
***Improved Relations Between industry and
FET Colleges Linked To Perceptions,
Challenges and Operational Requirements***

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**“THE FEAR OF DEATH KEEPS US
FROM LIVING – NOT FROM
DYING.”**

1 Market Realities

- Globalisation
- IT influences on the labour market
- Perceptions from the historical past
- English Communication in transnational organisations
- Employer-based training which involve integration, through on-site workplace-based education programmes
- The active involvement of employers, designated intermediaries with knowledge of industry needs and time allocated for planning, research and partnership building to support educationa nd training delivery system
- The Ford Foundation provides support on pathway projects which involve partnerships among employers, workforce agencies, community-based organisations and educational institutions

2 NSDS III IN SCOPE

4.3 Promoting the growth of a public FET college system that is responsive

Negatives

- There is limited research available that provides a nuanced picture into the college system
- Academics and research organisations to conduct relevant research on the colleges and the skills training system in general
- Many lecturers lack occupational qualifications, relevant occupational work experience and industry contacts

Positives

- FET colleges have been striving to make a transition to being responsive and vibrant post-school institutions for vocational education
- Colleges offer comprehensive suite of programmes
- A critical component of the skill strategy will be that of focusing on upgrading of college lecturers to improve their pedagogical, vocational and technical skills

3 Challenges and Operational Implications

NSDS Outcome 4.3.1

- NCV is reviewed with inputs from stakeholders and the curriculum is reviewed is revised to ensure that it provides a sound foundational basis for building labour market relevant skills

NSDS Outcome 4.3.2

- The capacity of FET Colleges to provide quality vocational training is reviewed.
- Each college has a strategic plan in place to build capacity and engage in skills development programmes, including programmes offered in partnership with employers
- SETAs identify FET colleges with relevant programmes and put in place partnerships to offer vocational courses and work experience for college learners

4 Turning the tide

- **Development of networks of stakeholders to address cross-sectoral needs**
- **Engaging stakeholders for programme and curriculum development**
- **Building research capacity within the FET Sector**
- **Systemic integration that would provide stronger links between education and workforce development**
- **Providing incentives for employers and workforce and educational entities to work together**
- **Engaging employers in the identification of skills needed for advancement in their sectors**
- **Designing educational experiences that would lead to acquisition of certificate or diploma but also that lead to:**
 - **attainment of job readiness**
 - **job placement**

4 Opportunities Not to be Missed

- The market is ripe for interaction:
 - legislation
 - labour needs
 - technological advances
- no system is perfect, and even good systems need to be improved
 - continuous search for relevance to the needs of individuals and the broader society
 - time corrodes, technology advances and systems improve