
**THE IMPACT OF TECHNICAL COLLEGE PROGRAMMES
ON
EMPLOYMENT POSSIBILITIES.**

T. Moodley

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Supervisor : P. Ramrathan

Department of Education Management

Faculty of Education

University of Durban-Westville

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ABSTRACT

In response to the pressure for change in the South African FET sector, a series of FET and labour market policies have been designed to replace the distinctive Technical College sector with a single diverse system that will create a responsive FET college sector. The new policy context within which Technical Colleges need to operate interrelates the DoE with the DoL to ensure lifelong learning, employability and increased productivity in South Africa. This aims at making Technical Colleges increasingly responsive to the needs of the country.

This study examined the impact of Technical College programmes on the employment status of Catering, Haircare & Cosmetology and Educare graduates in the Division of Utility Services and Social Studies (USSS) of Cato Manor Technical College (CMTC). It focused on two critical questions, viz.:

- i) *Are Technical College students appropriately and adequately trained for their jobs?*
- ii) *What are the employment patterns of graduates?*

A case study approach was used to illuminate the appropriateness and adequacy of Technical College education and training and the employment patterns of Technical College graduates. Data was obtained through interviews with senior lecturers and a lecturer from the Departments of Catering, Haircare & Cosmetology and Educare. A number of college records were used to retrieve data. Data was also collected by administering questionnaires to Catering, Haircare & Cosmetology and Educare students and graduates. Questionnaires were also administered to employers of Catering, Haircare & Cosmetology and Educare graduates employed within their field of specialisations.

The findings of this study indicated that there are a number of negative and positive aspects concerning the appropriateness and adequacy of Catering, Haircare & Cosmetology and Educare programmes that influence the employment status of graduates. The green paper on FET (DoE, 1998d) outlines a number of weaknesses regarding current Technical College programmes and the delivery of these programmes. Some of these weaknesses are also inherent in the Catering, Haircare & Cosmetology and Educare programmes offered in the Division of USSS at CMTC. Poor quality of tuition and a breakdown in the culture of learning, teaching and services impacts negatively on students' experience of the curriculum and their performance in the work-place. This study shows that graduates who completed the required apprenticeship or in-service training were competent in the work-place. These graduates either gained employment or became self-employed within their fields of specialisation. Some of the findings of this study were similar to the findings identified in research studies carried out at Technical Colleges in Eastern Cape, Guateng, KZN and the Western Cape.

This study concludes with a synthesis of the findings and some recommendations.

DEDICATION

To my husband, Jay and my daughters, Thirusha and Priyanka

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I am indebted to God for providing me with the qualities and strength that made this study possible.

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DECLARATION

I, Thiruveni Moodley, declare that this dissertation is my own work and has not been submitted previously for any degree in any University.

T. Moodley

P. Ramrathan (Supervisor)

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ACRONYMS

BS	Business Studies
CHED	Committee of Heads for Education Department
CMTC	Cato Manor Technical College
DET	Department of Education and Training
DoE	Department of Education
DoL	Department of Labour
ES	Engineering Studies
ETC	Engineering Training Centre
FECOM	The Federal Committee of Technical College Principals
FET	Further Education and Training
HCSIETB	Haircare & Cosmetology Services Industry Education and Training Board
HE	Higher Education
HMC	Human Movement and Communication
HoA	House of Assembly
HoD	House of Delegates
HoR	House of Representatives
HSRC	Human Sciences Research Council
IVETA	International Vocational Education and Training Association
NQF	National Quality Framework
NVQ	National Vocational Qualification
Nx	National Certificate x (where x=1,2,3,4,5 or 6)
SAQA	South Africa Quality Authority
SMME	Small, Medium and Micro Enterprise
TAFE	Technical and Further Education
UK	United Kingdom
USSS	Utilities Services and Social Studies

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Introduction

This chapter outlines the importance of inter-ministerial co-operation and mutual beneficial relationships between the Department of Education (DoE) and the Department of Labour (DoL), which are intended, among other things, to promote formal links between Technical College education and training and the labour market.

This study examines the Technical College programmes, its implementation and the actual experiences of students and graduates in the Division of Utility Studies and Social Services (USSS) at Cato Manor Technical College (CMTC). It also focuses on the employment patterns of Catering, Haircare & Cosmetology and Educare graduates, the perceptions of lecturers and employers of graduates trained in the Division of USSS at CMTC between 1996 and 1998.

The rationale presented explains what initiated this study. A brief methodology for this study is also outlined in this chapter. Finally, the significance, delimitations and limitations of this study are discussed.

1.2 The integrated role of the Ministries of Education and Labour in the Technical College Education and Training sector.

According to the Education White Paper 4 (DoE, 1998a), the South African labour market policies and the education & training policies were not formulated to complement each other. This meant that the DoL was concerned only with the demand for skills

while the DoE focused only on the supply of skills unaware of what the demand for skills were in the labour market. This resulted in a weak linkage between the Further Education and Training (FET) sector (Technical College) and industry (DoE, 1998a). The lack of collaboration between education & training and the labour market was one reason for Technical Colleges not responding to the needs of the labour market as identified by the public and private sectors (DoE, 1998a). Hence, Technical Colleges focused on training students irrespective of whether there were demands for such skills or not. In the process, Technical Colleges train students for jobs that may not exist (HSRC, 1999). Furthermore, employers argue that many programmes offered by Technical Colleges are irrelevant and outdated (DoE, 1998a).

Since 1994, there have been significant changes in the education and training policies and the labour market policies, which are intended to move towards lifelong learning, employability and increased productivity in South Africa (DoE, 1998d). These policy changes have been designed to link the education and training sector with the labour market. The aim is to improve South Africa's international competitiveness and to contribute to the solution of the country's internal economic and social problems. In trying to achieve this aim the former Minister of Education, Professor Sibusiso Bengu signalled the importance of inter-ministerial links between the DoE and DoL. Professor Sibusiso Bengu (IVETA, 1998:5), in his opening address at the first regional International Vocational education and training Association (IVETA) Conference for Southern and Central Africa, stated:

“ ... in the Education White Paper 4 on the transformation of Further Education and Training, the education and training sectors and the labour market are linked in many ways. A vocationally skilled workforce will readily be absorbed into the employment system, with economic benefits both ways: a wage-earning community on one hand and an economy growing from skilled productivity of the artisans on the other hand”.

Technical Colleges form the core of the FET system in which they have the potential to play a significant role (DoE, 1998a). The new policy and goals present Technical Colleges with an opportunity, unprecedented in their history, to become centres of innovation and development, with a new and enhanced status and role in society (NBI, 1998:1). They also present major challenges for Technical Colleges and the education authorities, such as abolish the restrictions and limitations of the past, develop a new vision and purpose, and become more responsive and accountable to the communities they serve (NBI, 1998:1).

A way forward towards meeting these new challenges and opportunities is for Technical Colleges to offer specialised programmes that are sensitive to the needs of the labour market (DoE, 1998a). This study attempts to look at whether the supply of skills meets the demand for skills. To achieve success in this regard requires a close collaboration between DoE and DoL.

1.3 Purpose of the study

This study examines the impact of Technical College programmes on employment possibilities. It will focus on the appropriateness and adequacy of the training received

by Catering, Haircare & Cosmetology and Educare graduates in the Division of USSS at CMTC in response to the needs of the work-place (industry and the community). This study will examine the employment status of graduates and the context within which they are employed. It will determine how they cope in the work-place and their employers' satisfaction of the education and training received at the college. Furthermore, the study will also examine how graduates who venture out as entrepreneurs cope. Lastly, the study will examine graduates who are unemployed and explore possible reasons for their inability to find employment within their training area.

1.4 Rationale for the Study

There are at least three major reasons that have motivated me to engage in this research study. Firstly, I reflect on my own experiences as a lecturer, presently in the Department of Educare in the Division of USSS at CMTC. Part of my responsibilities as a lecturer is to arrange compulsory weekly in-service practical best training for our students at day-care centres and pre-primary schools. These day-care centres and pre-primary schools are carefully selected so that our students can gain optimal training. There is continuous liaison with and almost weekly visits to these day-care centres and pre-primary schools. Feedback in the form of reports and comments are received from the principals, staff members and our students on a regular basis. This provides us (in the Department of Educare) with some knowledge about our client market (to some extent). This data is used in strategic planning exercises that the department undertakes periodically. However, liaisons with Educare graduates have been minimal and informal.

Very little information about the employment status of graduates especially from rural areas and places like the Eastern Cape and Lesotho is known. This study provided an opportunity to contact the graduates on a formal basis to determine what their employment status is and to enquire about the appropriateness and adequacy of the training they received at the college. For those graduates in employment this study allowed me to determine the employers' degree of satisfaction regarding the education and training the graduates received at the college. Initially, only the Educare students were selected for the study. At a later stage, the entire Division of USSS of CMTC was included. This division is small and consists of three departments (Catering, Haircare & Cosmetology and Educare). The Division of USSS of CMTC would benefit from this study.

The second reason for this study is to investigate Technical College education and training in the context of a rapidly changing FET sector. The Green Paper on Skills Development Strategy (DoL, 1997a) and the Green Paper on FET (DoE, 1998d) identify a number of key themes, which form the basis of a new FET framework in the twenty-first century.

The following key themes that appear in the new FET framework have been identified as having particular significance to this study (NBI, 1998:31):

- responsiveness –how responsive are Technical Colleges to the demands of the labour market (at local, regional and national levels) for the specific types of skills and capabilities?

- effectiveness/appropriateness – how relevant are the Technical College programmes to local economic and community development? This can be judged on criteria such as exam success rates, student progression into jobs and Further Training or Higher Education.

Technical education and training programmes should be flexible and needs driven rather than supply-driven (DoL, 1997a). This calls for a strategic partnership between Technical Colleges and business and industry. This study will examine how students are prepared for the courses they have selected in terms of relevance, effectiveness and efficiency of training. This study will attempt to establish to what extent:

- students are exposed to new and different technological changes,
- the Technical College is keeping pace with the rapidly changing technologies and the expectations in the work-place,
- students are receiving hands on experience with the latest tools, equipment and techniques of the trade.

The third reason for pursuing this study stems from the inspiration derived from being included in the research team (comprising of the HSRC and NBI) that researched the 25 Technical Colleges in KwaZulu-Natal (KZN). Case studies were completed at 12 of the 25 colleges. CMTC was not part of the case study sample. This involvement allowed me to gain a considerable amount of insight into the Technical College sector. The findings of the research indicated that (HSRC, 1999):

- there is little information about student job placement.

- little market research to assess stakeholders {student, graduates and employers} views.
- no analysis of the relevance of programmes to subsequent employment.
- colleges need to be more responsive to employers' needs.
- many Technical College programmes do not prepare learners adequately for the world of work in terms of changes in the nature of work.

These findings coincided with the findings of similar studies carried out in Gauteng (NBI, 1998) and the Western Cape (NBI, 1999).

