

8th PAN AFRICAN TVET COLLEGES CONFERENCE

*“Transfer of Learning through Work Integrated Learning”
Exploring models in Practice*

IN MEMORY OF

LEAH LIVNI

AND HER COMMITMENT AND DEDICATION TO THE
WORK OF THE IAC AND THE TVET COLLEGE SECTOR



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Day 1 – Keynote Address 9h00 to 9h45

SUMMARY

Dr Raymond Patel – CEO MERSETA

***“Seeking Innovative yet Practical Solutions to the Demands of Industry
in Education and Training”***

What are the challenges – a 12 point approach to what the TVET Sector should be. Industry (Industrial Revolution) 4.0: It is the internet of things – impact on relations – productivity, component manufacturing. Do we need the current apprentice type? Where is the shortage? Production on demand - harmonising the productive process of “chaos” with order. A paradigm shift in societal relations. We need a responsive curriculum. What surrounds your college? Consider Limpopo/Mpumalanga and the impact of mineral potential on growth. Don’t ignore the informal sector. Deploy intellectual and research processes to confront uncertainty. Institutional leadership (not management); Innovation; Industry links; Continuous improvement; participation in TVET policy development; inclusiveness; entrepreneurship; gender equity; partnerships; social dialogue; labour rights; knowledge sharing. “Don’t do the same over and over for a different results”. Einstein.



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Day 1 – Second presentation 10h25 to 11h10

SUMMARY

Chris Murray – Creative Transformations

“Youth Employability: International trends in Programming Youth Development: A retrospective look at my journey across Africa, Eastern Europe and South East Asia over the last 10 years – Building Systems in TVET Colleges ”

Youth unemployment - a world-wide phenomenon. 20% in the developing world are NEETs. Youth and peace building; Youth and health; Agriculture food security; Cross sectoral skills for youth. 600 million youth in conflict zones; Youth career centres that facilitate entrepreneurship and skills development; ECD; Increasing agricultural production for food security. Opportunities for TVET colleges in agriculture; work-readiness and self-employment. Attitude and experience are key for employability. Demand driven not supply driven **systems** = responsiveness. Donor funding linked to employability. Relevant short-term skills. System demand – integrated and cohesive. Life Skills: Work Ready Now programme. Work Integrated Learning, and Work Based Learning are core. Building student experience portfolios. Internationally, TVET remains central. Key TVET practices: Relationships; Empowerment; Innovation.



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Day 1 – Third presentation 11h15 to 12h00

SUMMARY

Colm McGivern – Country Director: British Council

“10 Trends: Transformative Changes in International Higher and Further Education”

Volatility and unpredictability dominate. Emerging new market players. Massive youth growth in sub-Saharan Africa; Millennium Development Goals and Sustainable Development Goals – Goal 4, leads to big improvements. What gets measured gets done. Internationalisation strategies for attracting students - linked to trade investment and prosperity. National investment in education influences student mobility. **Education intelligence:** Scholarship programmes facilitate mobility. English as a lingua franco (divorced from cultural roots) with structural issues. Impact of Educational Technology digital literacy; adaptive learning; internet of things; unbundling; gaming; artificial intelligence and virtual, augmented, mixed reality. Fear of the robot/Demand for specific skills. Multi-sector co-operation – corporate investment aligns with education interests. Brand and value – Importance of brand declines and the definition of value grows more individualistic. Focus on student experience: “ the quality of the welcome”.



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Day 1 – Fourth presentation 13h05 to 13h40

SUMMARY

Dr Ramneek Ahluwalia – Universities SA

“Implications of Gender Based Violence on Teaching and Learning in the Post School Education System”

26 Universities and 50 colleges, more than 2 million young people are the focus of the HEAIDS programme. The potential bread-earners. Of SA's aged 15-45 - 15% live with HIV (one in five). It is about keeping people alive -1000 become HIV positive each day. Community Engagement not as good as Teaching and Learning and Research in TVET. Shocking levels of disadvantage among TVET College students. Capacity development; protection unit monitoring; gender office for monitoring/channeling responses; prevention programme; Life Orientation expectations, monitoring; the legacy rests in the life-skills imparted. Change lives, don't simply chase numbers. Perhaps a role for a multi-disciplinary team.



