



CONCEPT NOTE FOR THE PARTNERSHIP BETWEEN ETDPSETA AND SACPO FET LECTURER DEVELOPMENT WORKSHOP

“Empowering Further Education and Training (FET) college lecturers to be at the cutting edge of skills development”

Introduction

The purpose of this concept document is to prepare for a workshop that will provide sound recommendations and criteria towards the development of the Initial Professional Development and Continuous Professional Development national qualifications for Further Education and Training Colleges lecturers.

Workshop Theme

The overarching theme of the workshop would be:

“Empowering FET College lecturers to be at the cutting edge of skills development”

Situational Analysis of the Public FET College Sector

In recent years the Further Education and Training Sector has undergone major changes and systemic transformation. In 1996 the Department of Education (1998) appointed a Ministerial Committee, the National Committee on Further Education and Training (NCFE) to investigate the FET sector and advise on all aspects of post compulsory education and training prior to higher education and work. The result of this work was Green Paper which set the first steps towards formulation of policy for FET. The recommendations of the NCFE resonated with and were complementary to Skills Development Strategy and the call for partnership in addressing national goals. In short, the Green Paper initiated a transformation agenda in which FET colleges be open learning system contribution systems contributing to the development of human resources needs of the country.

The pressures for the transformation of the FET colleges are compelling and substantial. FET Colleges emerge out of a wide array of social and economic conditions. According to the Department of Education (1998) FET colleges experience problems such as:

- Lack of coherence and co-ordination
- Lack of funding coherence
- Poor articulation programmes
- Separate education and training tracks
- Weak linkages with industry
- The legacy of apartheid
- Adverse working conditions and a breakdown of the culture of learning, teaching, and service, and
- A distorted labour market

In fact, FET transformation and change were mooted in the mooted in the 1995 White Paper on Education and Training (Department of Education, 1995) which called for integration of education and training. FET colleges were identified as important role players in the integrated approach. Following this, a specific White Paper for the sector was developed (Department of Education, 1998). In 1998 the Department of Education promulgated a programme for the transformation of Further Education and Training. The White Paper introduced a new definition for FET, emphasized its importance and proposed a new framework for the FET sector. The new changes brought in were a new governance framework, alignment of teaching and learning through the National Qualifications Framework (NQF). However, it must be noted that not all the recommendations for change and transformation were realized. Many are yet to see light across the FET sector.

The Department of Education (2008) showed its commitment to transformation change by introducing a National Plan for Further Education and Training Colleges in South Africa. The plan echoed the changes mentioned above, but emphasized the need for FET colleges to focus on vocational education. While the plan envisioned a coordinated college system with broad access and participation and institutional autonomy as well as active monitoring institutions, at the same time curriculum was changed. The Department of Education (2009) set out minimum admission requirements for NCV. The sweeping changes experienced were developed at the top without competence of college staff (ETDP SETA, 2011). The crisis in the FET sector was further deepened. In an attempt to improve the image and conditions under which FET colleges function the Department of Education convened a roundtable in May 2010 which results into the FET Summit which aimed to achieve an honest and robust assessment of the current challenges, a short term investigation and planning process in which all stakeholders participated. The summit and the roundtable recommitted the colleges to begin to fill the gap on producing the much needed human resources in critical and scarce skills, drew colleges to a common vision of

improving responsiveness to the needs of the economy and increasing participation rates in NCV. The latter was emphasized by the Minister of DHET when he outlined the fact that colleges can be alternative route for school leavers who struggle to find a place in universities (Nzimande, 2011).

Background and Context

This concept paper addresses one key challenge; how to ensure that FET Colleges lecturers are provided with pre-service and in-service national qualifications that will impact positively in their professional development.

FET College lecturers in South Africa have faced a barrage of policy changes in the last 15 years that have impacted negatively in their academic development in the FET sector. Based on these policy legislations and changes, the majority of FET lecturing staff needs to improve and update their academic and vocational knowledge and experience.

It is estimated that around 76% of lecturing staff employed by the public FET colleges operate on Post Level 1. It is unlikely that many lecturers are unable to move beyond Post Level 1 due to the limitation of their qualifications. A key challenge is how colleges attract new educators from industry into colleges, who understand industry and have teaching capability but do not meet the qualification requirements and are therefore restricted to low pay grades. This restricts the capacity of the public FET colleges to find educators who have skills and knowledge that are still current in relation to changing industry demands.