1.5 Methodology.

This is a case study of CMTC. This study examines:

- how appropriately and adequately Catering, Haircare & Cosmetology and Educare students, in the Division of USSS at CMTC, are trained for the courses they have selected and,
- the employment patterns of Catering, Haircare & Cosmetology and Educare graduates.

Data was collected from various sources. These included document analyses, interviews with staff members of the college, and questionnaires to senior students, graduates and their employers. Data was analysed qualitatively while quantitative data was used to support arguments made.

1.6 Significance of the study

Research of Technical Colleges in KZN (HSRC, 1999) indicates that there is an absence of studies that track graduates to examine the effectiveness of their education and training on their employment status. A track record of graduates in the work-place is one way of measuring institutional effectiveness (McCaffray, 1998). The findings of this study will directly benefit the Division of USSS at CMTC. It will provide a database on the employment status of CMTC graduates. The study will encourage Technical Colleges and employers to create and/or strengthen partnerships between education and industry. It will also inform curriculum developers of the relevance of the current programmes offered.

1.7 Delimitations

This study is limited to the Division of USSS of CMTC in KZN. The uniqueness and highly specialized nature of the programmes might not allow the results of this study to be generalised to other divisions within the College and to other Technical Colleges.

1.8 Limitations of this Study

The following are limitations that should be noted in this study:

1. The validity of the information received from the respondents (students, graduates and employers) could be obtained through in-depth interviews with samples of respondents from each group and observations of graduates in the work-place. Hence, this kind of triangulation of data would have enhanced the

validity of this study. This, however, was not included in this study because of time constraints.

2. Questionnaires to and interviews with clients in terms of satisfaction with graduates' services would have enhanced the result but this was beyond the scope of this study.

1.9 Chapter Outlines

Chapter two provides a synthesis of the literature around the nature of Technical College education and training during the apartheid period, the national policy changes since the mid 1990's and the development of Technical Colleges within the FET sector. This review indicates that Technical College education and training is still largely shaped and influenced by developments during the apartheid period. National policy developments focus on linking the DoE with the DoL to ensure lifelong learning, employability and increased productivity in South Africa. Technical College education and training have a prominent role to play in this regard. A review of international literature examines countries such as the United Kingdom (UK), Australia and Uganda. This international literature review provides valuable international perspectives on education and training in the FET Sector with particular reference to the benefits of career guidance, placement services and the responsiveness to the needs of industry and the community.

Chapter three presents the methodology employed in the data collection and the data analysis of this study. A case study approach is used to illuminate the appropriateness and adequacy of Technical College education and training and the employment patterns

of Technical College graduates, through in-depth analysis of various stakeholders associated with Technical College education and training.

Chapter four presents an overview of CMTC, briefly outlining its historical development and its current position. A detailed description of the Departments of Catering, Haircare & Cosmetology and Educare in the Division of USSS at CMTC is presented. The presentation of the findings and analysis of the results of this study with regard to profile of students, appropriateness and adequacy of programmes and employment patterns of graduates form a major part of this chapter.

Chapter five presents a synthesis of the key findings and outlines some recommendations as a conclusion to this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an outline of:

- Technical College education and training in the South African apartheid era.
- The pressure for transformation that led to the advent of policy developments in the FET sector that impact on Technical Colleges.
- An overview of Technical College education and training in Post Apartheid South Africa with specific reference to career counselling, placement services, programmes and qualifications, apprenticeship and in-service training and its responsiveness to the needs of industry and the community. An international literature review that examines these aspects in Australia, the UK and Uganda is integrated in this section.

2.2 Technical College Education and Training in the Apartheid Era

Before the 1990's, Technical Colleges were not particularly prominent in the education sector. One reason for this is that the apartheid Government's policies placed Technical Colleges in the College/School (CS) sector of education, with the exception of the colleges controlled by the House of Assembly (CHED, 1994). The governance of these colleges were determined by the status of the college. This meant that state colleges were (Ex-HoD, Ex-HoR, Ex-DET) fully controlled and funded by the State and State-Aided Colleges (Ex-HoA) which were controlled by councils and subsidised by the

State (CHED, 1994). In the CS sector (excluding the Ex-HoA colleges), higher priorities were always given to schools and Technical Colleges were neglected in many instances (FEDCOM, 1994). For example, Technical Colleges received only limited support in the form of resources and funding compared to the other educational sectors. There was inadequate machinery and equipment for practical training and a lack of student funding e.g. bursaries at Technical Colleges. Furthermore, the limited range, irrelevant and poor quality of learning programmes, the lack of meaningful linkages with industry and the disconnection from the local economy have contributed to the character and culture that is presently inherent in many Technical Colleges (DoE, 1998d: 9). The result thereof is the current negative perceptions surrounding Technical Colleges within the communities.

Technical education and training in South Africa was associated with inferior education for blacks, which assisted the government in perpetuating the system of apartheid (DoE, 1998d). Up to the mid 1990's, there was a great imbalance in the number of people attending various historically black institutions. Approximately 300 000 learners attended Universities, 200 000 learners attended Technikons and 80 000 learners attended Technical Colleges (FEDCOM, 1994). Technical Colleges are perceived to be less desirable, having an image of offering lower quality education orientated towards more practical areas and more suitable for the less academically inclined and slower learner (FEDCOM, 1994). Such students will not be accepted at Universities or Technikons. Technical College education and training is often associated with blue collar jobs, wearing overalls and physically working hard in a dirty, uncomfortable working environment often associated with poverty (Haasbroek, 1998:10). This has

created many negative stereotypes that still surround the FET (Technical College) sector. However the FET sector is directed towards making a major contribution to the economic growth and development in South Africa (DoE, 1998a). This is only possible if Technical Colleges offer relevant programmes, which address the needs of the community and industry. In order to increase the number of learners attending Technical Colleges, a change in public perceptions and attitudes regarding Technical College education and training is required. Technical Colleges will have to be repositioned in people's minds as a desirable starting point after completing compulsory schooling. In addition, there is an urgent need for an awareness campaign to promote Technical education and training, as most people are generally ignorant about Technical Training and the benefits that can be derived from it.

The years of apartheid rule has resulted in a series of problems that characterise the FET sector (DoE, 1998d). Some of the problems that characterise the current system include the following (DoE, 1998d):

- A lack of coherence and coordination within the FET system. The system is dysfunctional and without vision and strategy to guide its development and determine its priority.
- Poorly articulated FET programmes and qualifications. This stifles student mobility resulting in high levels of inefficiency. Programmes differ widely with respect to quality, standards of provision, outcomes and curriculum.
- Weak linkages between Technical Colleges and industry result in irrelevant and outdated programmes being offered. In addition, equipment is outdated and of poor quality.

- A low staff morale and poor work ethics exists among some educators as a result of adverse working conditions.

2.3 National Policy Framework on the Further Education and Training Sector since the mid 1990's

The FET Act (DoE, 1998b) is designed to promote integration of education and training and enhance learner mobility and progressions, which are major focuses on the NQF (refer to Appendix A). The NQF is designed to promote the integration of education and training, offer multiple entry and exit points to learners and ensure learner mobility and the portability of credits (DoE, 1998a). The NQF provides the framework for the development of a new, integrated FET curriculum, which will offer a flexible mix of fundamental, core and elective learning to meet the needs and requirements of learners, employers and HE institutions (DoE, 1998a)

The mission of FET is to foster intermediate to high levels skills, lay the foundation for Higher Education (HE), facilitate the transition from school to work, develop well educated autonomous citizens and provide opportunities for life-long learning through the articulation of learning programmes (DoE, 1998c: 5).

The vision of FET is to provide high quality, flexible and responsive programmes and opportunities for a learning society (DoE, 1998a). This vision of the new FET system outlined in the Education White Paper 4 (DoE, 1998a) and as reflected in the Department of Labour's Skills Development Strategy sets the stage for the achievement of the above goals.

Pressures for change in the South African FET sector are two folded (HSRC, 1999):

- Firstly, it arises out of socio-political demands, which have to do with redressing the imbalances caused by apartheid in the educational realm and the construction of new democratic social relationships between the state, civil society and education and training institutions.
- Secondly, socio-economic pressures have played an important role in accelerating change. These have primarily to do with the phenomenon of globalisation and South Africa's re-entry into a highly competitive and volatile world economy.

Significant changes in education and training policies in South Africa will improve the country's international competitiveness and will significantly contribute towards resolving the current internal economic and social problems. In this regard an extended and revitalised FET college sector has a vital role to play in meeting these obstacles. The fact that more attention has been placed on the FET sector since the country's first democratic election in 1994 has been an overwhelming achievement for this sector. Since then, a series of FET and labour market policies have been designed to replace the distinctive Technical College sector with a single but diverse system of a new, more broadly based and responsive FET college sector.

In September 1996, the then minister of education, Professor Sibusiso Bhengu appointed a committee of expert and stakeholder representatives known as the National Committee on Further Education (NCFE) to investigate the problems of FET and to make recommendations for its transformation, vision and goals. The committee

produced a report entitled "*A Framework for the transformation of FET in South Africa*", which was published on 14th August 1997. This report formed the basis for the Green Paper on FET, titled "*Preparing for the twenty-first century through Education and training and work*" which was released on 15th April 1998. The Green Paper on FET (DoE, 1998d) outlines policy proposals and specific intervention strategies for building a new FET Sector. After the culmination of extensive research and consultation with key stakeholders in the education and training sector, the Education White Paper 4, a programme for the transformation of FET was released in August 1998 and the FET Act was passed in November 1998. One of the objectives is to develop a learner-centred approach with more responsive programmes with the NQF, (refer to Appendix A) flexible modes of delivery and a new further education and training certificate. They provide for close collaboration with the Ministry of Labour in sharing labour market information, providing career guidance through market training needs, building links between training and job placement, and sharing information on tracer studies of graduates. The Department of Labour published a Green Paper in March 1997 on training entitled "*A Skills Development Strategy*" for economic and employment growth in South Africa and the Skills Development Act was passed in December 1998. The Skills Development Strategy is closely linked to macro economic, industrial labour market and science and technology policies of South Africa. In 1998, the FET bill was promulgated. The main objective of the FET bill is to establish a single coordinated system for further education and training and to restructure and transform institutions (Technical Colleges) and programmes for further education and training so that they can respond better to the manpower and economic needs of South Africa (DoE, 1998b). The policy developments present a compelling case for the importance of FET in general

and FET colleges (Technical Colleges) in particular. These policy documents identify a number of key themes, which have a direct influence on Technical Colleges. However, two are definitive and relate to the study. These are:

- Responsiveness – Technical Colleges need to be responsive to the demands of the labour market in terms of providing relevant skills.
- Effectiveness – Technical Colleges need to provide appropriate programmes to benefit local economy and community development.