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Day 1 – Fifth presentation 13h45 to 14h20

SUMMARY

Ken Duncan – Swiss-SA Co-operation Initiative

“The future for TVET Colleges isn’t what it used to be: What will change and what can be done about it”

Historical overview of great shifts in colleges to a point of becoming ‘all things to all people’. Then the 2013 White Paper to focus the attention on core business. “To train young people for the labour market”; and “To train young people for the workplace”. How are colleges doing on this? NCV 26% and 37% of NATED of enrolment, graduate. This is unsustainable. Employment prospects 50% likely to be employed; N6 52%; Artisan trade test 73% and first degree e.g. BA or BCom >80% of 30% of registration. Therefore best route = Artisans. Trade Theory only 25% and Learnerships 33% both much less than in-house company training. Changing: QCTO occupational qualifications and Centres of Specialisation. CoS = apprenticeships + dual system + college industry partnerships.

Implications: New PQM and output based funding model; Online theory, blended delivery; Re-accreditation; private providers increasing; industry partnerships. Now “Back to the Future” = Colleges can do it.



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Day 1 – Sixth presentation 14h25 to 15h00

SUMMARY

Dr Edna Rooth – LifeSkills Africa

“The role of Life Skills in Work Integrated Learning – Optimising Life Skills education: Life Skills for both WIL and workplace success”

Life skills and WIL. Teaching and learning deficits outlined, including the absence of LO in the NATED programmes. Very interesting video success story.

Competencies required include: problem solving, healthy behaviour etc. Student preferences outlined. These included Goal setting; respecting others, stress management, solving problems managing strong emotions.

A range of life skills are needed. This includes personal skills, (resilience, intrinsic motivation, flexibility, self concept and the willingness to engage in lifelong learning). Social Skills and Higher level Cognitive Skills.

Reflect, Learn, Act as a cycle of development. Life Skills are critical for the workplace and personal development.



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Day 1 – Seventh presentation 15h40 to 16h15

SUMMARY

Vanessa Taylor – Project Manager SSACI

“The experience of TVET College lecturers who participated in industry based Work Integrated Learning (WIL). Findings from the SSACI-ETDP SETA WIL for Lecturers Project”

Aim: improve teaching and learning in the colleges through lecturer industry exposure/experience and the integration of learning back into teaching. 280 lecturers from 28 colleges aligned with new lecturer professional qualifications. It could also build ETDP SETA (funder’s) capacity and systems. Lecturers participated = 500; questionnaires completed = 211. Time in workplace ranged from 2- 10 days. Research design qualitative and quantitative. Lecturer demographics included programme specialization; location; gender occupation; teaching; industry experience; selection; timing of WIL; types of employers. Positive feedback included: motivation 71%; Placement (68%); Benefits of WIL (78%); Integration into classroom (79%). Greatest benefits included identification of gaps; updated subject knowledge; employer requirements; confidence; insight. Conclusions: Benefits address the main college challenges and those outlined above. Colleges must promote WIL.



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Day 1 – Eighth presentation 16h20 to 16h50

SUMMARY

Dr Anthony Gewer – Harambee Youth Employment Accelerator

“Building Pathways – Accelerating the Transition of TVET College Graduates into Work”

Focus: Solving the Demand/Supply mismatch.

Model: Reduce the churn, readiness and scarcity - based on 12 month period of employment. Placed over 43000 young people with over 360 employers with a strong national presence (urban and rural). Through: sourcing; screening and matching in a wide range of industry.

Consider behaviour change model: discipline; publicly displayed; team based leagues; personal mastery and job reward. The period of exposure could be as much as 8 weeks for retail. The 6 day work readiness programme includes immersion, interview, physical conditioning – but flexible depending on context. There is a specific candidate profile. Reasons why people struggle to find work unpacked (eg. Spatial issues; transport; printing; internet access). Measuring learning potential is key. A step-up from the college qualification is needed to secure employability, if not in a learnership or apprenticeship (e.g.: technical assistant/operator roles).



