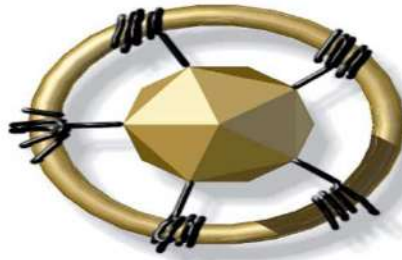


**merSETA**

MANUFACTURING, ENGINEERING  
AND RELATED SERVICES SETA





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AND RELATED SERVICES SETA

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**- Symposium Proceedings**

MERSETA Research Symposium on

FET Colleges , Industry and Employability: Emerging Perspectives

This report documents the proceedings of the MERSETA Research Symposium on FET Colleges, Industry and Employability Education Partnerships for Africa Research Project seminar

Held at the Birchwood Conference Centre, Gauteng, South Africa

11 March 2010

The views expressed in the report do not necessarily reflect those of the merSETA, the FET Institute, the University of KwaZulu-Natal, the University of Nottingham, the British Council or the Education Partnerships for Africa Research Project.

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## ACKNOWLEDGEMENTS

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This research project was funded and enabled by the Department of Business, Innovation and Skills (BIS) through the EAP project and the manufacturing, engineering and related services sector education and training authority (merSETA), with the symposium undertaken by the merSETA). We would like to express our heartfelt thanks to these entities for making this research possible.

We would also like to extend our thanks to the participating research institutions: the University of Nottingham, the Further Education and Training Institute of the University of the Western Cape, and the University of KwaZulu-Natal for their research report informing the Employability and FET Colleges section and the merSETA research division. A special appreciation is due to Northlink, WestNotts and False Bay Colleges for the time and energy dedicated to providing and interacting with information, and to the various individuals and entities who gave of their time and energy to engage with the researchers and complete the surveys necessary.

The success of the seminar would, as a matter of course, not have been possible without the participation of our various speakers, respondents and session chairpersons. To Ms Adrienne Bird for the thought-provoking keynote address and for the enthusiasm and courage to step outside of the 'official space' to move the debate forward. Our researcher presenters: Prof Volker Wedekind, Prof Simon McGrath, Dr Salim Akoojee and Ms Nicky Omar for presenting the evidence and the themes that emerge. Our respondents Mr. Seamus Needham, Mr. Darryl McLean and Dr Wilson Nzimande for highlighting issues and problematising interpretations. And our panelists: Dr Joy Papier, Mr. Leon Beech and Prof Mokubung Nkomo for their incisive comments on the issues that provided the key features of the debate.

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**FOREWORD - DR RAYMOND PATEL (CEO)**

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DR RAYMOND PATEL

CEO: MERSETA

The merSETA is committed to seeking new and better methods to promote skills development. In order to do this, a deeper understanding of participants in learnership and apprenticeship programmes is necessary: an understanding of their motivations, experiences, mobility, and employability in an increasingly complex environment is key to the effective achievement of policy intentions. This is also necessary for the efficient delivery of appropriate interventions to address the supply of - and demand for - skilled labour.

For these reasons, the merSETA took a strategic decision in 2008/09 to institutionalise research capacity within the Projects Division of the organisation. The development of partnerships was seen as the key lever for maximising the organisation's reach and influence within the skills development and research fraternity, without necessarily putting in place an expensive infrastructure. The Education Partnerships for Africa (EPA), link was one of the early products of this approach, and one of the most visionary, anticipating as it did the renewed focus on FET colleges as the pre-eminent driver of the National Skills Development Strategy.

The report, "FET Colleges , Industry and Employability: Emerging Perspectives" builds on other research and impact studies, and reflects both new research results, as well as the views of important individuals in the field. I thank everyone who participated in this symposium, and helped build a richer collective understanding of notions of employability in the view of different stakeholders.

Dr Raymond Patel

CEO: merSETA

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## LIST OF ABBREVIATIONS

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<b>BIS</b>	UK Department of Business, Innovation and Skills
<b>DHET</b>	Department of Higher Education and Training
<b>FET</b>	Further Education and Training
<b>FETI</b>	Further Education and Training Institute, University of the Western Cape
<b>HE</b>	Higher Education
<b>HEQC</b>	Higher Education Quality Committee
<b>HSRC</b>	Human Sciences Research Council
<b>MERSETA</b>	Metal Engineering and Related Sector Education and Training Authority
<b>NBI</b>	National Business Initiative
<b>NEETS</b>	Not in employment, education or training
<b>NQF</b>	National Qualifications Framework
<b>NSA</b>	National Skills Authority
<b>NSDS III</b>	National Skills Development Strategy III (2010-2015)
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>UKZN</b>	University of KwaZulu Natal
<b>Umalusi</b>	General and Further Education and Training Quality Assurance Body (aka Umalusi)

# 1

## KEYNOTE ADDRESS

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### WELCOME

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Professor Pelilwe Lolwana of Wits University opened the proceedings, welcoming everyone.

Mr Wayne Adams, chief operating officer of the merSETA welcomed all on behalf of the merSETA. He said that the symposium would report on a study conducted by local and international researchers into the thorny issue of linking supply and demand imperatives. Institutions like the merSETA have been trying to do this and have noted that engaging from the supply perspective alone gave a limited perspective on notions of employability. He said that a number of perspectives would be presented at the symposium involving a range of perspectives that would be vital for merSETA in particular and SETAs in general.

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### MS ADRIENNE BIRD:

### ACTING DDG – SKILLS DEVELOPMENT (DHET)

### KEYNOTE ADDRESS

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Adrienne Bird, acting deputy director general: Skills Development in the Department of Higher Education and Training (DHET) spoke on *The policy question for FET colleges, industry and employability*. She emphasized that she was NOT speaking in her official capacity, but spoke rather to share some ideas, noting that policy should be the product of much debate. She posed the issue as policy questions and charged researchers present to pursue evidence-based policy to see whether it worked on the ground.

She challenged researchers by posing the question ‘Can the research findings help us?’ Other questions that she posed were

- Is the 4 path route to the trade test optimal, or is it simply a vignette of the divisions of the past?
- What are the implications for FET colleges and NSDS III?

Ms Bird said that the NSDS III would be determined between April and August 2010. The NSDS was important as it was the lever that directed the way money was spent and resources expended.



The four routes are outlined in the Skills Development Amendment Act of trade testing was significant, but might need to be re-conceptualised. These were inter alia.