The new policy context within which Technical Colleges have to function links the DoE with the DoL as well as other national and provincial governments concerned with trade, social and economic policies and employers, worker and community organisations (DoE, 1998a). The National Department of Education and the nine Provincial Departments of Education will play a key role in laying the foundation for the new FET system. The implementation of the FET policy will place new demands and responsibilities on the Departments of Education at both National and Provincial levels (DoE, 1998a). One avenue through which success can be achieved is for the National Framework for FET to be in harmony with Provincial Policy.

Policies at both National and Provincial levels make new and more varied demands towards the expansion of the Technical College sector. Technical Colleges are required to play a leading role with respect to National and Provincial social and economic development strategies (DoE, 1998a).

2.4 Technical College Education and Training in Post Apartheid South Africa.

The central theme outlined in the FET framework is to build a FET sector (Technical Colleges) that is efficient, effective/appropriate and responsive to the needs of industry and the community. This section discusses the mission of Technical Colleges, career counselling, placement services, programmes and qualifications offered by Technical Colleges and the responsiveness of Technical Colleges to the needs of industry and the community. An international literature review of these aspects provides valuable outside perspectives on Technical College education and training.

2.4.1 Mission

Technical Colleges are required to formulate their own mission statements, aimed towards developing innovative and responsive open learning systems and meet new social and economic demands (DoE, 1998d: 16). The mission of Technical Colleges will depend on what the colleges decide to offer provided that they respond to the local and regional needs. Some Technical Colleges may focus on self-employment, small businesses, entrepreneurial skills training, community development and self-improvement programmes relevant to their local communities (DoE, 1998d: 16). Others may choose to closely integrate into the formal economy concentrating on the provision of intermediate to high-level skills required by an increasing export competitive manufacturing economy (DoE, 1998d: 16). This implies that the mission statement determines the character, values and ethos of the Technical College.

2.4.2 Career Counselling

A career counselling and support service is a central element of the new FET sector (DoE, 1998a: 33). This service will provide students with information on learning programmes, providers, qualifications, and jobs. These services are therefore directed towards assisting students and prospective students by providing up-to-date labour market information, skill shortages, career opportunities and trends in the labour market (DoE, 1998a: 33).

However, research of Technical Colleges in KwaZulu-Natal (HSRC, 1999) and in Gauteng (NBI, 1998) indicates that little formalized career counselling is offered. Informal advice is offered to students on registration, which does not adequately equip the students for the courses they have selected or the labour market practices of such a study path. There are two important reasons for this. Firstly, research of Technical Colleges in KZN (HSRC, 1999) indicates that enrolment of students is solely supply-driven. Colleges offer courses that lecturers can teach irrespective of whether there is a market demand for such skills and whether graduates of these courses have any employment prospects in the future. Secondly, the report (HSRC, 1999) also reflects that college staff have inadequate labour market knowledge available to pass onto students. Students can therefore enroll in large numbers in fields for which there is little prospect for attaining employment. Research in the Northern Province indicates that most students' career expectations were unrealistic and an urgent need for career and study guidance for learners is required (Haasbroek, 1998).

The findings of the studies outlined indicate that there is an absence of up-to-date labour market information indicating skills shortages, career opportunities, and trends in the job market. Furthermore, it indicates that the DoE & DoL are working independently. However, the Education White Paper 4 (DoE, 1998a) states that the DoE will work closely with the DoL on market information services.

In the UK and in Australia career and counselling services are provided to students and prospective students of Technical Colleges. These services proved to be effective in both countries.

In Australia (TAFE, 1999b):

“Technical and Further Education Counsellors provide a free service to enrolled TAFE students and prospective students. Prospective students may seek assistance from counsellors in selecting a course that best fulfill their career, goals and interests. This could be a preparatory course to fill gaps in their general educational background, a course that leads to a specific vocation outcome, or a course that lead to university level study”.

Andries et al (1997) states that the UK Technical Colleges have well-developed school consortium link programmes to assist students in their career choice. All students are assessed thoroughly on enrolment at Technical Colleges. Personal tutors assist students with a diversity of problems that students may have. Programme managers are allocated to assist and guide students with programmes. Action plans are based on what the students wish to achieve by the end of the programme.

A new support service in the UK would be integrated with the present range of services and will provide higher quality advice, guidance and support to Technical College students and prospective students (DFEE, 1999).

2.4.3 Placement Services

One of the key themes highlighted in the policy document in the new FET Sector is responsiveness. This would imply the need for Technical Colleges to offer programmes that are relevant to the needs of employers. An effective method of achieving this objective is for Technical Colleges, in close collaboration with industry, to conduct formal tracer studies to measure the job placement rate of graduates and the degree of employer and client satisfaction of the education and training received.

Research of Technical Colleges in Gauteng (NBI, 1998) and in KwaZulu-Natal (HSRC, 1999) indicates that:

“There is little systematic collection of information about student destination. The studies show that job placement services are ill-developed. “ There is an absence of formal tracer studies to measure the extent of placement of Technical College graduates as well as the degree of employer and client satisfaction regarding the education and training received by graduates. Colleges rely on informal feedback from graduates”.

Research of Technical Colleges in the Western Cape (NBI, 1999) indicates that only a minority of colleges offers assistance to students and graduates to find jobs. The

research (NBI, 1999) also indicates that there are no systematic arrangements to track and monitor student progression.

Placement services in Australia and the UK are well established. In Australia, the Northern Sydney Institute of TAFE (1999b) has a placement service in operation known as “Job-place”. “Job-place” offer on-campus recruitment interviews, career fairs and presentations to potential employees. This institution offers a service to:

- employers to find the right employees and
- students and graduates – to find jobs.

In the UK training and employment agencies are responsible for vocational training and delivers its programmes through contacts with Technical Colleges (Andries et al, 1997).

2.4.4 Programmes and Qualifications offered by Technical Colleges.

Traditionally, Technical Colleges offer education and training in five vocational fields, namely Engineering studies, Business studies, Art Agriculture, Utility Industries and Social services (NBI, 1998:20). The instructional programmes are comprised of formal (Full-time, part-time and distant education) and non-formal offerings. The secondary instructional programmes (Pre-N1 to N3 and NIC/NSC) and tertiary instructional programmes (N4-N6) form part of the formal education at Technical Colleges (DoE, 1997). The full-time courses are based on trimester (average 12 weeks), semester (17 weeks) and the year programmes. The Department of Education intends to introduce an integrated FET curriculum and introduce the new FET certificate as a recognised exit qualification in the year 2005 (DoE, 1998a). Technical Colleges and employers are

encouraged to form partnerships to develop new programmes and curricula and to restructure and modernise existing programmes in order to meet the needs of the labour market and to offer practical and “on-the-job” training.

Poorly articulated programmes and qualifications is one of the problems that characterises the current FET System within which the Technical College is a provider (DoE, 1998a: 8). Programmes and qualifications offered by Technical Colleges do not prepare students adequately for success in further learning and productive employment (DoE, 1998a). According to the literature (NBI, 1999) Technical Colleges in the Western Cape do not monitor and assess the relevance of their programmes in a rigorous way and many employers believe that Technical College programmes are irrelevant and outdated. The majority of Technical Colleges are focused on incentives for student numbers to retain college staff and for certification purposes (NBI, 1998). This is an indication of an unresponsive supply-led system of provision. Furthermore, Technical College programmes are too narrow and specialised and do not equip students and graduates adequately for the social, economic and cultural changes they may face (DoE, 1998a). Research of Technical Colleges in KwaZulu-Natal (HSRC, 1999:58) indicates that the problem with the current Technical College provision is that it is regressive by nature, and this implies that the recruitment of matriculated black students at the Technical Colleges are “recycled” through N1 to N3 with little or no added value to the competencies acquired at matriculation level. The employment prospects for such graduates appear to be no better than after matriculation and their general literacy and numeracy levels remain unchanged.

In Scotland, in the UK, the curriculum and student services is part of the Scottish Further Education Units, which encourages colleges to achieve the efficient delivery of curriculum (Andries et al, 1997). The team states that curricula are modular, but holistic and include core skills such as literacy and numeracy (Andries et al, 1997).

2.4.4.1 Theoretical and Practical Components

The focus of Technical College education and training is to prepare students directly for work. Demonstrations and practical training together with real work experience constitutes a major component of Technical College education and training (DoE, 1997c). Research in the Western Cape (NBI, 1999) points out that:

- i) programmes tend to be too theoretical
- ii) colleges suffer from lack of workshops and opportunities to provide practical training, which leads to an absence of work opportunities for students and graduates. Andries et al (1997) state that in the absence of facilities and resources at Technical Colleges a viable alternative to providing skills training would be for Technical Colleges to establish training partnerships with industry, for instance, Technical Colleges could pay industry for certain types of training.

Wydeman (1998a) indicates there is a serious lack of integration between:

- education and training,
- Technical Colleges and the work-place,
- and theory and practice.

The basic justification for providing theory to improve practice is based on the idea that students need theory to apply theory in practice (Louw, 1988). Theory is meant to enrich practical problems.

Rugumayo (1998) states that Technical Colleges in Uganda also have inadequate facilities and lack resources. However, the need for practical training has been identified. There are several projects in operation, geared towards providing Technical Colleges with equipment to upgrade facilities (Rugumayo, 1998).

The Department for Education and Employment (1999) in the UK specifies that practical work experience in industry is a major feature of many courses. Technical Colleges have excellent facilities, workshops and labour (Andries et al, 1997). In addition, training partnerships are established between Technical Colleges and industry to assist with practical training. (DFEE, 1999)

In Australia, Technical Colleges focus on the use of a practical approach of training for employment (TAFE, 1998). The Northern Sydney Institute's design and delivery of programmes are 'learner focused' with strong emphasis placed on acquiring training, which is offered on campus or in the work-place. According to research by the Northern Sydney institute (TAFE, 1998) the highly practical nature of the programmes provide students with broad, hands-on industry experience. A prior development in Australia is the concept of practice firms.

The Australian Network of Practice Firms (1995) state that:

“a practice firm is a simulated business that is set up and run by trainees with support from educators and real businesses. It is a framework for business skills training regardless of the type of occupation or industry. The trainees of the practice firm are able to apply the theoretical concept in a practical environment. Trainees are able to consolidate that practical experience and demonstrate their acquired skills in a supportive environment”

2.4.4.2 Apprenticeship and In-Service Training

Van Rooyen (1991) states that the combination of institutional training in a training center (Technical Colleges) and on-the-job training and/or experience is one of the best means of equipping people to meet the challenges of the work-place. Furthermore, it has been widely recognised that regular interaction with the work-place in the discipline around which the lecturer teaches is essential if students are to benefit from practices in the work-place (HSRC, 1999). Some courses at Technical Colleges stipulate compulsory in-service training or apprenticeship periods, which compel students to spend a certain period in the work-place. An advantage of the apprenticeship/in-service training system is that it produces a highly skilled workforce, which contributes towards the economic growth of the country (Van Rooyen, 1991)

According to the Australian Department of Employment training and industrial relations, apprenticeships and traineeships have very poor programme-completion rates (Australian National Training Authority, 1998). Anecdotes and research evidence suggest that this is linked to poor vocational readiness, variable teaching standards; and

inappropriate/inadequate curriculum and learning resources (Australian Vocational Education and Training Research Association, 1999).

