractive Drivers	Effectiveness
Competitive salary, benefits	1B(3), 1G(3), 3B(1), 3E(1),3G(5), 4I(3),5C(1),6C(1), 7A(1), 8A(5), 8B(1), 9B(4), 9D(1), 9E(3)

Performance based pays	1B(5),3B(1), 3E(1),3G(5),4I(2), 4D(5),5B(4), 5C(1),6C(1), 6B(3), 8A(5), 8B(3), 9B(3), 9D(3), 9E(4)
Work/life balance	1B(3), 1G(4),3B(1),3C(1), 3E(2),3G(3),4I(4),4D(3), 5B(3), 5C(2),6C(1), 8A(4), 8B(3), 8C(3), 9A(1), 9B(3), 9C(2), 9D(3), 9E(2)
Prospects for career advancement opp.	1B(4), 3B(1), 3C(2),3E(2), 3G(4), 4I(4), 4D(4), 5B(4), 5C(2), 6C(1), 7A(1), 8A(2), 8B(3), 8C(2), 9A(1), 9B(2), 9C(2), 9D(2), 9E(4)
Learning and dev. Opp.	1A(3), 1B(2),1G(3), 3B(1), 3C(2), 3E(2),3G(3),4I(5),4D(2), 5B(3), 5C(1), 6C(1), 7A(2), 8A(2), 8B(3), 8C(3), 9B(2), 9C(2), 9D(2), 9E(3)
Reputation of Organisation	1A(3), 1B(1), 3B(1), 3C(1),3E(2),3G(3), 4I(4),4D(2), 5B(4), 5C(1), 6C(5), 6B(1), 7A(1), 8A(1), 8B(2), 8C(1),9A(1), 9B(1), 9C(2), 9D(1), 9E(1)

9. Effectiveness of Strategies Used

Factors or Strategies	Effectiveness
Learning and dev. Opp.	1A(3), 1B (1), 1G(3), 3B(1), 3C(2), 3E(2),3G(3),4I(5),4D(4), 5B(4), 5C(5), 6C(1), 6B(1), 7A(2),8A(2),8B(3), 8C(4), 9A(1), 9B(2), 9C(2), 9D(2), 9E(2)
Competitive salary, benefits	1G(3), 3E(1),3G(5),4I(3),4D(5), 5C(2), 6C(1), 7A(1), 8A(5), 8B(1), 9B(3), 9D(3), 9E(2)
Competitive retirement benefits	3B(1),3E(4), 3G(4),4I(4),5B(3),5C(5), 6C(1), 8B(1), 9B(4), 9D(4), 9E(2)
Fair compensation and promotions	1B(1), 3B(1), 3C(2),3E(2),3G(4),4I(3), 5B(3), 5C(5), 6C(1), 7A(1), 8A(3), 8B(2), 9B(5), 9C(1), 9D(4), 9E(2)
Employee decision-making authority	1B(1), 3E(3),3G(4),4I(4), 5B(3),5C(4), 6C(1), 8A(3),8B(4), 8C(2), 9B(3), 9C(2), 9D(1), 9E(3)
Reputation of Organisation	1A(3), 1B(1), 3B(1), 3C(1),3E(3),3G(3),4I(4),4D(3),5B(3),5C(5), 6C(1), 6B(1), 8A(1), 8B(2), 8C(4), 9A(1), 9B(2),9C(1), 9D(1),9E(1)

10. Building and enhancing organisation's responsiveness to national, provincial and sectorial priorities
    - Provision for staff to further studies(1A
    - Effective and recognised training interventions related to the organisational needs and market(1B, 1G,3B, 3C, 4B, 4D, 4I, 8A, 8C, 9A, 9B, 9C, 9D, 9E
    - Community based skills programme(3E, 5B
    - Management and development progs.(6B
    - Compliance with National skills development strategy(8B
11. Collaborative Initiatives
    - Management Development Training(1B
    - Partnerships with private companies and community organisations/institutions(1A, 1B, 3B, 3C, 3E, 4D, 4F, 4I, 5B, 6B, 7A, 8B, 8C, 9A, 9B, 9C, 9D, 9E
    - Partnership with institutions in other countries(3E
    - Closely linked to ETDP-SETA, govt. and other SETAs(3E, 7A, 8A
    - SACCI training(3E