- Learnership,
- Apprenticeship,
- RPL or /
- any other programme resulting in an occupation or vocational qualification inclusive to prescribed work experience

The learnership is not linked to a listed trade like the apprenticeship was under the Manpower Training Act. The learnership also has a structured work experience component (with trade, occupation or profession – which is in accordance with a constitutional right). The learnership agreement places obligations on the employer, learner and skills development provider. For example, the employer is required to employ learners and *release* learners to attend the education and training component of their learnership. In practice, however, it is not clear how much of this happens. The words in the Act and the way they are interpreted are different. Thus, the accelerated artisan programme does not have a distinctive work and learning component. .

An apprenticeship means a learnership in terms of the Skills Development Amendment Act, and is required to complete the requirements of the learnership. The definition of a learnership is not necessarily the same. But there is a potential clash with the N-courses against which the apprenticeships are being offered, and these N-courses being phased out. The question is whether the N-courses are integral to an apprenticeship or not? The Manpower Training Act was clear and N-courses had a structured meaning.

The fourth route of ‘any other learning programme’ as defined in the Skills Amendment Act, inclusive of prescribed work experience that entitles such person to undergo the relevant trade test was put in the Act to include the NCV. It is important to note that the NCV is not sufficient to meet the requirement, and that learners needed work experience too.

Ms Bird emphasizes that that the question was: “*which of these routes lead to employability?*” (noting that others would pursue the employability vs. employment debate). An HSRC study showed that 70% of Section 18(2) learnership learners do get employment. Anthony Gewer conducted research on 1532 engineering students (these students predated the NCV, and were therefore not NCV students). He found that of these, 25% were in employment, of which 50% were in jobs related to the qualifications they completed. Thus in 3 out of 4 cases, the engineering course did not lead to its intended purpose. This research also showed a strong and significant relationship between employability and having work experience and further studies (83%). This finding suggests strongly for policy, practice and research that that work experience for college learners be pursued.

There were however qualifiers to learnerships as the answer. Learnerships did not have the same status as other qualifications. Learnership qualifications were concentrated at

pre-trade levels (2-4) with many below NQF 4. But, for example, many of these learners studying at NQF 2-4 already had a Matric, and the selection criteria might conceal the obligation on the learners to complete – at their own expense – education and training courses like Matric before entering a learnership. She also suspected – and challenged researchers to investigate this - that learnerships were light on theory. This would support work at the lower level in being cast in the Taylorist tradition.

Ms Bird continued that Gewer also found that of those that did secure work experience, 1 in 5 (20%) had done a learnership afterwards. This raised the question as to whether the education system was double training the same candidates. Whilst it was desirable for people to receive good training; she was concerned that such double training did not widen access given limited resources.

The presentation also noted that the traditional apprenticeship required NTC 1-3 and required block release i.e. there was an NTC release of 3 to 9 months (3 months per level). But the NCV by contrast was a 3 year qualification full time. She questioned whether the bar had been raised too high. She emphasized that she was not saying the old NTC should be brought back. But she was questioning whether we want the bar raised that high as it keeps out learners who still needed access (3 million 18-24 year olds according to the the Shephard study, in Cloete et al 2009). She noted that the traditional apprentice minimum standard was Grade 9/10, but that the bar was now often raised to matric.

Ms Bird put forward some possible questions for policy-makers, practitioners and researchers.

- Is the NCV not principally for trade training? Where then do the students go? Is the NCV more than what is required. Will it be a route to University of Technology instead?
- For trade, are *both* NCV *and* a learnership required? This option is expensive given the resource-constrained environment.
- Should the two (NCV and learnership) be aligned, for example by
  - a. complementing each other, rather than being alternatives (Act may have been written in 'divided' phase between education and labour ministries)
  - b. lowering the bar on theory a little? This would raise questions as to
    - i. should the NTC be modernized and retained (and remain separate)
    - ii. or should the NCV be modularised with components and delivered flexibility?
  - c. professional bodies like Engineering using their power to register programmes
- Should employers be released of the obligation to release employees? And should we consider delivering the two aspects of work experience and institution based study in sequence?
- Linked to the previous point, could the levy system be used e.g. get the levy system to support the theory component by releasing funds for learners studying at the college, and at the same time release other funds to incentivize employers to take on more learners?

- The skills development strategy stakeholders need to look at WSP grant – and need to release some of the levy funds. At the same time, we do not want employers to feel that they are ‘losing out’ on the skills levy, and that they are still getting high quality people without losing time. A different funding mechanism would enable businesses to employ people who already have qualifications i.e. firms would just offer work experience. Given that the research points to the importance of work experience, theory-only courses appear to be insufficient.

In terms of progression though of course one must not compromise standards, there are challenges. For example, in practice many employers offer learnership opportunities for the grant. This has disincentivised taking on people at a higher level as one of its unintended consequences. Moreover, the current HEQF does not support progression, because there is no articulation and credits cannot be transferred. This means that learners have to start over when moving across education and training sectors.

Ms Bird concluded by saying that research was already pointing toward the need for more impact measurement and policy reflection, and that the DHET was planning to explore the options through modest piloting with colleges, SETAs and the QCTO and new funding arrangements via the NSDS. She invited the research community to partner with DHET to see what helps learners to access a decent job.

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## DISCUSSION

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Discussion ensued around the NCV. The current ‘N- Courses’ offered at the FET Colleges were being phased out, but industry favoured them. It was suggested that the phasing out of the ‘N- Courses’ be stalled until the future was considered. Adrienne Bird noted that the Minister of Higher Education and Training had said that N-courses can remain where there was a demonstrable demand from industry. On the other hand, the NTC did not address the inadequate literacy and numeracy levels of school leavers in the way that the NCV did in the engineering environment, as witnessed on the merSETA’s ATP programme. However the possibility of the NCV in an accelerated format would be useful to accelerate aspects of the NCV learners’ curriculum such as literacy or numeracy. Ms Bird commented that there were useful programmes like the ATP, but that the 2500 learners involved were a tiny percentage of the demand for 3 million learners. This could have the implication that the world class route was not always possible. Ms Bird said that if a workplace opportunity could be secured, a more targeted approach taken earlier would be preferable. But this was not always possible and a broad NCV option should be available. There were financial implications to how the matter was conceptualized.

