



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Conference theme:

“Reframing TVET Colleges as 21st Century Learning Organisations”

Presentation Paper: Keith Loynes

Reflecting on the strategies employed for elevating TVET Colleges to fulfil their role as 21st Century Learning Organisations while linking these to the expectations.

International Association of Community and Further
Education and Training Colleges

7th Pan African TVET and FET Colleges Conference

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Paper outline:

1. World-wide TVET perspectives
2. The “Learning Organisation”
3. Great expectations
4. Strategies identified
5. Meeting the benchmark

World-wide TVET perspectives

- From the [Caribbean](#) to the [Congo](#) and from [India](#) to [Chile](#), everyone acknowledges the key role of TVET.
- UNESCO-[UNEVOC](#) adopted a new TVET strategy in April that will run from 2016 to 2021.
- The [African Union](#) too, has recently released its Continental Strategy for TVET subtitled 'To foster youth employment'.

The Learning Organisation

- Learning Organisation as per Peter Senge

Or

- Learning organisation generic
- Peter Senge “refers to the qualitative standards a company could achieve that facilitates the learning of its members in a way that enables it to continuously transform itself”.

The Learning Organisation - characteristics

- Systems thinking (dependent on institutional data and information systems)
- Personal mastery (staff development)
- Mental modes (open culture promoting enquiry and trust)
- Shared vision (manifesting in flat decentralised organisational structures)
- Team Learning (characterised by open communication, shared meaning, shared understanding – resulting in interconnected thinking)

Great expectations

- Unesco-Unevoc
 - Fostering youth employment and entrepreneurship
 - Promoting equity and gender equality
 - Improving skills development in the informal sector and rural areas “through traditional apprenticeships”
 - Facilitating the transition to green and sustainable societies
 - Advancing ICT and Science, Technology, Engineering and Maths (STEM)

White Paper key objectives for TVET

1. Improving management and governance
2. Developing the quality of teaching and learning
3. Increasing responsiveness to local labour markets
4. Improving student support services
5. Developing TVET infrastructure
6. Strengthening partnerships with employers
7. Addressing disability
8. Open learning and diverse modes of provision
9. Increasing access (2,5 million by 2030)

Strategies identified and meeting the benchmark

- See the detailed and referenced list in the paper.
- Meeting the benchmark involves both
 - Nationally co-ordinated strategies
 - TVET Colleges embracing the principles of “Learning Organisations”
- A need to exploit the windows of opportunity that exist now to maximise technology

Action strategies

- National community of practice
 - TVET College Times
 - Focussed on TVET professionals
 - Sector-wide active participation
- DHET TVET website www.tvetcolleges.co.za
 - Focussed on facilitating student access
 - Linked to DHET career advisory service
 - Personal assistance portals examinations; email service; helpline

THANK YOU