Removing the Stigma of Vocational Skills Training

27 August 2020
Education Landscape

Basic Education
Provincial Competency
• Schools

Higher Education and Training
National Competency
• Universities (26)
• SETA’s (21)
• TVET Colleges (50)
• Community Colleges (9)
White Paper on Post School Education and Training

- The **post school system** comprises of all education and training **provision for** those who:
  - have **completed** school
  - did **not complete** his/her schooling
  - who **never attended** school

- TVET Colleges - 750,000 in 2016 — **2.5 million by 2030** (NDP)
- CET Colleges — **1 million by 2030**

- The **CET Act** compels the colleges to:
  - **Ensure access** for persons who have been **marginalised in the past**, such as **women**, the **disabled** and the **disadvantaged**.
White Paper on Post School Education and Training

• ‘Since the main purpose of TVET Colleges is to prepare students for the workplace and/or self-employment, it is essential that they develop and maintain close working relationships with employers in their areas of study.’

• **Work-integrated training model** is the most effective training model
Why this Stigma?

• In spite of numerous public statements by the Minister of HET and Deputy Minister of HET that Colleges should be the institutions of first choice for school leavers this negative perception prevails.

• Most individuals that influence the career decisions or further study options of youth have no first hand experience of Colleges.

• The general public is able to distinguish between functional and dysfunctional schools and universities but cannot distinguish between functional and dysfunctional colleges and negative publicity is generalised.

• The study period of the majority of students is too short to form a lifelong association.

• There is a perception that College graduates find it more difficult to find employment than university graduates.

• The perception is that Colleges are for students that struggle academically. Higher entrance requirements at Universities fuels this perception.

• The low programme costs create the perception of a cheap programme and therefore inferior training standards.

• Perception that Colleges lead to an Academic dead end.
TVET College Programmes

**Vocational**
- NC(V)
- NATED N1 – 6
- Quality Assurer: UMALUSI
- Funding: DHET
- NSFAS Bursaries

**Occupational**
- Learnerships
- Apprenticeships
- National Certificate (NC) Skills Programmes
- Quality Assurer: QCTO
- Funding: NSF & SETA’S

**Higher Education**
- Higher Certificates, L5
- Partnerships with HE Institutions
- Quality Assurer: CHE (HEQC)
- DHET Funding via HE Institutions
- NSFAS Bursaries
VOCA TIONAL NC(V): Grade 9 Entrance Requirements

- Electrical Infrastructure Construction
- Engineering Related Design (Fitting and Machining)
- Engineering Related Design (Automotive Repair and Maintenance)
- Engineering Related Design (Fabrication)
- Engineering and Related Design (Welding)
- Civil Engineering and Building Construction (Plumbing)
- Civil Engineering and Building Construction (Masonry)
- Information Technology and Computer Science
- Finance, Economics and Accounting
- Office Administration
- Hospitality
- Safety in Society
- Education & Development
- Tourism
- Primary Health
- Transport and Logistics
VOCATIONAL: NATED

N1 – N3 Engineering Entry Grade 10, 11, 12
- Automotive Body Repair
- Boilermaking
- Electrical
- Fabrication
- Fitting & Turning
- Joinery
- Masonry
- Motor Mechanics
- Plumbing
- Welding
- Woodwork and Carpentry

N4 – N6 Entry Grade 12
- Business Management
- Financial Management
- Hospitality
- Tourism
- Educare
- Management Assistant
- Marketing Management
- Human Resource Management
- Public Management
- Farming Management
- Engineering
OCCUPATIONAL PROGRAMMES

- Early Childhood Development
- Professional Cookery
- Assistant Chef
- Yacht and Boat Building
- Wholesale & Retail Operations
- Plant Production
- Electrical Engineering
- Mechatronics
- Fitting and Machining
- Fitting
- Fabrication
- Plumbing
- Joinery
- Automotive Repair & Maintenance
- Automotive Spray Painting
- Building and Civil Construction
- Boiler Making
- Welding
- Bookkeeping
- ICDL
- Cisco Academy
- 2D Animation
- Information Technology and Computer Science
New QCTO Occupational Qualifications
Apprentice of the 21st Century (A21)