There appeared to be a broad consensus in the discussion around modularization of the NCV to cater for flexibility and various purposes. This would enable the full time 3-year courses, as well as other flexible, accessible or accelerated routes hinting at a dual model. Caution was expressed that the trajectory of the NCV as providing mass access as a pre-employment programme should not be lost in the bid to change systems, and that the

different social purposes needed to be separated out in conversations. The NCV needed to cater to a host of differing social contexts. For example the 3 million NEETs came from a range of contexts, often involving learners from deprived social backgrounds and there was a need for inclusive transformation. Equally, the NCV catered for not only for young 15-18 year olds but also for the workforce who had different needs and would require a modularized curriculum. On the other hand, a concern from a young learner point of view was that businesses tended to take the cream of the crop from training programmes, and the problem was that business needs did not cater for the needs of the NEETs and young learners entering vocational education for whom a 9 month programme would be insufficient in terms of their broader preparation. In either case, having learners undergo an NCV and other training programmes would be expensive in the context of 3 million NEETs and a resource constrained environment, that is, it would limit the number of people who would be able to take advantage of available learner places. Developing credibility with the universities to build a post school sector was also likely to take time, given the culture of universities. It was felt that on the one hand modularisation may make possible options for making more learner places available and making the benefits of different routes accessible to learners following other routes or allowing portability between routes. But on the other hand changes to the NCV to make it more flexible, whilst desirable, should not be done at the expense of meeting the social purposes of the options already available.

Issues around routes other than the NCV were also raised. The trade test was an important component in industry's ability to confer employability. But here the apprenticeship appeared to carry more credibility than the learnership, and apprentices have found work more easily. Moreover, the theory component of the learnership was being neglected. An additional challenge was that there were difficulties in enlisting small employers, since these found taking on learners too expensive (for example it upset their payroll), and the learnership relation too difficult to maintain (for example in terms of its requirements such as having assessors and maintaining a college relationship).

The possibility of QCTO qualifications and programmes being offered by colleges as occupational programmes was raised as one way of the overall direction of finding ways and means of synergizing the various routes into college delivery (and college delivery into the various routes) as an alternative to reversing and changing course.

It was noted that a merSETA analysis showed that only 3% of funds was being spent on scarce and critical skills. This raised questions about the optimal usage of the skills levy funds under the current funding mechanisms and suggested that alternative mechanism to unlock funds which directed these to scarce and critical skills needed policy attention.

The session concluded with the observation that there was need for holistic, inclusive thinking if the resource constraints to meeting the needs of 3 million 18-24 year old NEETs (and the others not counted) were to be overcome.

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**DR SALIM AKOOJEE**

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Dr Salim Akoojee, research and development manager of the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) provided a background to the research project report. This was a joint project, but was funded by BIS (UK). He noted that in this symposium education and training were convened under the same umbrella for perhaps the first time. These groupings had been speaking two very different languages, but were formulating new discourses under the new DHET. He suggested that currently DHET providers were too concerned about supply, and SETAs were too concerned with training and demand. Bringing together these perspectives would be a challenge into the future.

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## EMPLOYABILITY AND FET COLLEGES: SOUTH AFRICA AND THE UK

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### INTRODUCTION

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Derrick Peo, General Manager of the merSETA, chaired the session. The aim of the session was to report on the findings of the BIS funded research project.

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### VOLKER WEDEKIND

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Professor Volker Wedekind, Deputy Dean of the Faculty of Education of the University of KwaZulu Natal (UKZN), spoke to the Employability section in the college sector project report that had been distributed. The project was funded by the BIS and the British Council and also had other agendas such as linking colleges in the UK and RSA. It involved 3 universities: UWC's FET Institute, UKZN and the University of Nottingham. Three colleges were selected as 'beacon' colleges on the basis of a reputation for good practice in employability and with which there was an existing relation. Though there were many other examples which could also have been selected, Northlink, Coastal, WestNotts were chosen.

Prof. Wedekind referred participants to the employability literature covered in the report, from which he would highlight some points. Employability is a different concept to employment, and is a relatively recent concept emerging with the rise of the service economy and the decline of welfare state, but there are roots that trace back to about 1909. As a concept employability tended to place obligation on the individual and included notions such as lifelong learning and boundary-less learning. There are a number of ways of using the concept. Key to this study are the limitations of the focus on the *individual's* ability to gain and keep or change their jobs as circumstances dictate and what skills, attitudes, values are needed. For example, education policy has placed greater curriculum emphasis on focusing more sharply on the skills, knowledge and attitudes needed for employability. This literature, however, tends to ignore the *structural* features that are linked to employability. For example if there are no jobs in the economy, the amazing things done by colleges and learners will not transfer into employment. On p9 ff. of the report, key aspects of employability are summarized. It is important to understand the holistic picture of employability in order to understand what colleges can and cannot do. Colleges are not the solution to creating jobs in the economy.

Prof. Wedekind provided the following vignette: he had asked his hairdresser about she chose her apprentice. Her answer was she said she phoned the lecturer at the college and asked for one. The lecturer had said that there was a good person, but she was fifty years old. But the hairdresser Could not take her because she had a young staff and she would not fit into the workplace culture. Later the hairdresser participated in a survey, and saw the student's work and was willing to hire her. But other issues emerged such as whether she could do new technology like perms (training at college), stay on her feet, and work with different textures of hair. And most important was listening skills. So there could be very technical factors in employability, but also at issue were things like the social setup of organization, contacts between business and college, lecturers' own recommendations, hurdles that the individual has to overcome (like age), and communication skills. The question was how much of the above can be taught in curriculum.

The report unpacked employability through different lenses:

- Students
- Staff
- Institutions
- Policy
- Employers

Students' interviews showed that: they had internalized this discourse of personal skills and attributes; had little recognition of the structural features of the employment landscape and saw obstacles as internal to themselves. A second issue was that of selection: how students get into programmes and make choices. With young people coming into college without social experience, this was often based on social networks, social interactions which were. not always linked to their own skills, values and physical abilities. For example one student who had to mix paint was colour blind (which was not the fault of the college or the student). Incidentally West Notts had BKSb skills assessment software that it uses as access and placement tool. They are keen, in their entrepreneurial mode, to sell this to colleges for students to self assess and thereby to address the selection and choice issue.

Staff interviews showed that providing access was an issue. The report distinguishes between types of access. One type was epistemological access (disciplinary, craft and trade knowledge); and the sorts of experience that were needed to be able to teach in that field. Here the report also showed the difficulties of managing spaces for people to work, keeping up to date (for example with workloads), and issues in shifting identity from craft to teacher and achieving qualifications as lecturers. In terms of accessing disciplinary knowledge, there was a need for theory but also tacit knowledge of craft and workplace. Secondly relational access was required in terms of lecturers' connections to/social networks with industry. Lecturers in UK and SA demonstrated that individual lecturers provided access to world of work and connections into industry. However, developing relational access at a structural level on a large scale is not necessarily answered by



individual lecturers' social networks. There is also the danger that the networks become exclusive. The report explored differences between bridging capital and bonding capital. There was also the ability of lecturers to model certain sorts of behavior which would reinforce what is to be found in the workplace. Often lecturers would take on the role of employer around matters like safety, dress code, spitting and swearing, punctuality and other such hidden practices and codes.

However lecturers' morale is a problem. They felt that they were underpaid compared with colleagues in world of work, not being listened to, and overwhelmed.