APPENDIX 3

FET COLLEGES: FOCUS GROUP DISCUSSION QUESTIONS

1. What skills are most needed by Principals/Programme Managers?
   (i)
   (ii)
   (iii)
   (iv)
   (v)
2. What critical and scarce skills are most needed by:

UNITS (NB: Specify unit e.g. Business Studies; Engineering Studies etc.)	**Critical Skills**	**Scarce Skills**
A.	1. 2. 3. 4. 5.	
B.	1. 2. 3. 4. 5.	
C.	1. 2. 3. 4. 5.	
D.	1. 2. 3. 4. 5.	
E.	1. 2. 3. 4. 5.	

3. Skills Demand

(i) What are some of the factors influencing or impacting on the current skills demand?

(ii) In what ways will these factors affect future skills demand?

4. Scarce Skills

(i) Do the initiatives employed by your institution help to attract scarce skills. If not how can these be improved?

(ii) What initiatives does your institution have to retain scarce skills

5. Interventions

(i) What staff development interventions would you suggest as vehicles towards effective teaching in FET colleges?

6. What Student Support Services (SSS) are available in your institutions? List at least five (5).

7. Do you have adequate capacity to provide these services?

(i) If not, please explain.

8. Are the services being used?

(i) If not, what are the reasons?

9. What skills are needed by the support staff?

REVISED QUESTIONS (With the suggestions from the groups met, the discussion questions 3-5 were amended)

3. Skills Demand

(iii) What are some of the factors influencing or impacting on the current skills demand?

(iv) In what ways will these factors affect future skills demand?

4. Scarce Skills

(iii) Do the initiatives employed by your institution help to attract scarce skills. If not how can these be improved?

(iv) What initiatives does your institution have to retain scarce skills

5. Interventions

(ii) What staff development interventions would you suggest as vehicles towards effective teaching in FET colleges?

(iii) What general interventions would you suggest as vehicles towards effective running of FET colleges

APPENDIX 4

PARTCIPANTS IN THE FOCUS GROUP DISCUSSIONS

1. EASTERN CAPE 15th August, 2012

	NAME	POSITION	FET COLLEGE
1.	Darmons, J.	SDF	Lovedale
2.	**Gazi L.**	**Provincial Manager**	**ETDP-SETA**
3.	Jegels, U.	DCES	*EC DoE*
4.	Madliki, X.	ETS	Buffalo City
5.	Mahanjana, X.	SDF	Ikhala
6.	Masebeni, N.	HR Coordinator	*EC DoE*
7.	Mbande, B.D.	HOD Business Studies	King Hintsa
8.	Miza, N.	SDF	Buffalo City
9.	Mlanjana, L.	Ed Specialist	EC DoE
10.	Mngomeni, M.	HOD Engineering	Ingwe
11.	Mohamed, H.	DCES	*PDoE*
12.	Mona, F.C	Skills Advisor	ETDP-SETA
13.	Muller du Preez	Campus Manager	Ikhala
14.	Mzi, M.	Learnership Officer	Ingwe
15.	Ndzame, M.	SDF	King Hintsa
16.	Ntshiba, P.	S.E.S. Eng.	Ikhala
17.	Nyoka, T.P.	PRAID	*EC DoE*
18.	Qumana, L.	Administrator	EC DoE
19.	Shete, L. T.	HOD Business Studies	Ingwe
20.	Toboti, P. N.	SSS Officer	King Hintsa
21.	Tsotso, N.	DCES	*PDoE*
22.	Tuswa, P.	Registrar-PRAID	King Hinsta
23.	Vellem, S	SSS Registrar	Ingwe