COLLEGE .................. WORKSHOP .................. WORKPLACE

Knowledge / theory (Min 20%)
Practical (Min 20%)
Work experience (Min 20%)

External Integrated Summative Assessment (EISA)

Occupational Certificate
Priority Trades

• Needed to implement government’s National Development Plan: Vision 2030 in general and its Strategic Integrated Projects (SIP) inter alia, War on Leaks, Phakisa

• as well as those needed by municipalities to meet service delivery challenges

• Those Trades that are truly needed for economic growth and social development in our country
13 Priority Trades

- Bricklayer
- Electrician
- Millwright
- Boilermaker
- Plumber
- Mechanic including Automotive mechanic
- Diesel mechanic
- Carpenter and Joiner
- Welder
- Rigger
- Fitter and turner
- Mechanical fitter
- Pipe fitter
Centre of Specialisation

• Model sets out to motivate industry Stakeholders and Employers to partner with TVET Colleges to build a quality Apprenticeship system

• Mainstreaming of Occupational Programmes in TVET’s

• To significantly increase the Quality of Artisans trained

• Focus on 13 Identified priority trades.
Supporting Agencies

• Institute of Plumbing SA

• Retail Motor Industry Organisation

• Southern African Institute of Welding

• Steel and Engineering Industries Federation of Southern Africa
## CET College Programmes

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### Senior Certificate
- Matric for Adults
- National Senior Certificate

### Skills Training Certificate
- Short Courses
- Accredited Skills Courses
# CET Learning Areas Offered

## ABET Level 4 Learning Areas

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<th>Component</th>
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| **Fundamentals Component:** Compulsory | 39 Credits | One Official Language: 23 Credits  
Mathematical Literacy: 16 Credits OR Mathematics and Mathematical Sciences: 16 Credits NOT BOTH |
| **Core Component:** Compulsory | 32 Credits | Life Orientation: 32 Credits |
| **Electives Component:** Optional | 49 Credits | **Academic Learning Areas:**  
- Human and Social Sciences: 23 Credits  
- Natural Sciences: 15 Credits  
- Economic and Management Sciences: 21 Credits  
- Arts and Culture: 17 Credits  
- Technology: 11 Credits  
- One Additional Official Language (Excluding the language chosen as a Fundamental): 23 Credits  
**Vocational Learning Areas:**  
- Applied Agriculture and Agricultural Technology: 20 Credits  
- Ancillary Health Care: 45 Credits  
- Small, Medium and Micro Enterprises: 17 Credits  
- Travel and Tourism: 38 Credits  
- Information Communication Technology: 23 Credits  
- Early Childhood Development: 26 Credits  
- Wholesale and Retail: 30 Credits |

## ABET Sublevels 1, 2, & 3

- **ABET Level 1 (Grade 1-3)**  
  - Learning to read and write (Language Communication)  
  - Learning to calculate (Mathematics)  
- **ABET Level 2 (Grade 4-5)**  
  - Developing reading and writing skills (Language Communication)  
  - Developing numeracy skills (Mathematics)  
- **ABET Level 3 (Grade 6-7)**  
  - Improving reading and writing skills (Language Communication)  
  - Improving calculation skills (Mathematics)  
  - Integrated Studies (Obtaining baseline knowledge of GETC content learning areas)
Other TVET/CET Colleges Focus Areas

- Entrepreneurship development
- Bridging Programmes
- Improved Access for students with disabilities
- Diverse delivery modes.
- Expansion of E-Learning
- Joint employment Centres
- International Partnerships
What will change this negative perception

- Grading of colleges and placing this information in the public domain
- Responsive programmes and curricula that can be adapted within short timeframes to respond the latest needs of industry and the economy
- An annual robust PQM planning process
- Infrastructure that supports the perception of a step up from school that is not inferior to Universities
- Cutting edge training equipment
- Lecturing Staff that have proven track records in industry and continuously granted the opportunity to spend sufficient time in industry to stay abreast of latest developments
- Extramural activities to create a more positive student experience
- Timeous issuing of certificates and diplomas
- Improved student selection
Thank you

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