Eight key lessons emerged

- 1) Individual employability is important but insufficient
- 2) Educational institutions are key to employability
- 3) FET colleges are making progress here and need supporting
- 4) Need to remember the social capital dimension of employability
- 5) The vocational dimension to teaching and learning shouldn't be forgotten
- 6) Importance of striving to be an employable college
- 7) Centrality of leadership in creating an employable college
- 8) More work needed on college-employer relations

Prof. Wedekind summarized that the purpose of research had been to glean out what can be understood at a qualitative level to try to understand what colleges are doing to enhance employability of their students. Prof Simon McGrath would outline the types of practices that could contribute to creating an 'employable college' i.e. a college that has features that increases the employability of its students.

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#### PROFESSOR SIMON MCGRATH – UNIVERSITY OF NOTTINGHAM

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Prof Simon McGrath, University of Nottingham spoke via video link from the UK. The EAP partnership was funded by the BIS and managed by the British Council to promote collaboration in the sector.

The key concept introduced in this session was the notion of an 'employable college' and the factors that make an employable college. Prof. McGrath suggested seven factors making an employable college.

- 1) Institutional leadership
- 2) Going beyond the syllabus and working day to do what is needed. For example in computing SUN, Microsoft, CISCO are required in the labour market and the institution goes further than the national syllabus needs to teach this.
- 3) Specialisation Typically colleges are generalists, and it was often useful for colleges also to be known for a niche. In addition, this niche would probably attract students too.



- 4) Have a strong academic reputation. For example False Bay and West Notts offer academic programmes in which their student attainment is better than schools offering similar academic programmes.
- 5) Being able to negotiate boundaries. The college does not accept given boundaries. (Not only e.g. workshops, 8h00-15h00; bridging the gap between FET and HE levels, etc.)
- 6) Colleges as spaces. By the way that they lay out their theory and practice learning spaces colleges can have influence the effectiveness of learning and, hence, employability. Moreover, the layout and cleanliness of buildings and the messages sent by signs, posters, etc. also send messages about behavior and the attractiveness of various trades.
- 7) Simulation of work experience. Too few colleges have ready access to the workplace. To compensate for this the colleges have SIMSA, employment within college, and/or try to make the course experience as workplace-like as possible (e.g. job sheets, lecturers as customers).

A negative point was the data problem. There was little or no data about the quality or quantity of graduate placement. It was difficult therefore to make evidence based judgements on how successfully graduates from these colleges were placed.

Prof. McGrath argued that the skills discussion is too generic and has bought into the rhetoric of the 'service economy'. This rhetoric is only partly true. But other factors like the state of the economic cycle, for example, are also important. Thus when there is a skills shortage employers will take whoever they can get; but where market is saturated, then employers require more attributes (e.g. technical skills will not be enough).

In the college-employment engagement good practice seemed to be more an individual attribute than social practice.

Prof. McGrath made 4 observations about policy

- 1) Colleges can become adept at playing the funding game. WestNotts was *advantaged* by being in a disadvantaged community. But funding can also be a constraint. For instance, recapitalisation funding of the FET Colleges in South Africa has only taken them up to a certain point and no further. In the UK, colleges had more funding problems. Colleges in the UK had been encouraged to build more buildings, but then a funding deficit occurred and new building programmes had to be cancelled.
- 2) Reform has been ambitious about achieving joined-up policy, but joined-up policy is difficult to do. The advent of the DHET provides this possibility in the South African context.
- 3) Colleges can be used as regional and/or national resources. However, the issues around provincial and national competence are sensitive. It now seems that colleges need to be seen as both national and local.
- 4) In terms of curriculum, colleges like other educational providers have seen a number of curriculum change debates.

Prof. McGrath drew out a number of lessons from practice observed in the research including:

- 1) Individual employability is important but insufficient
- 2) Linkages are central
- 3) Colleges are making progress, but need more support
- 4) Recognise social capital. Networks are vital for learners
- 5) The *vocational* dimension of teaching, learning and professional identity is not to be forgotten.
- 6) Colleges should be “employable colleges” as described
- 7) Leadership is central
- 8) More work is needed on the college-employer relationship.
- 8) Have a strong academic reputation. For example False Bay and West Notts offer academic programmes in which their student attainment is better than schools offering similar academic programmes.
- 9) Being able to negotiate boundaries. The college does not accept given boundaries. (not only e.g. workshops, 8h00-15h00 etc. )
- 10) Colleges in stasis. Some colleges start off with the practice and move to theory while allowing them to go back to the practice. It also sold messages of learning a trade as valuable, and as having a cleaner reputation. In some cases the trade training was set out as a real life workshop.
- 11) Simulation of work experience. Too few colleges have ready access to the workplace. To compensate for this the colleges have SIMSA, employment within college, and/or try to make the course experience as workplace-like as possible (e.g. job sheets, lecturers as customers).

A negative point was the data problem. There was little or no data about the quality or quantity of graduate placement. It was difficult therefore to make evidence based judgements on how successfully graduates from these colleges were placed.

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- 7) Leadership is central
- 8) More work is needed on the college-employer relationship.

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#### RESPONDENT: MR SEAMUS NEEDHAM – FETI INSTITUTE

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Seamus Needham, research and planning manager of the FET Institute at UWC felt that the presentations were concise and summed up the issues. Their understandings of the contexts enabled valuable insights into the employability literature.

It was, of course, beyond the research brief to provide macro-solutions to widespread unemployment. However, it flagged the issue, and the need to provide sufficient and relevant vocational experience.

The five lenses had provided a useful approach to viewing employability. But it was not always clear how the five lenses were inter-connected. The five lenses approach clearly demonstrated the need for co-ordinated collaboration across stakeholders, many of whom were not accountable to colleges.

The notion of an employable college appears to be an addition to the research literature on employability. It goes beyond the prevalent negative view of colleges, and shows that colleges *have* engaged in employability over and beyond their mandates. And it is clear from the research results that the recommendation that colleges be supported in their efforts to increase employability is one to be taken seriously.

But whilst the UK colleges have received support, SA colleges experience bureaucratic and legal impediments in their efforts to work with employers. Given the scale of those not in employment, education or training (NEETs) youth and adults; this points to an area requiring continued focus.

At the same time, a strength of the report is that it does not shy away from gaps. For example the data problem, in particular the lack of tracking data, means that these Colleges are unable to assess which programmes lead to employability. Without this level of data, strategic planning for future employability of College learners is not possible.

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#### RESPONDENT: MR WILSON NZIMANDE – COASTAL KZN FET COLLEGE

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Mr Wilson Nzimande, CEO of Coastal FET College, and Chairperson of QCTO congratulated and thanked all the role players participating in the study. And commended participating institutions in their moves toward international best practice and noted the improvements that can still be made.