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Day 1 – Ninth presentation 16h55 to 17h50

SUMMARY

Leon Beech – CEO and Principal Northlink TVET College

KEYNOTE ADDRESS: “How do TVET Colleges respond in a rapidly changing environment”

Core delivery numbers decreasing in the face of resource constraint. Focus shifting to occupational delivery – through alternative funding sources. Onus has shifted to colleges to place students. DHET focusses on Work Experience – and does not have to be in a company. What do we expect from Work Placement that cannot be supplemented in college workshops. The National Development Plan, in the absence of funding, remains only a plan. Decade of the Artisan – again, very high costs which are not provided. Centres of Specialisation – what is the resource support that can be expected. Ministerial programmes: we are experts at offering the outdated programmes and its related examination process. Challenges: finance; facilities; staff capacity; outdated curricula; advances in technology; employability; quality of training (technical and aesthetical). Opportunities: Sharing of good practice; partnerships/ industry links; skills centres; simulation; collaboration; QCTO. Capacity dev.: Staff/Facilitators; facilities; support services; technology; dialogue on T.T. procedure; development. Strategic Vision: skills centres; upgraded machinery and those above.



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Day 2 – Tenth presentation 8h35 to 9h10

SUMMARY

Dr Ronel Blom – Dean Research & Design – The Da Vinci Institute

***KEYNOTE ADDRESS: “Workplace – Based Learning: Promises, Hopes
and Realities – It’s about the Economy Stupid!, Or is it?”***

Understanding the nuances of the different related terms; present day practices; legislation and regulation; conceptual frameworks for WBL. James Carville 1992 – “It’s about the economy, stupid!” How does this apply to Education? Media reports “Graduates are unemployable” WBL is at the intersection of Work and Education. Great educationists writing endorse the link between Work and Learning. Politicians look for a panacea solution without focusing on the substance. Unreasonable expectations in service of ideology eg RPL as a panacea. Focus on the pedagogical merits as opposed to ideological goals or risk losing the initiative altogether. What problems are educationists trying to solve? Currently: Apprenticeships; learnerships; internships of various types. Do we educate for employment? Or do we educate to enhance employability? A look at the Legislative and Policy environment and the epistemological differences (What is missing and What is emerging). The intended outcomes are very different. What precisely is the role of education in solving the problems of the economy and social development. Unreasonable expectations. Tabled a conceptual framework for WBL. A curriculum ‘which faces both ways’ as a pedagogy. It’s about employability



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Day 2 – Eleventh presentation 9h55 to 10h30

SUMMARY

Dr Jyoti Singh – Independent Researcher & Publishing Specialist

“Understanding how STEM and Teaching and Learning in South African TVET Colleges impacts WIL”

Problem = Opportunity.

Issues: poorly prepared students; examination leaks.

Causes for optimism: Case studies of Messrs Archary and Somerset Training and application matches – extensive mismatches featured in study samples. Negative and Positive feedback of how TVET graduates fared in the workplace.

Somerset: “In education, we cannot be isolated. Treat your challenges as learning curves and embrace them. Be willing to make mistakes. Ask your students and colleagues for support in order to improve what you’re doing in the classroom”.



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Day 2 – Twelfth presentation 10h35 to 11h10

SUMMARY

Dr Manager Mhangarai Muswaba – (FCIS) Ekurhuleni East TVET College
***“Aligning TVET Education programmes with industrial demands in SA:
An international comparative analysis of TVET curriculum development
frameworks of four countries”***

A cautionary anecdote of how inaction can lead to market loss and how this could be avoided for TVET Colleges. The key is “relevance”. The role of leadership is fundamental (characteristics of which were unpacked). The curriculum is remotely developed and ‘ownership’ is lacking. SA, Cameroon, Germany and Finland practices considered. We are putting state funding into a drain. Research indicates the need for radical change in terms of the stakeholders in curriculum development. Partnerships with stakeholders are fundamental. Products of the curriculum (graduates) lack credibility. There should be a framework for TVET Colleges. It requires the collaboration of the correct stakeholders working towards policy development. Let’s move away from centralized curriculum development. Institutional collaborations in NCV curriculum development. Research derived results. Issues of Quality. Proposed theoretical frameworks that incorporates a Professional Catalytic Process.