The absence of formal tracer studies of Technical Colleges in KwaZulu-Natal (HSRC, 1999) and Gauteng (NBI, 1998) mean that little is known about graduates. There is lack of information regarding completion rates of apprenticeship and traineeship programmes in South Africa.

2.5 Responsiveness of Technical Colleges

The major focus of the new FET policy is to make FET institutions (Technical Colleges) more responsive to their neighbouring environments (DoE, 1998a). Technical colleges can achieve this objective by responding to the needs of industry and the community.

The studies of Technical Colleges completed in KwaZulu-Natal and in Gauteng recommended that Technical Colleges establish formal information gathering techniques to gauge market demands for their training programmes, and tracer studies so that Technical Colleges can become knowledgeable about their client market (NBI, 1998 and HSRC, 1999).

2.5.1 Responsiveness to Industry

Responsiveness in relation to industry would imply establishing formalised college-industry partnerships. To establish such partnerships would require Technical Colleges

to provide training for a highly skilled labour force and assist industry in continuous improvement of plant processes and product innovation (HSRC, 1999). Such a formalised partnership would also imply that industry should be actively involved in the design and execution of Technical College Programmes (Van Dyk et al, 1998). Research of Technical Colleges in KZN shows few instances where industries have moved away from past traditions and are now beginning to form real partnerships (HSRC, 1999:145).

Research of Technical Colleges in KwaZulu-Natal (HSRC, 1999) and in Gauteng (NBI, 1998) indicates that links between industry and Technical Colleges are less developed.

Most often Technical Colleges:

- Have adhoc informal arrangements with industry as the need arises.
- Send students to train in the work-place.
- Receive grants from companies such as donations for staff development and internal training at Technical Colleges.
- Make joint efforts with industry to host industry days and career expositions with the aim of attracting students into Technical Colleges (NBI, 1998 and HSRC, 1999).

In addition, there are several routine links with industry such as accreditation relationships with certain industry training boards for example the Hairdressing and Cosmetology Services Industry education and training Board (HCSIETB) and the Building and Metal Industry Board and some professional bodies like the South African Engineering Council and the Professional Association of Accountants Board (NBI, 1998 and HSRC, 1999). The studies point out examples of new partnerships being

forged with employers to develop customized courses in order to meet the needs of industry but these are exceptional (NBI, 1998 and HSRC, 1999).

An alarming observation arising from the results of the KZN Technical Colleges study is the entirely dysfunctional nature of the labour market within which these colleges exist (HSRC, 1999). Table 2.1 below indicates three labour market scenarios along a continuum of labour market types. These are the Responsive labour market, the Regulated labour market and the Dysfunctional labour market (HSRC, 1999).

RESPONSIVE LABOUR MARKET	REGULATED LABOUR MARKET	DYSFUNCTIONAL LABOUR MARKET
<p><i>Characteristics:</i> Courses are highly responsive to client need. Industry and community clients are satisfied with the outputs of the system. Students have a reasonable chance of getting jobs. The 'Market' mechanism works reasonably well.</p>	<p><i>Characteristics:</i> The market mechanism alone cannot be relied upon to 'signal' the real skills demands needed if economic growth and social development are to be attained. The state must play a role here and must signal to colleges and other education and training institutions the kinds of course offerings required. The state must indicate which skill areas are priorities for the national and regional economies</p>	<p><i>Characteristics:</i> There is a total mismatch between the outputs of the college system and the skill needs of the economy. Employers do not employ graduates of the colleges. Most students fail to find jobs. College certificates do not add value to their school qualifications. The system is dysfunctional.</p>

Source: adapted from HSRC (1999: 149)

Table 2.1 Three Labour Market Scenarios

According to the HSRC report (1999) the *responsive* and *dysfunctional labour market types* occupy the extremes on the continuum of labour markets (refer to Table 2.1). The

report states that in reality, a highly *responsive labour market* environment is never achieved, particularly in relation to vocational training and human resource development (HSRC, 1999). The market fails to be responsive for a number of reasons. The primary reason is that individual employers act opportunistically in pursuit of the profit motive. Furthermore, there is an absence of an institutional environment, which encourages training in the labour market across the occupational spectrum. For example trainees are already in employment or receiving employer sponsorships or bursaries. The alternative to the *responsive labour market* and the *dysfunctional labour market* (current in KwaZulu-Natal) is a regulated labour market model in which the state plays a significant role (HSRC, 1999). The state's role would be to (HSRC, 1999):

- assist in the identification and development of new strategic sectors (in high-tech sectors and in the services (Catering, Haircare and Educare), tourism and the informal sectors) and in so doing indicate priority skills requirements for each sector in the future.
- find effective ways of communicating these labour market requirements to education and training institutions (Technical Colleges) so that the supply-side responsibilities would meet the growing demand for skilled labour in the future.

In Australia the ultimate benefit of a better skilled and more adaptable workforce is increasingly being recognised by educators, industry and government. For instance a core focus of TAFE (1999a) is the development of strategic partnerships that establish strong lines with industry to:

- link with up-to-date programmes that are designed to improve work-place skills, custom designed programmes, career prospects and help build a competitive productive organization.
- develop strategic alliances for the creation of opportunities for new business development in emerging technology areas.
- work closely with one another to ensure that what is taught, when and how it happens, reflects the realities of the work-place.

Andries et al (1997) explained that enterprise and organisational development, which is part of the Scottish Further Education Council, supports Colleges through consultancy and enterprise activities. Colleges in the UK are pro-active in terms of market needs. Some colleges offer customised courses (non-NVQ) because some employers have a preference for these (Andries et al, 1997). For example The Bournemouth and Poole College of Further education provides tailored training and consultancy to the local business community through its “services to business” operation. Andries et al (1997) indicated that colleges are often involved in the design and manufacture of equipment required by industry. They respond to the market by making changes in courses, their content and delivery as well as to produce new offerings as required. For example, breakfast clubs are initiated to foster links with industry and are held on a monthly basis.

Kyobe (1998) states that, Technical Colleges in Uganda are focusing on the supply side and are therefore not responding to the needs of the labour market. The manpower survey carried out in Uganda in 1988/89 reveals critical shortages of skilled manpower

(Kyobe, 1998) yet technical and vocational colleges are able to produce 2500 craftsmen and 1000 technicians per annum (Kyobe, 1998). Furthermore, industrialisation requires a steady increase of managerial, technical and other skills. Kyobe (1998) stresses that the Technical Colleges must anticipated the needs of the industrial sector.

In Australia and the UK, government legislation and the arrangement between institutions (Technical Colleges) and industry play a vital role towards creating a regulated labour market (refer to Table 2.1). This is essential for economic growth, social development and global competitiveness. In Uganda and South Africa the labour markets are dysfunctional in their ability to correlate Technical College training and actual or emerging employment opportunities.

2.5.2 Responsiveness to the Needs of the Community

South African's economic and social environment is currently threatened by a lack of sufficient employment opportunity for all its citizens (Van Dyk et al, 1998). According to the Green Paper on FET (DoE, 1998d), approximately 30% of South Africans are the beneficiaries of formal employment. The majority of the citizens find themselves systematically excluded from full employment and urban life. This implies that about 70% of South Africans will turn to the informal sector as a means of survival. This corresponds with the records, which show that more than three-quarters of the potential working population in developing countries are forced to live in the informal sector (Van Dyke et al, 1998). Technical Colleges should provide entrepreneurial training and create an entrepreneurial spirit among its students and graduates, which would ensure that business activities in the informal sector are more than just a means of subsistence.

Kyobe (1998) states that self-employment is most challenging but offers the best security against unemployment therefore curriculum development at Technical Colleges should take into account the need for self-employment. The introduction of innovative programmes designed to encourage people to set up their own businesses should form part of all Technical College programmes. The ministry of Education will support initiatives that are aimed at enhancing the relevance of FET programmes towards self-employment (DoE, 1998a).

There is a growing awareness of the small, medium and micro-entrepreneurship (SMME) sector's potential for job creation (Van Dyk, et al, 1998). Research of Technical Colleges in KwaZulu-Natal (HSRC, 1999) indicates that Technical Colleges need to make more conscious efforts to address the needs of the informal economy. This is directed towards increasing the informal economy and self-employment industries, for example the Educare, Haircare and Catering industries. However, research (HSRC, 1999) indicates that an Ex-DET Technical College in KZN adopts the Ntiska project initially launched by the National Department of Trade and industry. The college has employed a contract manager to further this project. The focus is to implement the idea of clustering a number of informal businesses into a SMME industrial park and providing supportive infrastructure, training and financial support. Creativity and initiative inculcated in Technical College students through entrepreneurial skills programmes will encourage Technical College graduates to move away from being "Job Seekers" to "Job Creators", initially as self-employed and eventually as employers.

The northern Sydney institute in Australia (TAFE, 1998) provides a wide range of small business services. The programmes are designed in close consultation with clients to ensure that their particular needs are met.

In the UK, the government has developed a new small business service to offer help to those wishing to become self-employed and will encourage enterprise in deprived communities (DFEE, 1999). Furthermore, support will be aimed at removing barriers and providing assistance at each stage of development in the business including management development, which is often the key performance of small firms.

Kyobe (1998) states that in Uganda the type of vocational and technical training offered is of a traditional model i.e. it is concerned with design, development and use of technology and the training programmes are directed towards the satisfaction of limited industrial employment requirement. The programmes are not orientated towards job creation or encouraging graduates to become self-employed. Kyobe(1998) stressed that entrepreneurship skills and training form part of Technical College programmes to prepare stimulated graduates to become job creators. Latigo Olal (1998) indicates that this kind of training will not only solve the problem of unemployment but also stimulate new economic and income generation activities and sustain the base of industrialisation and assist Uganda to achieve greater self-reliance.

2.6 Conclusion

The literature review tends to support that the present position of Technical Colleges in South Africa has its roots in the apartheid system, which continues to shape and

influence its development. The pressure for transformation of South Africa's FET sector (of which Technical Colleges is one of the four providers) emerges as a wide array of social and economic conditions as well as the effects of globalisation (DoE, 1998d: 8). With the advent of the new national policies since the mid 1990's a window of opportunities has opened for the FET Sector, which has shifted Technical Colleges to the centre stage. The policies emphasise co-operative governance as a critical aspect of the new framework for FET, in particular the importance of close collaboration and co-operation between the DoE and DoL, between government and the social partners and between the providers of FET (Technical Colleges) and their clients and stakeholders (DoE, 1998d: 20). Such co-operation aims at making Technical Colleges increasingly responsive to the needs of South Africa.