Mr Nzimande considered that the report had arrived at a convenient time to be incorporated into planning. Whilst the study focused on colleges and employability, the results were relevant to a broader landscape.

He highlighted the following areas for consideration. (a) An emphasis on sourcing the right cohort of lecturers through effective recruitment, development and adequate conditions of employment. This includes the lifeskills of lecturers. (b) The importance of the development of social capital by institutions to reflect and address the concerns of citizens, including employers. And (c) the need for sufficient exposure of both staff and students to areas far beyond the confines of where institutions are located in terms of culture, demography and socio-economic profile, including the global community.

Mr Nzimande said that the country is drawn to the challenge of setting up mechanisms to improve the societal capacity towards being employable. This involves a number of measures for colleges, including the instilling of a value system and soft skills that enhance employability. Colleges could offer this by applying a *holistic* attitude of the world of work and citizenship. It involves raising the *credibility* and reputation of FET colleges as a key issue. Colleges need to become brand names and first choice institutions. This will not happen in and of itself, instead it requires systematic effort with clear plans. Moreover, the research points to a clear emphasis on *experience in the workplace* and workplace simulation. The research also points to the *integration* and interdependence of theory and practice, and the need to reflect on the experience of the workplace. Trends in workplaces must be reflected in both the content and the method of training. In this way students experience study as a preparation for place of work.

Programme issues also need to be attended to. For example, the choice of programme by students needs to be supported. And (linked to this) pre-assessment tools need to be strengthened, including built in remedial assistance.

But there are systemic issues around the funding of colleges, which raise the need to allay students' socio-economic worries and to enable greater access. Other financial sources need to be tapped into to address the constraints that limit institutional responsiveness.

Partnerships with external stakeholders need to be expanded to create *developmental* opportunities. And legislation should create an enabling environment for workplace experience and enhanced on-the-job training opportunities. Legislation should also remove bottlenecks.

It is daunting that Colleges are expected to meet the challenge to educate 3 million NEETs (those not in employment, education or training). But most of the recommendations [emanating from the discussions] do not require more funding but a different approach to organising available resources and a more strategic leadership.

Mr Nzimande added a note on the NCV discussion. He said that 2010 is officially the year to review the NCV programmes. In the context of a constructive relationship with SACPO and a clear understanding of options to be explored; the NCV discussion was not necessarily about removing one qualification and replacing it with another, but reviewing what is on the table.

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## GENERAL DISCUSSION

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Various issues were raised in relation to the report. One discussion thread focused on the possibility of an eighth dimension to the employable college: that colleges need to have the capacity to understand the needs of the local labour market. Whilst colleges were not the creators of employment; they did need to respond to the demand side. Prof. Wedekind noted that there was evidence in the research of some developments in this direction that could be emphasized more in the report. Prof. McGrath agreed that this aspect could be strengthened. He also suggested that the growing number of college lecturers doing Masters Degrees could be drawn into this enterprise, suggesting that without this capacity it is difficult to do strategic planning.

A second discussion thread focused on the level of the individual college, divorced from a broader social critique. There was an inherent criticism that such an approach potentially prevented the analysis from moving beyond proposing being an obedient malleable worker, for example. Did colleges express a notion of how individual shapes themselves? Is that notion of the individual linked to vulnerability in the labour market? Does this shape their identity? In contrast to this idea, in colleges the dominant language appeared to be about being biddable, obedient, and not about the employee as being an intelligent human being. Prof. McGrath agreed that on the one hand the dominant discourse has been about work readiness, and getting the young person into first job. And that there had to be more

than creating such employability within a longer term perspective. On the other hand, however in South Africa getting first job is important, and is an important part of context. The immediate context therefore requires this kind of response which makes the young person biddable in the meantime, until such time as work had been done to change the discourse. This however did not prevent work being done to try to change the discourse or minimize the importance thereof as such work was necessary. Prof. Wedekind added to this that in speaking to employers, they were not sure what they want, so should guard against a simple view of 'the employer'.

Prof. Simon McGrath's video-link was terminated at this point.

A third discussion thread focused on the recommendations or evidence on how to move beyond institutional bounds, for example SETA and Colleges partnerships. Prof. Wedekind said that the final version of the report could flag this. He said that whilst on the one hand, colleges work in the legal and institutional frameworks, on the other hand they retain levels of autonomy which allow them to define themselves outside of these frameworks too. Prof. Wedekind felt that there was a need to look at a policy framework where this practice is encouraged and not discouraged by the framework. Prof. Wedekind noted that at the South African FET institutions in the study, the bulk of the college students are outside of the official mandate of the NCV doing non-NCV courses.

Other research projects in FET colleges were announced. The merSETA is cementing an agreement to do a major national audit of public FET colleges. Secondly, the NBFET has been tasked with advising the minister on the incorporation of colleges into the DHET, particularly their readiness to be included on the basis of defined autonomy. To this end the NBFET commissioned the HSRC to do a governance audit. The project is scheduled for January to August 2010. Field work was scheduled for the second half of April. The fieldwork would consist of a 3 day site visit to administrative head quarters, chairs and site managers. The research includes sites' data management, teaching and learning, and IT, and draws on the expertise of key role-players in the sector e.g. FETI, ECSEC, UKZN. An invitation was extended to all stakeholders to partner or to be part of the research. Further information from NBFET research can be obtained from the NBFET, HSRC and DHET. More information on the merSETA research can be obtained from Derrick Peo.



# 3

## EMPLOYABILITY AND EMPLOYERS

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### INTRODUCTION

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Jeanne Esterhuizen, board member of the National Skills Authority (NSA) and merSETA, chaired the session and introduced the speakers. The aim of this session was to focus more on the demand side of the employability equation, drawing on a research survey conducted under the auspices of the merSETA.

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#### DR SALIM AKOOJEE – MERSETA RESEARCH AND DEVELOPMENT EMPLOYMENT AND EMPLOYABILITY

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Dr Salim Akoojee, research manager of the merSETA, provided a short introduction to the merSETA research in relation to the EAP project. Parallel to the EAP project, merSETA had conducted a survey into employer behavior and the 'demand side' of employability. The college report and the employer behavior report did not speak to each other yet though.

Dr Akoojee said that studying colleges, i.e. the supply side, does not provide the whole story, and needs to be located within the world of work as well. Equally, employability needs to be located within the challenges handed down by colonialism and apartheid. For example, available figures show that the pie is not being equally split. Dr Akoojee provided figures illustrating that, for example, 83% of households of the poorest 20% are unemployed. There have been a range of responses since 1994, but we have to be mindful of extent of problem we have to deal with.