It is also clear that FET college lecturers were not adequately prepared for the introduction of the NCV curriculum and this has impacted on both their knowledge of the content of the curriculum and how to teach in the classroom. This may account for poor performance of learners in the NCV programmes. Learner performances on the NCV programmes continue to be poor. This is evidenced by poor class attendance, high drop-out and low throughput rates. At the FET Summit one of the key challenges highlighted by the participants was that at public FET colleges in South Africa, there is a lack of quality of teaching and learning which resulted in less than 2 500 cohorts completing the NCV programme in 2009 out of the 320 679 who enrolled in 2007 (Centre for Higher Education and Transformation, 2009).

The FET Summit resolved that there is a need for the development of appropriate career path and reward systems for FET college lecturers. This resolution also reinforces the goal of the National Skills Development Strategy (NSDS III), which seeks to ensure that FET colleges play an important role in equipping their lecturers to meet the skills needs for the industry and communities. This calls for the a joint initiative of the ETDP SETA and SACPO to develop a strategy that will purposefully support FET colleges and assist in building their capacity to ensure that they take centre stage in skills development. The FET colleges should have the

capacity to delivery skills for the new economy. The NSDS III encourages a closer coordination and synergy between public FET colleges and the SETAs which must help strengthen these colleges and prioritise them when it comes to training provision.

One of the ETDPSETA’s strategic pillars is;

- *To collaborate with the Further, Education and Training (FET) colleges as key strategic partners in the delivery of the skills development and create value in the sector.*

In its quest to achieve its mandate, the ETDPSETA makes a clarion call to all stakeholders in the FET sector to participate in the FET college workshop aimed at empowering Further Education and Training colleges to be at the cutting edge of skills development. The purpose of this workshop is to provide guidance to the ETDPSETA, through stakeholders’ participation in four different commissions that will lead to the development of pre-service and in-service national qualifications for FET college lecturers.

Breakdown of FET College Workshop Participants

Participants	Role	Responsibility	No.	Outcome
ETDPSETA	FET Colleges Workshop Coordinator	Ensure that the workshop takes place	7	Development of an action plan to achieve its strategic objectives for the FET sector
SACPO	FET College workshop coordinator on the side of FET Colleges	Ensure that FET Colleges participate in the workshop	8	Report the resolutions to FET Colleges for future direction
DHET	Present a paper on strengthening FET College lecturers to improve quality of learning and teaching	Ensure that the goals of HRD-SA for FET Colleges are attained	4	Skills development of FET Colleges lecturers to meet national skills challenges in the ETD sector
SADTU and NEHAWU	Present a paper on academic development challenges’ from	Highlight the academic development challenges FET	4	Ensure that lecturers skills development challenges are

	lecturers' perspectives	Colleges lecturers are faced with		addressed in the new SETA landscape
BUSA	Present a paper on the needs of the industry and alignment with the FET College sector to build capacity for artisans	Ensure that industries open mentorship opportunities for FET College lecturers	4	Ensure that the FET sector is responsive to the needs of the industry.
HESA, Wits, UFS and UWC	Present a paper on FET qualifications models that are being piloted.	Ensure that proper national qualifications are developed for FET college lecturers	4	Develop relevant national qualifications for lecturer development
SACE	Participate in workshop commissions	Advise on the professional development initiatives for FET College lecturers	3	Ensure that national qualifications for lecturers meet professional developmental needs in the FET College sector
SAQA	Present a paper on Career Guidance and qualification development process	Guide the workshop on their career guidance project and qualification development process	3	Ensure that the workshop is given guidance pertaining to the national qualifications for FET Colleges lecturers
FET Chamber	Participate in commissions to guide them about the work of the chamber	Ensure that the activity plan of the FET chamber is integrated in the commission discussion	10	Ensure that views of the chamber and its activity plan are taken into cognisance
FET College Funders, (Belguim, USAID, Denmark, Sweden	Share their role and experience on funding FET Colleges	Provide guidelines to the workshop about the criteria and processes for funding for FET Colleges	6	Ensure that the workshop understand the process to access funding

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Workshop Programme

The planned workshop will run for two days. The first session of day one will focused on paper presentations from identified stakeholders. The second session of the first day will be constituted around 4 commissions that will be guided by the papers presented at the plenary session. The second day will be a report back session from different commissions that will result in resolutions that will guide the action plan and inform the ETDPSETA Strategic Plan for implementation in the FET sector.