The years of apartheid rule have resulted in a history of neglect, segregation and discrimination. As a result the provision of Technical College education and training makes it difficult for Technical Colleges to fulfill their aims. The literature indicates that there is little research completed on Technical Colleges nationally (HSRC, 1999). There is a chronic absence of an accurate national information database which describes the Technical College Sector in detail and which can be used for comprehensive and coherent sectoral management and planning. Situational analyses of Technical Colleges completed in Gauteng, KwaZulu-Natal and Western Cape were undertaken in an attempt to overcome this problem. These studies indicated, amongst many others, that many colleges are not fulfilling the aim of being institutions responsive to the needs of the economy and community. The studies indicate that many colleges are supply-driven, offering programmes with little understanding of the changing labour market demands

and needs of the community. The studies also show that career guidance counselling and placement services, student tracer studies and research on student-employer and client satisfaction are ill developed in the Technical College sector. The international literature review provided valuable outside perspectives on Technical College education and training. The literature study of Technical Colleges in Australia and UK indicated the benefits of career guidance, placement services and formal links with employers.

Chapter three outlines the research methodology employed in the data collection and the data analysis of the study. Quantitative data was collected with the aid of questionnaires. This data was analysed statistically using Microsoft Excel (computer software package). Qualitative data was obtained through interviews with lecturing staff. The tape-recorded interviews were thereafter transcribed and analysed. A selected number of documents from the Division of USSS of CMTC were examined. On the basis of the data collected, key analytical codes and categories were formulated and computed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that was used to answer the following *critical research questions* of this study:

- *Are Technical College students appropriately and adequately trained for their jobs?*
- *What are the employment patterns of graduates who exit the Technical College?*

3.2 The Research Design

A case study was selected as the most appropriate research strategy. Cohen and Manion (1994: 106-107) describe the aim of a case study as being:

“to probe deeply and to analyse intensively the multifarious phenomena that contribute to the life cycle of the unit with a view to establishing generalisations about the wider population to which the unit belongs”.

There is 24 publicly funded Technical Colleges in KZN. CMTC is the largest Technical College with 2 urban-situated campuses (the Springfield Campus and the Cato Manor Campus). It is a former House of Delegates college (Ex-HoD institution for Indians only).

The college comprises of 5 divisions:

- The Division of Utility Services and Social Studies (USSS).
- The Division of Engineering Training Centre (ETC).
- The Division of Human Movement and Communication (HMC).

- The Division of Engineering Studies (ES).
- The Division of Business Studies (BS).

This study focused on detailed examinations of the Departments of Catering, Haircare & Cosmetology and Educare in the Division of USSS at CMTC in KwaZulu-Natal. This allowed for intensive analysis of this division, which offers highly specialised courses in Catering, Haircare & Cosmetology and Educare. Interviews, document analysis and questionnaires allowed for deep probing into the 'cycle of each unit' i.e. (Catering, Haircare & Cosmetology and Educare). The findings can therefore contribute to making general statements about the FET sector in terms of the critical questions mentioned above (see section 3.1).

The technique of "*purposeful sampling*" was used. Cohen and Manion (1994: 89) describe purposeful sampling as follows:

"In purposeful sampling, researchers hand pick the cases to be included in the sample on the basis of their judgements of their typicality. In this way, they build up a sample that is satisfactory to their specific needs".

The Division of USSS was purposefully selected because it represents a division, which offers highly specialised courses (Catering, Haircare & Cosmetology and Educare). The cohorts of students were purposefully selected (refer to Table 3.1) because they were the senior groups who would be able to provide detailed responses regarding their experiences of the education and training received. The cohorts of graduates (refer to Table 3.2) were selected on the following basis:

- Educare graduates that completed N6 in June 1997 and their in-service training in December 1998.
- Haircare & Cosmetology graduates that completed N2/N3 in December 1996 and their 18 months apprenticeship in June 1998.
- Catering graduates that completed their course in March 1998 (no in-service/apprenticeship training required).

Senior lecturers from the departments of Catering, Haircare & Cosmetology and a lecturer from the department of Educare constituted the staff sample. All employers of Catering, Haircare & Cosmetology and Educare graduates employed within their fields of specialisation were selected.

3.3 Data Collection: Source & Process

3.3.1 Introduction

Data was collected through:

- surveys which contained items requiring qualitative and quantitative responses from senior college students, graduates and employers.
- interviews with staff members.
- document analyses.

This study uses a *conscious combination* of qualitative and quantitative methodology, which De Vos (1998:359) refers to as triangulation. *Multiple methods* of data collection *increased*

the reliability of the data. Responses from survey questionnaires and interviews were verified with college records to ensure reliability of data.

Pilot studies were conducted with:

- a cohort of students in the Division of USSS at CMTC.
- a cohort of graduates who exited CMTC.
- employers of graduates from CMTC.

The purpose of the pilot exercise was to get the bugs out of the instruments (questionnaires) so that the respondents in the main study experienced no difficulty in completing them. It and the subsequent preliminary analysis determined whether the wording and the format would present any difficulties when the main data was analysed (Bell 1993:84).

Most of the questions required categorical responses, while some required Likert type rating from 1 to 5 as follows:

1 - Excellent

2. – Good

3 – Unsure

4. – Satisfactory

5. – Weak

Some questions required narrative responses outlining suggestions to help improve the courses. Group administered questionnaire were personally administered to five groups of students (refer to Table 3.1).

Pilot studies were conducted with two senior lecturers that were not part of the target population. These pilot studies were carried out with two specific objectives in mind, (Borg and Gall, 1989:464):

- Firstly, to determine whether the planned procedures actually produced the data desired.
- Secondly, to identify communication problems, evidence of inadequate motivation and other clues that suggested a rephrasing of questions or revision of the procedure.

Semi-structured interview schedules were drawn-up and interviews were arranged with the respondents. The interviews were conducted at the college and were electronically recorded and subsequently transcribed and analysed.

3.3.2 Instrument Administration

3.3.2.1 Questionnaires

Data from the following groups were obtained by administering *three sets* of questionnaires to:

☞ Students

Department	Course	No. of Students
Catering	Food & Drinks Service	20
	Assistant Cooks Course	20
Haircare & Cosmetology	Haircare N2/N3	20
	Haircare & Cosmetology N3	25
Educare	Educare N6	27

Table 3.1 SAMPLE OF STUDENTS

Questionnaires were administered to students to established:

- Their views regarding the appropriateness and adequacy of the programmes they had selected.
- Students in the senior group were selected to ensure that more detailed responses would be given when completing questionnaires.

☞ Graduates

Department	Course and Year Completed	No. of Graduates
Catering	Food & Drinks Service (1998)	18
	Assistant Cooks Course (1998)	17
Haircare & Cosmetology	Haircare N2/N3 (1996)	15
	Haircare & Cosmetology N3 (1996)	20
Educare	Educare N6 (1997)	22

Table 3.2 SAMPLE OF GRADUATES

Questionnaires were given to graduates to establish:

- their views about the appropriateness and adequacy of the programmes
- their employment patterns.

☞ Employers

Questionnaires were administered to employers to determine the degree of employer satisfaction with the education and training received by the graduates (*6 employers of Catering graduates, 13 employers of Haircare and Cosmetology graduates and 10 employers of Educare graduates*).

Questionnaires to graduates and employers were mailed, emailed, faxed or hand delivered. Reminder letters and telephonic follow-ups were undertaken where necessary.

3.3.2.2 Interviews

Borg and Gall (1989:446) state that:

“the interview permits the interviewer to follow-up leads and thus obtain more data and greater clarity”.

Bearing this in mind, semi-structured interviews were conducted with:

- the senior lecturer from the Department of Catering
- the senior lecturer from the Department of Haircare & Cosmetology
- a lecturer from the Department of Educare. The department has no senior lecturer in Educare (Refer to Appendix F)

The interviews were arranged with respondents. These interviews were conducted to establish the lecturers' perception of the programmes offered and the appropriateness and adequacy of the education and training students received for the courses that they have selected (refer to Appendix F). These interviews were conducted at the college and were electronically recorded and subsequently transcribed and analysed.

3.3.3 Concluding Remarks on Data Collection

In practice the most complex aspect of data gathering proved to be the questionnaires. In order to ensure a positive response rate, various strategies were employed in the data collection exercise. The group-administered questionnaires presented to senior college

students ensured that all students received the same stimulus and were able to complete the questionnaire independently. Questionnaires were collected on completion ensuring a 100% response rate from the student. Questionnaires to graduates and employers were either mailed, e-mailed, faxed or hand delivered. The reminder letters and telephonic follow-ups increased the response rate. The percentage response rate from Catering, Haircare & Cosmetology and Educare graduates were 86%, 89% and 91% respectively. The percentage response rate from employers of Catering, Haircare & Cosmetology and Educare graduates employed within their field of specialization were 83%, 69% and 90%.

3.4 Data Analysis

3.4.1 Questionnaires

Quantitative data from all the data collection processes were captured on an electronic database and analysed using a computer software program called Microsoft Excel. The data was coded and captured to establish categories of responses and frequencies. The graphs were also produced using the above computer software package.

3.4.2 Interviews

The data was gathered entirely by means of recorded interviews, which were transcribed. From the transcribed data key, analytical codes and categories were formulated.

3.4.3 Documents

Data from the college records were retrieved. These records served two important functions:

- i) To provide contact details of senior college students and graduates.
- ii) To audit and verify graduates responses (results).

Analysis of the following selected documents enabled me to study the appropriateness and adequacy of the programmes offered in the Catering, Haircare & Cosmetology and Educare fields.

- Student registration records and examination results. This provided statistical data on student profiles (race, language, age, gender, throughput rate and pass rate of students).
- The college prospectus, the course outline and guidelines & regulations e.g. accreditation regulation of the Haircare and Cosmetology Services Industry Education and Training Board (HCSIETB) which provided official data about:
 - The aims and objectives of the courses offered
 - The curriculum
 - Minimum entrance requirements
 - Duration of course and lecture times
 - Theory and practical examinations
 - Accreditation of courses
 - Apprenticeship and in-service training requirements

Academic board report (CMTC, 1999a) and CMTC – Strategic Plan and Policy Guidelines (CMTC, 1999b) which provided student statistics of CMTC.

3.5 Methodological Limitations

Although the response rate from graduates and employers was positive, contacting them proved to be a costly and time consuming exercise. Consequently, this study was delayed.

I was unable to verify responses received from the graduate and employer questionnaires as this would have incurred more costs and would have delayed this study further.

3.6 Conclusion

A case study as a methodology for the analysis of the appropriateness and adequacy of training and the employment of graduates, together with purposeful sampling of the respondents associated with CMTC was discussed in this chapter.

In the next chapter, an overview of CMTC with a detailed description of the Departments of Catering, Haircare & Cosmetology and Educare in the Division of USSS will be presented. The presentation of the findings of this study and the analysis of the results constitute a major part of the next chapter.