There has been a tripartite response (state, business, unions) to skills development under skills legislation. NEDLAC has established a social dialogue. And the NSDS has been established and is sustained by companies. However, there is a dilemma that on the one hand companies are there to make money, not to drive a national agenda. But on the other hand if companies do not support a national agenda, then we are all sunk. There was thus potential tension between industry needs and national needs.

The merSETA function is to facilitate sustainable development of skills and transformation and to accelerate growth in its constituent industries. It is organized into 4 sub-economic sectors with approximately 44,000 companies and about 600,000 learners. This formed the population for the research survey into employability demands in the metal, engineering and related industries.

The research questions were:

- What are the notions of employability in selected merSETA companies?
- What is the nature of the shortage?
- What is the nature of training practices and their relations to existing notions of employability?

The project attempts to provide an alternative methodological lens to the supply side perspective on FET colleges in the EAP project, using *quantitative* survey methodology amongst MERSETA companies to see how companies saw employability.

Data was gathered by independent field workers to improve the validity of the results. Nicky Omar of Umhlaba spoke about the methodology and the data gathering process. The employability research tool was developed by merSETA in association with the project team and distributed as a web-based survey instrument. There was an intended sample of about 3500 companies, based on workplace skills plan submitted in June. There was a pilot of 20 companies across medium, small and large companies. The questionnaires were distributed via email to companies, and the project team sought to maximize response rate by follow-up telephone calls with an aim of a 20% sample size. The survey was kept open throughout. Fieldworkers resent the questionnaire by email to companies that had not accessed the web about 6-7 times and followed this up telephonically.

The web-based tool provided certain advantages. It was convenient, an error margin could be minimized, and changes could be made electronically. It also eased data-capture and generated immediate results. It could be accessed from various sites, was environmentally friendly and saved costs. There were, however, also challenges with the chosen survey methodology, from which lessons could be drawn. Firstly, there was a reluctance to take part. Respondents saw no benefit or incentive, the questionnaire was data heavy and the level of data required disaggregation. In addition, if respondents had issues with merSETA it affected their response rate. Secondly, the timing was difficult as just before December people were fatigued, or busy and two other surveys were being conducted at the same time. Thirdly, the complexity of the methodological tool was underestimated. For instance, people wanted to complete the survey at one sitting as company IT policy did not allow downloads.

In order to overcome respondents' difficulties with the use of web-based technology, the survey was augmented by an emailed MS Word version of the web-based survey form which they could print and submit in hardcopy. Respondents indicated that they found it easier to return to the hardcopy version multiple times as opposed to the web-based survey. The compilers of the web-based survey had assumed that people had a) the necessary IT skills, b) access to readily available aggregated data and c) that people had more time in December. The amount of follow up required was also underestimated. In future a multi-strategy may be needed, such as using different media or incentivizing responses. The net result was that the sample size was less than the targeted 20% of the population. On the positive side, however, comparison with the population sample on



merSETA systems showed that the response corresponded with sector disaggregation by the merSETA chamber. This reinforced the generalisability of the results.

The research results suggested that employability, or the lack thereof, should not be understood in terms of college practices alone. Dr Akoojee reported that the results showed that *inter alia*:

- a number of demographic trends within the sector's recruitment practices that did not always accord with the vision for skills development. The results showed a concentration of whites in managerial positions, Africans in lower levels and Indian and coloured workers in the middle. These trends did not show that these recruitment patterns would improve any time soon. The gender profile was broadly male, with females increasing proportionally in sales, service and managerial fields. The mode for the age profile was in the 34-39 year old group.
- In terms of the source of recruitment, the results showed a relatively low rate of staff were recruited from FET colleges. Instead recruits come mainly (76%) from 'other suitable staff' – staff not recruited from one of the listed educational institution types (i.e. potentially poaching) and 24% new recruits from supply side/ education institutions. Of this 24% from supply side/education institutions, 54% were from universities, 16% from FET colleges and 22% from apprenticeships. However it is worth noting that some chambers were more active in recruiting FET college graduates than others, notably plastics.
- One anomaly pointed out in the study was the surprisingly small number of respondents that referred to an artisan shortage (32%). There is perhaps, need to unpack the nature of 'shortage' in the country post-JIPSA.
- In the case of artisans, the principal skills required by most employers (76%) for recruitment were technical and practical skills. However, 71% of employers for also wanted artisans to have skills like problem solving, teamwork and communication skills, and over 60% required numeracy and literacy skills. Customer handling (44%), management skills (33%) and IT (26%) skills were required by fewer employees.
- In terms of these specific skills required, only between 24% and 36% of employers reported that their artisans lacked the skills that they felt were important (listed above).
- Moreover, and contrary to the anecdotal arguments, fewer respondents felt that these skills were lacking amongst college graduates than among the work populace as a whole. This implied that employers largely held a positive view of colleges and felt that colleges are performing above the norm.

Dr Akoojee concluded that it appeared from the results that employability was that the nature of employability was dependent on employment practices. And that employment practices are dependent, at least in part, on labour market dynamics.

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#### RESPONDENT: DARYL MCLEAN – EDUCATION SPECIALIST

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Daryl McLean, an independent specialist, said that the merSETA research was important because it was useful. He mentioned a project where they had trained NQF 4 project managers to meet the expressed skills shortage in project managers. But none of these project managers got jobs. When they investigated why, they found that employers wanted project managers with NQF 6 and work experience, rather than the NQF 4 project managers that had been trained on the course to meet the skills shortage.

Mr McLean said that since employability was a key measure, it should form part of the quality assurance of colleges and SETAs. However it is astonishing that there is not more research around employability.

We need to investigate curriculum value at the level of FET teaching and learning practices. For example, employers rated problem solving at 71% in the merSETA survey. Problem-solving may be context dependent, but is the way in which FET colleges (and other institutions) are teaching the kind of problem-solving the way which will provide the kind of problem-solving that employers want? There are, moreover, some signs that the impact of fundamental pedagogics runs deep. In a teacher training workshop, some teachers gave examples of open ended questions like “discuss ...” but marked these open ended questions as closed questions (by allocating marks for number of remembered facts in a discussion question). Thus unpacking how FET colleges not only understand but also teach certain competencies needs to be opened up to further investigation. Areas of investigation in understanding the employability phenomenon could include policy, SETA operation and FET college teaching.

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#### GENERAL DISCUSSION

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A similar study to the merSETA one has been done by the BANKSETA. It found that FET colleges had trained only about 5% of the banking sector’s staff and that only a small number of people from FET colleges ended up in the banking sector. This suggested follow-up research into what business FET colleges are training people in and whether this what is required in the banking industry. An alternative view was that perhaps more FET college-trained people should get into banking sector to relieve the financial crisis. This would reframe the question as “How should the banking and FET sector work together to synergise with the national skills development challenge?”

