

# A PUBLIC TVET PERSPECTIVE

**Q: How do post school education and training providers take the skills demands of key sectoral networks into account?**

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# Short Answer: with difficulty

Evidence of college interactions exist but:

- to what scale? Reach?
- Colleges not nimble, agile organisations
- competing, often conflicting priorities for managers, staff, students, government
- unrealistic expectations given constraining environment
- measures of success eg. WiL at odds with core business of colleges

# Constraints external to TVET colleges

- core business is formula funded programmes
- occup progs need capacity – QA, accredit etc and need to be viable
- Negative perceptions of college quality
- National curriculum and exams structure rigid – little room for movement
- limited public knowledge of colleges curricula
- work experience a requirement of NATED and NCV but not built into curriculum
- Low student preparedness for college

# System Enablements

- Govt pressure - National Skills Accord, White Paper targets for skills development
- Support for Work Based Experience (WBE) placements of students AND staff
- Pressure on SETAs to engage with colleges and companies
- NCV – support for theoretical and practical integration beginning to gain traction
- international partnerships spin-offs
- Pending review of NATED and NCV programmes – move to PQM

# Weaknesses

- Policies on WIL in development - a relatively new function – an unfunded mandate
- migration instabilities – unsettled environment – management, governance
- WBE an add-on (though timetabling and funding constraints) - lack of integration into curriculum mainstream – still a student support function
- Some colleges lack diversified funding base – dependent on formula funding

# Other considerations

- Colleges have to make conceptual shift from ‘Jobs’ training to Sectoral systems of innovation
- Colleges operate in undeveloped spaces and with limited power – ‘junior partners’
- Colleges are doing what they can with what they have – structural and systemic constraints
- Sen’s broader notion of capability as not simply a function of ‘internal’ attributes

# Conditions for college success unmet

The present blockages have been in place for a long time, we know what they are:

Perhaps we should be researching those who appear to be having some successes in their engagement, **why they are succeeding?**

See FET College Times