CHAPTER FOUR

CASE STUDY OF CATO MANOR TECHNICAL COLLEGE

4.1 Introduction

In this chapter, an overview of Cato Manor Technical College (CMTC) is provided, with particular reference to the Departments of Catering, Haircare & Cosmetology and Educare, which are in the Division of Utility Services and Social Studies (USSS). This chapter also presents the data analysis and graphical representations of the findings of this study according to:

- the profile of students and graduates,
- the theoretical and practical training of Catering, Haircare & Cosmetology and Educare students and graduates.
- employment patterns of graduates and the degree of employer satisfaction regarding the education and training received by the Catering, Haircare & Cosmetology and Educare graduates at CMTC.

4.2 Overview of Cato Manor Technical College

The history of CMTC, located in KwaZulu-Natal, can be traced back to the ML Sultan Technical College, which in 1929 began adult classes and offered vocational skills. In 1946 Sastri College commenced evening classes. By 1982 there were 5 schools located on *three* separate campuses in Durban:

- The Winterton Walk Campus which comprised of the *Apprentice School* (with some workshops still at ML Sultan Technical College), the *Catering High School*, which

included Reception Studies, Catering Studies & Practical Barmen, Waiters and Chefs Training and the *School of Haircare & Homecrafts and Pre-school Assistants Training*.

- The *Loram School of General Studies* located in Percy Osborne road.
- The *School of Physical Education and Speech* located in Derby Street.

Between 1983 and 1987 there were further moves. In 1983 workshops at ML Sultan relocated to Conlog buildings in Eaton Road. In 1984 the apprentice school (theory component moved to St. Annes School in College Road, Asherville. In 1987 the Loram School of General Studies joined the Catering School at Winterton Walk Campus. This fragmented nature of the campuses made control difficult. Changes regarding admission policies in 1993 led to an influx in the student population, representing the demographics of KZN. These were some of the factors that motivated and led to the establishment of CMTC in Ridgeview Road, known as the Cato Manor Campus (refer to Appendix C for map of the Cato Manor Campus). In 1993 the Engineering Training Centre at the Cato Manor Campus was opened. This division offers a variety of full-time skills training in the various fields of engineering over a trimester. In 1994 the Division of Catering, Haircare and Homecrafts (currently known as the Division of USSS) was opened. This division currently offers courses in Catering, Haircare & Cosmetology and Educare (refer to section 4.3). The Cato Manor Campus has a good infrastructure and facilities. Some of the specialised and well-equipped training facilities include industrial kitchens, a dining room, a cocktail bar, haircare & cosmetology salons, motor mechanic, carpentry, refrigeration, air conditioning, boiler making and welding workshops.

In 1993 the School of Physical Education (currently known as the Division of Human Movement and Communication (HMC) and the Divisions of Business Studies (BS) and Engineering Studies (ES) occupied the Springfield Campus of CMTC (refer to Appendix B for a map of Springfield Campus). The Division of HMC offers a wide range of cultural enrichment programmes requested by the community. Currently the programmes include four broad areas: Dance, Music, Speech & Drama and Sport Skills. The classes are mainly held on weekday afternoons and Saturday mornings. The Division of ES offers National Technical Certificate (N1 to N6) on full-time and/or part-time basis. A number of programmes are offered which are categorised into 3 areas viz. Mechanical Engineering, Electrical (Heavy and Light Current) Engineering and Building & Civil Engineering. The Division of BS offers full-time annual courses (N2/N3 Business Studies) and semester courses (N4 to N6) in Secretarial Studies and Management. A range of Computer, Management and Accounting courses are offered on a part-time basis. The Springfield campus was originally a high school, which has been renovated.

Cato Manor Technical College is the largest Technical College in KwaZulu-Natal with a full-time student enrolment of 1633 (CMTC, 1999a). It is a state college, which was originally controlled by the Ex-HoD (Institution for Indians only). The mission statement of the college indicates that it is an entrepreneurial career-orientated institution committed to establishing partnerships with the wider community and industry by providing relevant, accessible and high quality formal and non-formal education and training (CMTC, 1999b).

There are 77 academic staff and 25 administrative staff employed at CMTC. Appendix D and Appendix E are organograms of academic staff at Springfield Campus and Cato Manor Campus respectively. The college also has a Public Relations Officer. The Division of HMC has 35 part-time staff.

4.3 The Division of USSS

4.3.1 Department of Catering

4.3.1.1 Courses

This department offers (CMTC, 1999b):

- Food and Drinks Course and the Assistant Cooks Course.

The duration of these courses is 9 weeks. Enrolment is done every term. The minimum entrance requirement is grade 10. Both courses comprise of practical (80%) and theory (20%) components. The courses run concurrently so that the preparation and the service of the meals can be taught simultaneously.

4.3.1.2 Assessment

Theory tests based on all practical and theory aspects are given once a week. A theory examination is conducted in the final week of the course (9th Week). A final practical test, which incorporates all the skills acquired during the course, is conducted in the final week of the course. Only those students who have performed satisfactorily in tests (50%) during the course and who have attended lectures regularly are allowed to sit for the final examination. The final practical test mark and the final theory examination mark represent two-thirds and one-third of the final mark respectively. Students have to

obtain 50% to pass the course. On completion of the course the student receives a certificate issued by the college.

4.3.1.3 Apprenticeship / In-Service Training

The food and drinks course and the assistant cooks course do not include an apprenticeship/in-service training period.

4.3.2 Department of Haircare and Cosmetology

4.3.2.1 Courses

This department offers (CMTC, 1999b):

- National certification in Haircare & Cosmetology (N2).
The duration of this course is 1 year and the minimum entrance requirement is Grade 9.
- National certification in Haircare & Cosmetology (N3).
The duration of this course is 1 year and the minimum entrance requirement is N2.
- Modular Training in Haircare.
The duration of this course is 1 year and the minimum entrance requirement is Grade 9.

The Haircare & Cosmetology Services Industry education and training Board (HCSIETB), the National Department of Education and the Haircare & Cosmetology lecturers develop the curriculum in order to meet the needs of the industry.

4.3.2.2 Accreditation

Criteria for training and examining Haircare & Cosmetics courses are stipulated by the HCSIETB. The process for accreditation of Technical Colleges follows 2 stages:

- The Technical College site/premises is accredited as an adequate environment for Haircare & Cosmetology training. The accreditation certificates issued applies only to the Technical College site/premises.
- Lecturers or Trainers are accredited to train only in the field of Haircare and/or Cosmetology in which they are qualified and have adequate experience. The HCSIETB from time to time plans series of “hands-on” workshops to assist lecturers to upgrade their knowledge, abilities and skills together with the examiners-course training (HCSIETB, 1997b).

The Department of Haircare fulfils the above requirements and is accredited. The Department of Cosmetology does not fulfil the second requirement and is therefore not accredited.

4.3.2.3 Log Books

Every student doing hairdressing and cosmetics at the college, which is accredited by the board, must have a logbook. This provides an authentic training record and it is the only record of formal training of the entire apprenticeship period. Students need to use this as proof that they have satisfied the requirements to do the board examination and trade test (HCSIETB, 1997b).

4.3.2.4 Competency Based Modular Training

Training is done according to a Competency Based Modular Training programme. The aims of this programme are:

- to give students specific skills or “competencies” so that they are competent to do hairdressing and cosmetics tasks.
- to give students marketable skills so that they are able to earn an income from the skills acquired.

The modules are divided into formal hours spent by the students at the college and informal hours spent doing in-salon training in a hairdressing and/or cosmetic salon approved by the HCSIETB whilst under a contract of apprenticeship. Formal and informal hours for each module must be done concurrently.

4.3.2.5 Apprenticeship

For the purpose of an apprenticeship, training must be completed in an accredited workplace. The minimum and maximum periods of apprenticeship are 1 year (52 Weeks) and 3 years (156 Weeks) respectively (HCSIETB, 1997a: 4). A contract of apprenticeship is required to be in writing and signed by the employer or on behalf of the employer and by the apprentice (if the apprentice is a minor then the contract must be signed by his/her guardian). The contract must be registered with the HCSIETB (HCSIETB, 1997a).

4.3.2.6 Assessment

4.3.2.6.1 Six Modular Tests

After each module has been completed the students write a theory examination and complete a practical examination. The students need to pass these examinations before proceeding to the next module (HCSIETB, 1997b: 7).

4.3.2.6.2 Theory Examinations

Since 1996 colleges are required to set and mark their own theory papers. Questions for the theory examinations are selected from a bank of questions supplied by the HCSIETB for each module. The HCSIETB requires (within 28 days) the full names and identity details of students who have written their exams indicating whether the students have passed or failed. The students who fail an examination 3 times will not be allowed to practice in the trade (HCSIETB, 1997b).

4.3.2.6.3 Practical Examination

Since 1997 Technical Colleges are required to arrange their own practical examinations with examiners approved by the HCSIETB. The HCSIETB has the right to have its moderator attend any practical examination. This is in accordance with an agreement between the DoE and the HCSIETB. A student who fails a practical module is required to redo the formal hours of that module before being permitted to redo the examination (HCSIETB, 1997b).

4.3.2.6.4 Board Examination

This examination (module 7) may only be done on completion and passing of all six modules and fulfillment of the required salon hours (this will be reflected in the Log Book). The Board examination consists of parts, a theory examination and a practical examination. The HCSIETB sets this examination. The Board examination gives access to the trade test (HCSIETB, 1997b).

4.3.2.6.5 The Trade Test

The trade test may only be attempted after the competency tests; theory and practical examinations for all the training modules and the prescribed board examination have been passed. This is the last of the examinations done by the apprentice. This test is purely practical. The HCSIETB appoints the examiners and moderators. Upon passing this test the apprentice becomes a qualified Hairdresser (HCSIETB, 1997b).

4.3.3 Department of Educare

Educare is concerned with the education and care of young children from birth to 6 years of age (CMTC, 1999b). Technical College is one of the 3 distinct ways of obtaining qualifications in early childhood development.

4.3.3.1 Courses

The department of Educare offers (CMTC, 1999b):

- N2 –Educare.

The duration of the course is 1 year and the minimum entrance requirement is Grade 10.

- N3 – Educare.

The duration of the course is 1 year and the minimum entrance requirement is Grade 11 or N2 – Educare.

- N4 – Educare.

The duration of the course is 6 months (a semester) and the minimum entrance requirement is Grade 12 or N3 – Educare.

- N5 – Educare.

The duration of the course is 6 months (a semester) and the minimum entrance requirement is N4 – Educare.

- N6 – Educare.

The duration of the course is 6 months (a semester) and the minimum entrance requirement is N5 – Educare. 70% of the time is allocated to the theoretical components and 30% of the time is allocated to the practical component.

4.3.3.2 Assessment

The theory component which is completed at the college is evaluated by means of written tests and assignments on a continuous basis as well as a formal national theory examination conducted at the end of each semester (N4 to N6) or annually (N2 to N3). Students attend day-care centres or pre-primary schools to complete compulsory practical training and are evaluated by lecturers and principals.