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Day 2 – Thirteenth presentation 11h50 to 12h25

SUMMARY

Fatima Fernandes – UNISA – TVET Co-ordinator: College of Education

“A framework for Student Placement Support in the context of WIL in SA”

PSET White Paper 2013 sets the scene for Universities and Colleges to form partnerships in service of WIL.

Stakeholder role in support of WIL.

Student Placement Support what happens between colleges and industry. How can student placement be supported? Very little local literature. Challenges; Roles and Recommendations. The aim is to develop a conceptual framework. Social support theory that speaks to the problems. Lack of support can be emotional. The fear of the unknown, with no parachutes. Lack of tangible (financial) support. Employers not part of the recruitment process. Open to exploitation. No criteria; not fit for purpose, with incorrect skills. Students need to be supported with pre-employment guidance and information.

Miscommunication between industry and the college surrounding the student WIL. Length of qualification makes it obsolete.



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Day 2 – Fourteenth presentation 12h30 to 13h05

SUMMARY

Kris Moodley – Director: Department of Electronic Engineering, DUT

***“A Work Integrated Management Online Tool for Supervising, Monitoring
Learner Performance and the Placement of Learners”***

It is your responsibility to place students into WIL programmes, appropriately structured, supervised and assessed. The importance of the integration of work and learning. Identify role players and support in theory for WIL. WIL is the validation of teaching and learning. The pedagogy is identical to conventional classroom practice.

OLUMS Online tool: Mines all information concerning the student in the system. Keeps track of placement; assessment; visitation; and employer accreditation. The Qualification is the basis of the platform in which the Director Academic, Assessor, HOD, Student employer, and Mentor collaborate.

Assessment management, generates students monthly report.

The entire system works to automatically compile a portfolio for the student. Placement management used to be integrated in the system. All required national statistics can be mined.



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Day 2 – Fifteenth presentation 13h10 to 13h40

SUMMARY

Dr Andre van der Bijl – Senior Lecturer: Faculty of Education, CPUT

***“Industry –based WIL for TVET College Lecturers: Lessons learnt from
International Research and emerging local practice”***

Policy on WIL for lecturers. Overview of recently introduced policy measures for teacher education. Implications of anomalies in a multiple framework environment unpacked.

WIL Learning From and In practice focused on learning and placement.

WIL in qualifications (in each framework)

Content for WIL for lecturers (to re-orientate) is different from WIL for students (world of work). The focus is on improvement of teaching (pedagogy), and not so much the technical aspects of the task. It provides a basis for curriculum improvement. Illustrations from Engeström Activity Theory. The importance of appropriate WIL. What policy is available for WIL for teachers/lecturers. Yes, Australia (2010’s), Scotland (1980’s) etc. Success questionable. Lecturer placement is complex. Different competency sets required. Key characteristics of lecturer industry placements. Industry setting important. Iterative process. Must be managed and controlled.



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CONCLUDING STATEMENT

Networking Gala Cocktail Party Opening: Kiru Truman – Truman Consulting

A perspective of working integrated learning on an academic campus. Placing learners very difficult hence the idea of developing campus based businesses. Curriculum connections are possible in the fields of retail and specific vocational fields.

Possible themes for forthcoming conferences:

TVET Qualifications

RPL

Policy instruments

Any other requests – direct to conference organizing team

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CONCLUDING STATEMENT

Congratulations to the conference organizing team under the leadership of Chris Brink, who put together this Conference.

The selection of key role-players as presenters, whose professional and in-depth expertise, steeped in experience, combines to produce a seminal body of work in the form of their collective papers, holds great promise for the future of the South African TVET system.

Delegates should not underestimate the functional value of the deliberations of this conference in informing both practice and policy at various levels of the system, right down to the coalface of delivery. The venue, on what is arguably the Riviera of the African Continent, only serves to flag to delegates, the top class nature of the conference deliberations.

I thank the team for this initiative and look forward to many more to come.