There was a methodological challenge in that HR managers may have asked assistants to return the survey, and this might well have affected the type of responses that were received. Generally it seemed that in the larger companies mainly personnel managers

responded whereas in smaller companies it was mainly assistants to the CEO or the owner/CEO themselves.

A discussion ensued about where the range of responsibility of FET colleges started and ended. On the one hand it was felt that if there is a labour mismatch between what colleges are able to deliver and what companies want and then there is a problem. And there was a need to address whatever gaps there are. But even this was difficult since, amongst other things, notions of employability needed to be viewed in relation to developments in the sector. For example, the current labour market for employment in the trades may actually be in China. But we need to understand that the economic development model needs to be responsive to our national needs.

On the other hand, the difficulty was raised that, whenever we want something, then we want FET colleges to respond and to be everything to everyone. But that suggested that we fobbed off the responsibility onto the FET colleges and begged the larger question as to *whose* responsibility it is. For example, one concern with this disjuncture was that often colleges do not have access to companies. Moreover, from one company to the other the skills requirements differ markedly. Colleges have approached SETAs to be an intermediary. But there is a disjuncture between SETAs and companies. For example, the welding promoted by the merSETA, was not necessarily the welding sought by companies.

This raised further the important question of “What do we actually mean by “industry”?”, since the desires of companies differ from one another and from the SETA’s. And when there is confusion the FET colleges get the blame. Ms Jeanne Esterhuizen announced that there was some existing collaboration work with colleges, businesses and SETAs that could be explored and researched. This needed to be expanded to understand the synergies that were needed.

# 4

## REFLECTIONS: LESSONS LEARNT AND IMPLICATIONS FOR PRACTICE

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### DR JOY PAPIER – FETI INSTITUTE

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Dr Joy Papier, Director of the FET Institute at the University of the Western Cape (UWC), noted that from Akoojee's presentation that the knowledge and skills required to do the job were important. So an issue for employability was the *employability of the curriculum*.

Vocational colleges are perceived by the learner to lead to employment. But there is some confusion about *when* that employment should occur. It had been mentioned earlier that the NCV is seen as a pre-employment qualification, but many of the college students that the FET Institute interviewed thought that the NCV would make them work-ready. Where does this mismatch in expectation lie? Perhaps it could be because it was a new programme and it would be difficult to know how employers would respond.

But it should be noted that colleges in the study *were* taking employability seriously in spite of difficulties in employment, obstacles and college paths.

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### MR LEON BEECH – NORTHLINK COLLEGE

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Mr Leon Beech, CEO of Northlink College, stated that the event was important and topical, and a major concern of most institutions. Because colleges do not have tracking mechanisms of their own it was important for colleges to gain information from researchers about where some of the learners go.

However, there were a number of concerns around how popular perceptions paint the debate, and the difficulties these misperceptions create for the college sector. Some of these are listed below.

Firstly, the relationship with industry is not merely a college-industry one. For example, often colleges take their cue from SETAs as representative of skills needs of industry, often to find that these are not in synch.

Mr Beech said that though he was impressed with the industry support his college received, there were certain qualifying remarks that needed to be added about our

understandings of industry. For example, when officials get on podiums to say that NCV has “industry support” for example construction is underwritten by industry, this could be based on 4 companies as in the case of construction. And most companies may not know about them having underwritten anything.

Secondly, whilst the research seemed to indicate college students are not placed in employment or not in area they studied for; this finding needed to be qualified in various ways if it is to be understood. To begin with, this was not Northlink’s experience. Instead, Northlink found that 90-95% of graduates at N6 levels *did* find employment in their field. The key factor instead was that the lower the student exits the system, the less likely they are to gain employment.

In addition, nowhere in the research does it speak of the profile of the student taken into the college. This is a key factor since the student profile affects the value of the product, and points to a context in which analysis is to be done. If the student has grade 9, FET colleges are already performing miracles to make them pass NCV 4. This is even more so if the colleges make them employable.

Moreover, even if the student is qualified, but jobs are not available (through no fault of the college), what option does student have when they seek employment but to take up employment that is not in their field?

Finally, he noted in this regard that there were mechanisms that the college sector has tried to make available. For example the WCED developed the ASSET software programme which provided a mechanism for companies to find students; access their performance records and adopt a learner straight from an FET College. Through this mechanism companies can have direct access to the ‘production line’ of FET colleges. This links the industry to the student or the college, but also links the student into the industry.

Thirdly, the urgency of colleges accommodating the approximately 3 million 18-24 year olds not in education or employment (NEETS) was emphasized at the conference. However, in 2010 Northlink had to refuse 200 students because there were no places available for them. The issue of funding is going to remain a critical element of the topic under discussion.

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#### PROFESSOR MOKUBUNG NKOMO: UNIVERSITY OF PRETORIA

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Prof Mokubung Nkomo of the University of Pretoria identified issues for consideration, whilst noting the great complexity of the area. Nkomo noted that he came from outside the FET sector, but as a citizen he had some very strong feelings about the sector. He felt that the sector was strategic and there had previously been wrong-headed thinking around the sector. For example, during the NEPI process, some of the NEPI comments had opposed the vocational turn as anti-intellectual. Some of this thinking needed to be revised.

Prof. Nkomo felt that there was a need to develop technical people who were more broadly developed. He welcomed the bringing together of different role-players in joint enterprises. But as an academic he felt that there should be a deeper understanding of the sociological, cultural and psychological context in which the colleges operate. Without this, alienation could develop. The good facilities may not be informed by the broader issues that impact on colleges. And citizenry should be cultivated that is not just technical but also socially and culturally literate.

He noted however that the report however skimmed over epistemological access (the science of the production of knowledge), and conflated it with pedagogical access.