4.3.3.3 In-Service Training

After successful completion of the N4 to N6 courses the student is required to complete 18 months of in-service training at a day-care centre or pre-primary school. A National Diploma is awarded to students who submits a report (from a day-care center or pre-primary principal which states that the student has successfully completed the 18 months in-service training), together with certified copies of their identity document, N4, N5 and N6 certificates to National Education.

4.4 Data Analysis

This section of the chapter presents detailed qualitative and quantitative information of this study.

4.4.1 Profile of Students

(Figures in brackets denote actual numbers)

Students	F. E. T. BAND				H.E. BAND
	Food & Drinks 1998	Assistant Cook 1998	Haircare & Cosmetology 1996	Haircare 1996	Educare 1997
No. Enrolled	(18)	(17)	(25)	(20)	(22)
% Dropped out	0 %	0 %	4 % (1)	10% (2)	0 %
% Wrote Final Exams	100% (18)	100% (17)	96% (24)	90% (18)	100 % (22)
No. Passed Course	100% (18)	100% (17)	88% (21)	94 % (17)	100 % (22)

Table 4.1 ENROLMENTS, DROP-OUTS AND PASS RATE OF STUDENTS

- Table 4.1 reflects high percentages of Catering, Haircare & Cosmetology and Educare students who completed and passed the examinations indicating a high turnover rate (87% and above) in each of the courses offered. The completion rates

of the students will be further examined in the sections dealing with employment patterns of graduates (refer to Tables 4.11, 4.12 & 4.13).

Graduates	Males				Females			
	Black	Indian	Coloured	White	Black	Indian	Coloured	white
Educare N6	-	-	-	-	10	11	1	-
Catering	3	3	-	-	27	2	-	-
Haircare & Cosmetology	-	-	-	-	-	19	-	-
Haircare	1	-	-	-	1	12	-	-
Total	4	3			38	44	1	

Table 4.2 RACIAL AND GENDER CLASSIFICATION OF GRADUATES

Students	Males				Females			
	Black	Indian	Coloured	White	Black	Indian	Coloured	white
Educare N6	0	0	0	0	17	10	0	0
Catering	1	1	0	0	36	2	1	0
Haircare & Cosmetology	0	0	0	0	10	12	0	0
Haircare	1	0	0	0	15	4	0	0
Total	2	1	0	0	78	28	1	0

Table 4.3 RACIAL AND GENDER CLASSIFICATION OF STUDENTS

- CMTC seems to serve the communities of traditionally Indian and African racial groups. As evident from Tables 4,2 and 4.3 few coloured and no white students enrolled at the college. One can attribute this to the fact that the campus is located within close proximity to Indian and African communities and therefore gives the impression that it is serving communities within which it is located.
- The dominance of women (refer to table 4.2 & 4.3) in these programmes suggest that stereotypes still exist in job categorisation. Similar findings were reported in other studies undertaken at Technical Colleges in Gauteng (NBI, 1998) and KwaZulu-Natal (HSRC, 1999).

FIGURE 4.1 AGE PROFILE OF GRADUATE

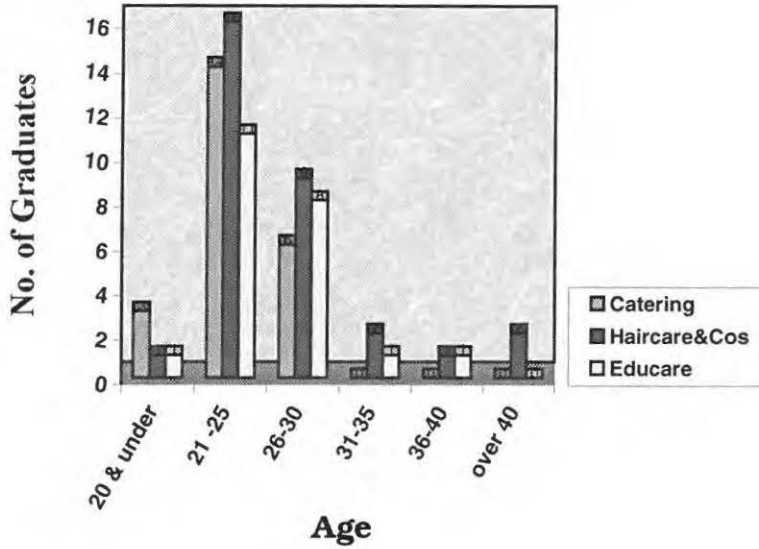
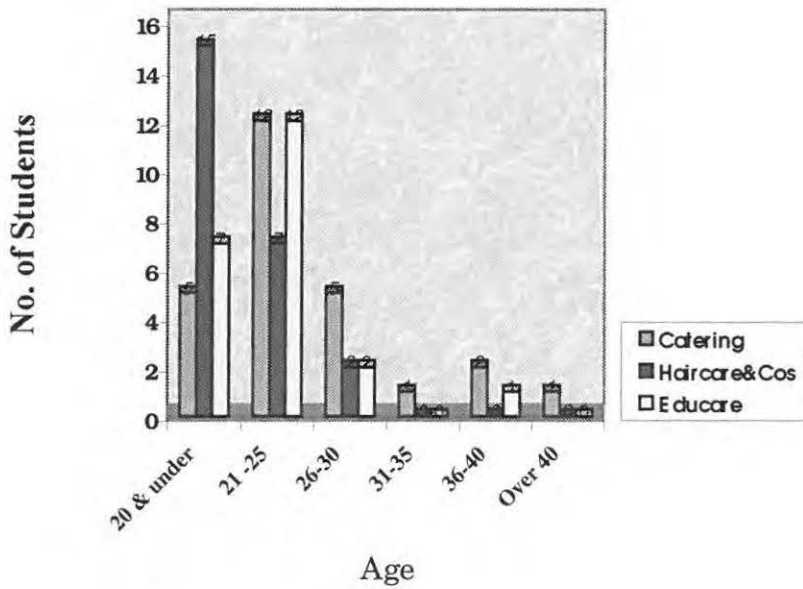


FIGURE 4.2 : AGE PROFILE OF STUDENT



- The majority of students and graduates are younger than 30 years. This implies that the Technical College is catering largely for individuals who have just completed

school or have had little success in finding employment. It would have been interesting to find out the reasons for enrolment at this age group level but this was beyond the scope of this study. The age profile of students does have implications for the Technical College in terms of the programmes it offers in serving the needs of the community and considering supply and demand factors.

(Figures in brackets denote actual numbers)

	Grade 10	Grade	Grade 12	Total No. of Responses
Catering	0% (0)	47% (7)	53 % (8)	15
Haircare & Cosmetology	11% (2)	0% (0)	89% (17)	19
Educare	0% (0)	0% (0)	100% (22)	22
Total	(2)	(7)	(47)	56

Table 4.4 LAST GRADE PASSED AT SCHOOL (GRADUATES)

(Figures in brackets denote actual numbers)

	Grade 10	Grade 11	Grade 12	Total No. of Responses
Catering	0%	19% (5)	81 % (21)	26
Haircare & Cosmetology	4% (1)	8% (2)	88 % (22)	25
Educare	0%	0%	100% (24)	24
Total	(1)	(7)	(67)	75

Table 4.5 LAST GRADE PASSED AT SCHOOL (STUDENTS)

4.4.2 Concluding remarks on Student Profile

- The entrance requirement for the Catering and Haircare & Cosmetology courses is grade 10. This implies that students completing the GET level (Grade 9) are eligible to enroll. Table 4.4 and Table 4.5 indicate that the majority of the graduates (71%) and students (84%) respectively enrolled for these courses are matriculants. This implies that these students are eligible to enroll for programmes on the HE Band.

However, the curriculum of these programmes does not recognise the additional two years of schooling. Courses in Catering and Haircare & Cosmetology are not offered on the HE Band.

Lecturers (interviewed) indicated that both groups were enrolled without formal career counselling. They maintained that informal advice is offered to students on registration. This implies that students may not have sufficient knowledge on career opportunities and trends in the job market regarding the courses for which they are enrolled. Research indicates (HSRC, 1999) that students appear to be desperate to add anything to their matriculation qualification (HSRC, 1999). Lecturers stressed that their main concern is “to get student numbers” (a survival strategy of the Technical College). These findings are similar to the findings of the studies carried out in Technical Colleges in Gauteng (NBI, 1998) and in KwaZulu-Natal (HSRC, 1999). This is evident of a solely supply-driven policy (refer to Section 2.4.3)

- These are also examples of poorly articulated programmes, which is a problem that characterises the current FET Sector (DoE, 1998d: 8). As a result, student mobility is inhibited. The NQF (refer to Appendix A) is designed to overcome such problems since it will promote integration of education and training, offer multiple entry and exit points to students and ensure student mobility (DoE, 1999a: 21). Prior learning will be recognised and duplication of effort, expense and wastage of time will be prevented. The Catering lecturer (interviewed) indicated that her department is aware of the weaknesses (duration of the course) inherent in their programmes and that they are currently designing programmes that will be in line with the NQF.

4.4.3 Appropriateness and Responsiveness of the programmes offered in the Division of USSS.

4.4.3.1 The Practical and Theoretical Components

While there are contested views about the theory-practice dialect (Louw, 1998), one needs to consider the context in the assessment of the value of theory before practice in the curriculum. More research in this area is needed before assertions could be made.

(figures in brackets denote actual numbers)

Student Preferences of :	Catering	Haircare & Cosmetology	Educare
Theory	4% (1)	10% (4)	8% (2)
Practical	62% (16)	66% (27)	75% (18)
Practical & Theory	35% (9)	24% (10)	17% (4)
Total No. of Responses	(26)	(41)	(24)

TABLE 4.6 STUDENTS PREFERENCE OF THEORY AND PRACTICAL

- However, the majority of the students in all three departments indicated that they prefer practical work (refer to Table 4.6).

Students say that: -

“ I learn faster doing something practically”.

“ Practical work is easier to grasp than theory”.

“ It gives me an opportunity to show how creative I am”.

“ When I do something practically, I never forget it”.

This view is supported by employers who indicated that the practical application at the work-place is what matters to them. They stressed that students need to undergo intensive training in this regard, a view, which the lecturing staff, do not entirely agree.

The lecturing staff indicates that students need theoretical understanding before applying their knowledge in practical situations.

Table 4.7 reflects students' indication of the theoretical component to be increased, decreased or unaltered.

(Figures in brackets denote actual numbers)

Students indication of Theoretical Component to be:	Catering	Haircare & Cosmetology	Educare
Increased	47% (18)	21% (9)	35% (8)
Decreased	42% (16)	12% (5)	13% (3)
Unaltered	11% (4)	66% (28)	52% (12)
Total No. of Responses	(38)	(42)	(23)

Table 4.7 Theoretical Component

- Students who requested that the theoretical component be increased stressed that they need more time to be able to grasp and understand concepts and to learn how to solve problems during practical application.
- The Catering students who indicated that the theoretical component be increased indicated that the time allocated for theory (20%) is too little.

Table 4.8 reflects students' indication of practical Component to be increased, decreased or unaltered.