2. FREE STATE 3rd August, 2012

	NAME	POSITION	COLLEGE
1.	Fryer, C.	SDF	Motheo
2.	Jordaan, L.	Deputy Director	Flavius Mareka
3.	Lieve, L.	Prog. Advisor	VVOB
4.	Madalane, B.T.	Senior Manager	Motheo
5.	Mahlangu, M.E.	Deputy Director	Maluti
6.	Makume, S.	SDF	Flavius Mareka
7.	Mamabolo, P.J.	SDF	Maluti
8.	Manzini, K.	Deputy Drector	Maluti
9.	Mda, J.	HR	Motheo
10.	Molakeng, N. J.	HR	Golfields
11.	Ncanywa, M. N.	Manager Programmes	Motheo
12.	Nkano, N.	DCES EST	Flavius Mareka
13.	Nkanyeko	Administrator	ETDP-SETA
14.	Nomfundo	Skills Advisor	ETDP-SETA

15.	Pinkoane, M. P.	Deputy Director	Goldfields
16.	Radile, D.	Campus Manager	Goldfields
17.	**Scully, F.**	**Provincial Coordinator**	**ETDP-SETA**
18.	Senoko, K. A.	DD: Corporate	Motheo
19.	Sydney	Skills Advisor	ETDP-SETA
20.	Tleru, L. I.	DCES	Goldfields

3a. KWAZULU-NATAL:DURBAN 30th AUGUST, 2012

	NAME	**POSITION**	**COLLEGE**
1.	Britz,, W.	Project Manager	Umfolozi
2.	Enocke, L.	SDF/HRD Manager	Coastal
3.	Gumede, D.	Campus manager	Elangeni
4.	Majola, M.T.	HRM/HRD	Esayidi
5.	Makhathini, S	SDF	Umfolozi
6.	Mbatha, N.	SSS	Umfolozi
7.	Mdingi, Q.	SSS	Coastal
8.	Migochi, X.	SSS	-
9.	Moosa, F.	not given	Esayidi
10.	Ngema, B.	Academic director	Elangeni
11.	Ngwane, K.	HOD	Esayidi
12.	**Ntshangase, Z.**	**Provinvial coordinator**	**ETDP-SETA**
13.	O'Conner, M.	Curriculum manager	Thekwini
14.	Pillay, P.	SSS	Thekwini
15.	Shezi, S.	Campus manager	Elangeni
16.	Shongwe, J.	HOD Agriculture	Esayidi
17.	Sibisi, N.	Campus manager	Thekwini
18.	Van Rensburg, C.	not given	Esayidi

3b. KWAZULU-NATAL: VRYHEID 31st August, 2012

	NAME	**POSITION**	**COLLEGE**
1.	Bophela, T.	-	-
2.	Brits, J.	SSS	Mthashana
3.	Buthelezi, T.	-	-
4.	Dlamini, P. S.	Senior Lecturer	Umgungundlovu
5.	Maharaj, R.	Quality Manager	Umgungundlovu
6.	Makhathini, S	HR	Mthashana
7.	Mohan, D	Projetcs Coordinator	Majuba
8.	Msomi, M. D.	Deputy CEO	Umgungundlovu
9.	**Ntshangase, Z**	**Provincial Coordinator**	**ETDP SETA**
10.	Rampersadh, S	HOD	Majuba
11.	Rooyen, G.	Senior Lecturer	Majuba
12.	Shelembe, Z.	Lecturer	Umgungundlovu
13.	Zuma, T.	Campus Manager	Mthashana
14.	Zungu, J.	HR Manager	Mthashana

4. LIMPOPO (Attendance register did not provide column for "Position")

	NAME	POSITION	COLLEGE
1.	Badernhorst, E.		Waterberg
2.	Budeli, M.D.		Capricon
3.	Dolo, M. C.		Capricon
4.	Elija		Capricon
5.	Gey von Pittius, H.M.		Sekhukhune
6.	Kekana, T.J.		Sekhukhune
7.	Khutela, P		Capricon
8.	Lekganyane, M. R.		Capricon
9.	Mabuza, J. M.		Mopani
10.	Madzie, K. R.		Capricon
11.	Maja, M.		Waterberg
12.	Malapane, S		Capricon
13.	Malatjie, L.J.		Waterberg
14.	Mashala, K.J.		Sekhukhune
15.	Mashilo, S. S.		Sekhukhune
16.	Mogane, T.P.		Mopani
17.	Molele, M.B.		Mopani
18.	Mooka, E.K.		Capricon
19.	**Mphaphuli, I.**	**Provincial Coordinator**	**ETDP-SETA**
20.	Pasha, M.G		Waterberg
21.	Raboshakga, V. S.		Capricon
22.	Sehlapelo, M.		Letaba
23.	Selepe, M.M.		Capricon
24.	Sithole, S. C.		ETDP-SETA
25.	Tefu, A. M.		Sekhukhune
26.	Tharaga, G		Sekhukhune
27.	Tsakani, M.		ETDP-SETA