## DELEGATE LIST

<i>Category</i>	<i>Title</i>	<i>Name</i>	<i>ORGANISATION</i>
SPEAKERS	Dr	Salim Akoojee	merSETA
	Ms	Jeanne Esterhuizen	merSETA
	Prof.	Peliwe Lolwana	WITS
	Prof,	Simon Mc Grath	UNIV. NOTTINGHAM
	Ms	Adrienne Bird	DHET
	Prof.	Volker Wedekind	UNIV. KZN
	Mr	Wilson Nzimande	COASTAL FET
	Mr	Seamus Needham	FETI INSTITUTE
	Dr.	Joy Papier	FETI INSTITUTE
	Mr	Mr. Derrick Peo	MERSETA
	Prof.	Mokubong Nkomo	UNIV.PRETORIA
	Ms	Jocelyn Vass	HSRC
MERSETA	Mr	Wayne Adams	merSETA
	Mrs	Vuyokazi Kibido-Mofu	merSETA
	Mr	Sabelobuthelezi	merSETA
	Mr	Sinaye Mgidi	merSETA
	Mrs	Ansa Liebenberg	merSETA
	Mr	Hosea Morapedi	merSETA
	Mr	Naphtally Mokgosane	merSETA
	Mrs	Moketenyana Mayongo	merSETA
	Mrs	Helen Brown	merSETA
	Mrs	Camilla Smith	merSETA

<i>Category</i>	<i>Title</i>	<i>Name</i>	<i>ORGANISATION</i>
SETAS	Mr	Zwele Ngayeka	merSETA
	Mr	Siphelo Ngcwangu	BANKSETA
	Mr	Shaheen Buckus	CHIETA
	Mr.	L. Nengovhela	MQA
HSRC	Mr	Luzuko Mbidana	ETDPSETA
	Mr	Michael Cosser	HSRC
	Dr	Vijay Reddy	HSRC
R&D Committee	Sub		
Auto		Misumzi Cheliwe	U
Metal		Willie Mathie	B
Motor		Piet Verryen	U
New Tyre		Pieter Welgemoed	B
New Tyre		Venetia Stein	U
New Tyre		Neil Abrahams	
Plastics		Monica Netshandama	U
Independent Specialist	Ms	Debbie Machard	Independent
	Ms	Gail Elliot	Independent
	Ms	Sebolelo Nomvete	Umhlaba
	Ms	Nicky Omar	Umhlaba
UNIVERSITIES	Mrs	Neale Shutte	NMMU
	Dr	Edith Phaswana	UJ
OTHER ORGANISATIONS	Dr	Modise Manota	Partnership for Skills Development
	Ms	Shanita Roopnarain	SSACI



<i>Category</i>	<i>Title</i>	<i>Name</i>	<i>ORGANISATION</i>
FET COLLEGES	Mr	Tom Mngomezulu	Eskom
	Prof	Hoosen Rasool	MANCOSA
	Mr	Len Whitely	RMI
	Ms	Nazrene Suleman	NBI
	Ms	Eugenie Rabe	UMALUSI
	Dr	Sable Ntlantla	SAQA
	Dr	Backhouse Judy	Council on Higher Education
	Dr	John Butler- Adam	Ford Foundation
	Ms	Kedibone Boka	JET Education Services
	Dr	Ronel Blom	Umalusi
		Brian Angus	BLSA
		Carmel Marock	NBI
	Ms	Stella Carthy	BUSA
		Chris Murray	Creative Transformation
		Lethu Kapueja	SAQA
	Ms	Anne Oberholzer	IEB
	Mrs	Silke Steinfeldt	GTZ
	Mrs	Nondyebo Dlamini	DTI
	Ms	Pulane Masebe	DTI
	Ms	Maryla Bialobrzaska	SAIDE
	Mr	Moloko Matlala	SACPO
	Mr	Jamangile Mbana	East Cape Midlands
	Mrs	HJ (Joy)Grobler	Port Elizabeth FET
	Mr	PS(Paseka)Maboya	Motheo FET
	Mr	CA Prinsloo	Majuba FET

<i>Category</i>	<i>Title</i>	<i>Name</i>	<i>ORGANISATION</i>
DoE/DoL/DHET	Mr	KR Madzhie	Capricorn FET
	Mrs	Van Vuuren	Lephalale FET
	Mrs	M (Martie)Botha	Letaba FET
	Mrs	SC Sehlake	Mopani South East FET
	Dr	JG (Joe)Tshifularo	Vhembe FET
	Mrs	Takalani Khuba	Vhembe FET
	Dr	SP (Peter)Qwabe	Nkangala FET
	Mr	CJH Kruger	False Bay FET
		Mrs OT Jooste-Mokgethi	West Coast FET
	Mr	P Brijilal	PC Training and Business college
	Mr	Hector Rakubu	Waterberg FET
	Mr	R. Msomi	Umgungundlovu FET
	Dr	R Cadir	Thekwini FET
	Mr	(Sibusiso)Lukhozi	King Hintsa FET
	Mrs	T Van Der Merwe	Northlink FET
	Mr	P. Phala	Tshwane North FET
	Mr	J (Jannie)Isaacs	College of Cape Town FET
	Mr	L (Luvuno) Nguberanga	South Cape FET
	Mr	TJ Kekana	Sekhukhune FET
	Mrs	M Marais	Orbit FET College
	Mr	LSD (Louis)Coetzer	Western College FET
	Ms	Aruna Singh	DHET/DoE
	Ms	Thembisa Futshane	DHET/DoE
	Mrs	Lindiwe Gwebu-Gqada	DHET/DoL

<i>Category</i>	<i>Title</i>	<i>Name</i>	<i>ORGANISATION</i>
Other attendees	Ms	Mariëtta Swart	DHET/DoL
	Mr	Timothy Mc Bride	FETI Institute -UWC
	Mr	Simon Mlangeni	MDE
	Mr	Peter Adams	G'Lab
	Ms	A Naik	Vuselela FET
	Dr	D. Augustin	IIE
	Mrs	S.M. Motoboli	ingwe FET
	Mr	M.E. Tsotetsi	Maluti FET
	Mr	B. Masoga	PSKD
	Mr	M.H. Leshaba	Merseta-Plastics chamber
	Mr	P. Dlanga	MAPP SETA
	Dr	Johan Groenewald	EEC-College
		Dikeledi Mosalo	MAPP SETA
		N.L. Matha Bathe	TNC
	Mr	Thembinkosi Semwayo	ontolligent/SANCOC
	Mrs	Drina Davies	MAPP SETA
	Mr	Lewis	SANCOC
	Mr	Mpathi Nyewe	Sakaza Consult
		Lee- Ann Inderpal	P C Training
		Lethu Kapueja	SAQA
		Juanita Vester	Lovedale FET
		Nomathamsanqa Ngaso	BC FET
		Ravin Gayadeen	UKZN
		E.V. Nzama	DHET/NBFET
		S. Gcabashe	HWSETA

<i>Category</i>	<i>Title</i>	<i>Name</i>	<i>ORGANISATION</i>
		M. Bosch	EWC
		Carmen Adams	MERSETA
		Thami Skejana	SANCOC ESDA
		Tsakani Mabasa	WRSETA
		Mfanafuthi Lithebe	DHET
		Andrew Peterson	DBSA
		Thobeka Magagula	merSETA
		Catherine Maganyele	merSETA
		Zanele Tshabangu	merSETA-AATP
		Sibongiseni Mnguni	merSETA- Marketing and Comm
		Tersia Duplessis	merSETA – Marketing and Comm