5. MPUMALANGA 2nd AUGUST, 2012

	NAME	POSITION	COLLEGE
1.	Adendorff, T.	HOD(English)	Gert Sibande
2.	Brown P.G.	CM	Nkangala
3.	Chiloane, O.V.	Lecturer	Ehlanzeni
4.	Dibakoane, J. L.	HOD (Business Studies)	Gert Sibande
5.	Du Preez, A.	ACM	Nkangala
6.	Du Preez, J.J.	SES Curr. & EL	Nkangala
7.	Hlungwani, C.	SLO	Gert Sibande
8.	Kgole, R.	SLO	Gert Sibande
9.	Khwidzhili, R. H.	Lecturer	Ehlanzeni
10.	Lusenga, R.	Skills Advisor	ETDP-SETA
11.	Mabotha, K.	Skills Advisor	ETDP-SETA
12.	**Mabunda, N.**	**Provincial Coordinator**	**ETDP-SETA**
13.	Maluleke, B.H.	ASD	Nkangala

14.	Manasoe, M.S.	SSSM	Nkangala
15.	Masemola, P.	SSSM	Gert Sibande
16.	Mashego, S. R.	ES	Ehlanzeni
17.	Mazibuko, N.	SSSM	Ehlanzeni
18.	Mbethe, M. C.	SLO	Gert Sibande
19.	Mlangeni, S.	Ag. Principal	Ehlanzeni
20.	Mphuthi, K.W.	SES	Gert Sibande
21.	Nethonzhe, G	SLO	Gert Sibande
22.	Phophi, T. A.	SES	Gert Sibande
23.	Pretorius, J.	Ag. HOD (Business Studies)	Gert Sibande
24.	Sikota, V.	SLO	Gert Sibande
25.	Siwela, L.D.	Campus Manager	Nkangala
26.	Steyn, A.	HOD (Business Studies)	Gert Sibande
27.	Steyn, P.	CES	Nkangala

6. NORTHERN CAPE

	NAME	**POSITION**	**COLLEGE**
1.	Badenhorst, M.	Academic manager	NC (Urban)
2.	**De Bruin, M.**	**Skills Advisor**	**ETDP-SETA)**
3.	Fairweathon, K.	HOD Skills Advisor	NC (Urban)
4.	Gathrie, N.	HOD Business Studies	NC (Urban)
5.	Harwer, R.	JPO	NC (Urban)
6.	Jampies, W.	Campus Manager	NC (Urban)
7.	Swanwpoel, C.	HOD	NC (Urban)
8.	Van Gensen	HOD: Natural Science	NC (Urban)

28. NORTH WEST 19th July, 2012

	NAME	**POSITION**	**COLLEGE**
1.	Anthony, T. K.	HOD: Fundamentals	Taletso
2.	Gaborone, B. G.	HOD: Engineering	Taletso
3.	Goosen, H.	Dean: English	Vuselela
4.	Letsholo, A.S.	Senior Lecturer	Taletso
5.	Mojafi, R.	Deputy principal	Taletso
6.	Molefe, C.	HOD: RTB	Orbit
7.	Mpendukane, X.	HOD	Vuselela
8.	Naik, A.	Deputy CEO	Vuselela
9.	Phogojah, P.	Senior Lecturer	Taletso
10.	Potgieter, I.	HOD	Vuselela
11.	Teffo, B. M.	HOD Business Studies	Taletso
12.	Waddington, R.	HRD Manager	Vuselela

APPENDIX 5

DATA FROM THE FOCUS GROUP MEETINGS

1. SKILLS NEEDED

UNIT	CRITICAL SKILLS	SCARCE SKILLS	REASONS
MNGMT $\left\{\begin{matrix} CEO\ and\ deputies \\ Campus\ managers \\ HODs \end{matrix}\right.$	Strategic planning, Project mngmt, Financial mngmt, Labour Relations, Admin Skills, Coaching and mentoring, Policy development, Change mngmt, Legislature governing FET sector, Risk and Anger mngmt, Time mngmt,Team Building, Diversity mngmt, Interpersonal skills,		
HR	Labour relations, staff recruitment, policy dev and interpretation, asset mngmt, Negotiation skills, Job evaluation and design, risk analysis, Marketing skills,record mngmt		
RESEARCH & DEV. (PRAID)	Planning, Marketing, Partnership linkages, Stakeholder mngmt., proposal writing	Research-Honours degree(EC)	• Personnel in the unit need to have skills in research and to have done some research.
ACADEMIC AFFAIRS-LECTURERS	Assessor, moderator, facilitator, Coaching and mentoring, curriculum evaluation,	Professional qualifications – pedagogy, workplace experience and theory.	• Some lecturers have only had workplace experience but need theory related to what they teach. • In other cases lecturers have a degree but need

	assessment, use of multimedia Classroom management, communication skills, Inclusive education		to have a teaching qualification. • Others have the theory but have not had any workplace experience.
ENGINEERING	ICDL, ICT, CAT, Safety management	Degrees in Engineering, Mathematics, Physics, Construction planning, Digital electronics, Industrial Elecctronics, Artisans and Motor mechanics	• Lost to industries due to more attractive salaries and benefits • A lot has changed in the motor industry, yet lecturers and the curriculum are still lagging behind • Even where there are resources, there are no skills to operate the machines
BUSINESS STUDIES	PFMA, Supply chain mngmt skills, Taxation, Communication, Managing POE's Accounting	Qualifications in Business studies, Financial Mngmt, IT,	
OTHER UNITS	Farming Exposure Equipment Maintance	Agri-business, Primary Agriculture	• Even where there are resources, there are no skills to operate the machines
FINANCE	Budgeting, Payroll,		
SSS	Career Guidance Counselling, Financial management, Conflict management, Peer education,Tutoring and remedial teaching, study skills, Health and wellness, dispute mngmt, study skills	Counselling, Psychology degree, Pastoral-care	• Financial management is needed because student bursaries are managed by this unit. • People employed in this unit are lecturers and they have no skills in counselling. •

1. FACTORS AFFECTING SKILLS DEMAND

- Legacy of the past
- Perceptions regarding practical work
- FET Act
- Lack of institutions of higher learning that train college lecturers
- Economic Fluctuations
- Geographical demarcations
- Throughput rate/Certification Rates of students-LOW

- Colleges not responsive to current regional skills demand
- Salaries too low

2. **INTERVENTIONS**
    - More focus on vocational training(FS
    - Need for Resources especially for people with disabilities(EC
    - Special Needs Programmes (EC,
    - Need to work on offering contracts that are permanent. Many are lost to industry
    - Special needs identification
    - Up-date resources e.g. computer progs.
    - Improve on conditions of service-salaries and benefits
    - Bursaries for staff to improve qualifications
    - Identify lecturer with prior experience and design training
    - Accelerate training-most lecturers who are qualified are nearing retirement
3. **INTERACTIONS WITH THE LABOUR MARKET/OTHER INSTITUTIONS**
    - Training module for lecturers so that they teach all requirements for the labour market(EC
    - Sharing of Good practices with other institutions
    - Partnerships with private sectors- Companies like SASOL should not train their own employees but work with colleges.
    - Include industry in the design and review of curriculum.
    - Partnerships will assist in getting

Additional Suggestions:

- Strategic plan should include scarce skills
- Advertise nationally to attract scarce skills
- Need for workshop for Artisans
- Simulation workshops
- Political changes lead to change in focus
- Need to restructure practicals due to high numbers-too many in a workshop
- Need for funding to sponsor leaners for bridging
- Restructure curriculum to meet needs of the labour market
- Need for Health and Wellness issues to deal with current times