(Figures in brackets denote actual numbers)

Students indication of Practical Component to be:	Catering	Haircare & Cosmetology	Educare
Increased	88% (22)	81% (34)	43% (10)
Decreased	0% (0)	2% (1)	9% (2)
Unaltered	12% (3)	17% (7)	48% (11)
Total No. of responses	(38)	(42)	(23)

Table 4.8 Practical Component

- Although majority (66%) of Haircare & Cosmetology students would like the theoretical component of the course to be unaltered, there is a subsequent call for the practical component of the course to be increased. Haircare & Cosmetology students spent more time (70%) in practical training. A major concern of the students is the scarcity of models on whom they need to practice. Some students indicated that during practical training periods the appropriate models are unavailable and this deprives them of practical training. This has negative implications for the work-place.
- The Educare lecturer indicated that the time allocated for practical training (30%) is too little, however, less than half the Educare students indicated that the practical component should be increased.
- Haircare & Cosmetology and Educare students complete only part of their practical training while at the college. They also need to complete the apprenticeship (18 months for Haircare & Cosmetology students) and in-service (18 months for Educare students) training.
- The lecturers in Haircare & Cosmetology & Educare departments confirmed that this training provides “real work experience” for the apprentices and the in-service trainees. Such training does not form part of the Catering curriculum.
- the majority of the Catering students indicated that the practical component should be increased. Students in the Catering field indicated that the duration of their course (9 weeks) is too short. Students enrolled for the cooks course indicated that they are required to work in groups. Each group is allocated a particular dish for the day. Students in a particular group do not have the opportunity to prepare dishes that are

done by other groups. They are required to observe and ask questions when necessary. They stated that they would prefer the actual practical experience.

- Students indicated that adequate practical training is necessary since it will make them confident in the work-place. This could be one of the reasons for a low percentage (19%) of graduates gaining employment within their field of specialisation while 28% and 41% of the graduates are employed outside their field of study and are unemployed respectively (see section 4.4.4).
- Employers of the Catering graduates indicated that the graduates need more “all round training” as opposed to preparation of mainly “eastern menus”.

4.4.3.2 Student Experiences of the Curriculum

Graduate/Student	Good – Excellent	Poor - Satisfactory
Catering Graduates (1998)	91%	9%
Catering students (1999)	71%	29%
Haircare & Cosmetology Graduates (1996)	78%	22%
Haircare & Cosmetology Students (1999)	42%	58%
Educare Graduates (1997)	100%	0%
Educare Students (1999)	100%	0%

Table 4.9 Graduate and Student ratings of Theoretical Experiences

- A significant point to note is that the Catering and Haircare & Cosmetology student ratings of their theoretical experience is lower than that of the graduates rating for those courses as reflected in Table 4.9. The reasons for the low rating given by the Haircare & Cosmetology students are:
 - i) The Haircare & Cosmetology students indicated that the time allocation for theory is insufficient (30% of the time is allocated for theory in Haircare & Cosmetology).

- ii) Students expressed their disappointment that their lecturers in both Haircare & Cosmetology were replaced during their study period. Each lecturer had his/her own style of teaching and demonstrating and this confused the students.
 - iii) Furthermore, replacement of lecturing staff caused a delay and chaos within the department and students indicated that their time was being wasted.
 - iv) Students noted a low morale, poor work ethics and unprofessionalism amongst some lecturing staff. This has a negative impact on the students' education and training. Tables 4.9 and 4.10 indicate a major difference between the graduates and students ratings of the theoretical and the practical experiences. This is one of the problems that characterise the current FET sector of which the Technical College is a provider (DoE, 1998d:8). Research (HSRC, 1999) indicates various reasons for lecturers feeling despondent and demotivated about working in the Technical College sector.
- The Catering students stressed that the duration of their courses is too short (9 week Courses of which 20% of the time is allocated for theory). The Catering senior lecturer (interviewed) agreed that the duration of the Catering courses is too short and that a semester for each course is more appropriate.

Graduate/Student	Good – Excellent	Poor - Satisfactory
Catering Graduates (1998)	61%	39%
Catering students (1999)	75%	25%
Haircare & Cosmetology Graduates (1996)	86%	14%
Haircare & Cosmetology Students (1999)	50%	50%
Educare Graduates (1997)	95%	5%
Educare Students (1999)	100%	0%

Table 4.10 Graduate and Student ratings of Practical Experiences

- The low rating given by Haircare & Cosmetology students (Table 4.10) can be attributed to the following reasons:
 - i) There has been an increase in the number of black female students in Haircare & Cosmetology (refer to Tables 4.2 and 4.3) while the staff complement is predominantly Indian. The responses from students indicate that the Haircare & Cosmetology programmes are *not relevant* to the needs of the students. Students indicated that they prefer more theory and practical experience in ethnic hair as well as lecturers who have more knowledge and experience on that aspect. It is evident that the curriculum is not designed to meet the needs of the students, community and industry.
 - ii) Students noted that although Haircare & Cosmetology *facilities* are available, the *products and certain equipment* required for practical application are in short supply or unavailable. Students stressed their disappointment by pointing out that their fees included the use of such products. Another point raised by the Haircare & Cosmetology students that hinders their practical training is the unavailability of *models* on which students need to practice.

4.4.4. Employment patterns of graduates

This section will discuss the employment patterns of graduates in the departments of Catering, Haircare & Cosmetology and Educare.

4.4.4.1 Catering

(figures in brackets denote actual numbers)

Graduates	Food & Drinks	Assistant Cook
Employed within field of specialisation	24% (4)	13% (2)
Employed outside Field of specialisation	29% (5)	27% (4)
Self-employed within field of specialisation	0% (0)	0% (0)
Unemployed	35% (6)	47 % (7)
Further Full-time study	12% (2)	13% (2)
Total number of responses	94% (17)	88% (15)

Table 4.11 EMPLOYMENT PATTERNS OF GRADUATES (CATERING)

- The pass rate of the Catering Graduates is 100% (refer to Table 4.1). A larger percentage (69%) of the Catering graduates are either unemployed or employed outside their field of specialisation than the percentage (19%) of graduates employed within the Catering industry. This indicates a dysfunctional labour market scenario (refer to Figure 2.1). There maybe two reasons for this situation:
 - Enrolment is supply-driven irrespective of whether there is a demand for such skills and whether students graduating from these courses have any employment opportunities in the future. The findings by HSRC (1999:122) state that there is almost an absence of labour market knowledge (through tracer studies and other labour market tools) among lecturers and as a consequence little information on employment is passed onto students.
 - The problem could lie with the duration of the course. This impacts on the curriculum structure of the course. The majority of the responses from students, graduates and employers indicated that the duration (9 weeks) of the courses in the Catering field is too short and therefore graduates receive insufficient training. Employers indicated that graduates had to be retrained in order to cope

with the demands of the work-place or are employed to do only menial tasks. Employers also stated that graduates were employed on the basis of their physical appearance. The majority of the employers (83%) indicated that they employed graduates through referrals and contacts and did not consider certification.

4.4.4.2 Haircare and cosmetology

(figures in brackets denote actual numbers)

Graduates	Haircare & Cosmetology Courses (2 year course)	Haircare Courses (1 year course)
Employed within field of specialisation	53% (9)	29% (4)
Employed outside field of specialisation	12% (2)	7% (1)
Self-employed within field of specialisation	29% (5)	29% (4)
Self-employed outside field of specialisation	0% (0)	0% (0)
Unemployed	6% (1)	35% (5)
Further Full Time Study	0% (0)	0% (0)
Total Number of Responses	(17)	(14)

Table 4.12 EMPLOYMENT PATTERNS OF GRADUATES (HAIRCARE & COSMETOLOGY)

- Employers of Haircare & Cosmetology indicated that they selected graduates on the basis of their appearance, efficiency skills and good sound knowledge and understanding of Haircare & Cosmetology.
- There is a greater possibility of Haircare & Cosmetology graduates (82%), pursuing a two-year course, finding employment and/or becoming self-employed within this field than graduates (57%) doing a one-year course who specialised in Haircare only. Prospective students must be made aware of this during counselling sessions. Lecturers, students and graduates indicated that there is an absence of formal career counselling.

- The perception of the Haircare lecturer (interviewed) is that approximately 90% of the Haircare and Cosmetology and Haircare graduates gain employment. This is 18% higher than the actual percentage of the graduates employed. A reason for this is a lack of labour market information through tracer studies.
- Although entrepreneurial skills form a minimal part of the formal curriculum, it appears that the duration of the course enabled students to gain more practical experience and exposure to the real work-place. This develops the student's confidence and encourages them to become self-employed. 29% of the Haircare and Cosmetology graduates (refer to Table 4.12) are self-employed while none of the Educare (refer to Table 4.13) and Catering graduates (refer to Table 4.11) are self-employed. Educare graduates indicated that they have entrepreneurial skills (part of their formal curriculum) to set-up their own day-care centres and pre-primary schools but lack of financial support prevents them from venturing in this direction (refer to section 2.4.8.2).

4.4.4.3 Educare

(Figures in brackets denote actual numbers)

Employed within field of specialisation	45%	(10)
Employed outside field of specialisation	18%	(4)
Self-employed within field of specialisation	0%	(0)
Self-employed outside field of specialisation	5%	(1)
Unemployed	18%	(4)
Further full-time study	5%	(1)
Total number of responses	91%	(20)

Table 4.13 EMPLOYMENT PATTERNS OF GRADUATES (EDUCARE)

- Employers reasons for employing Educare graduates (45%) include the following:
 - *The graduate is hard working and showed great potential during practical training.*
 - *Received a precise and accurate curriculum vitae from the graduate and she displayed talent and signs of capability during the interview.*
 - *The graduate has relevant qualifications and experience and good academic results.*
 - *High enrolment at the day-care center / pre-primary school and therefore there was a need to employ more staff.*
- Fifty percent of the Educare graduates are either employed or self-employed outside their field of specialisation, unemployed or engaged in full-time studies. A major problem experienced by Educare graduates (graduate responses and lecturer interview) is lack of job opportunities.
- According to the Educare lecturer (interviewed) employers of day-care centres and pre-primary schools tend to employ unqualified and/or under-qualified assistants at a lower salary instead of employing qualified educarers (with a 3 year diploma). The majority of these centres are owned privately and there is no legislative body to prescribe the minimum qualification and salaries for the staff. Furthermore, the lecturer stated ignorance as a major factor among rural communities with regards to the importance of early childhood development thus making it difficult for graduates from these areas to establish and operate pre-primary schools. These are perceptions of the lecturing staff, as they could not produce empirical evidence to support their claims.

4.4.5 Apprenticeship and In-Service Training.

(Figures in brackets denote actual numbers)

Students	Catering	Haircare and Cosmetology	Educare
Seek employment within field of study	37% (10)	47% (16)	38% (9)
Self-Employment within field of study	7% (2)	21% (7)	25% (6)
Further full-time study	26% (7)	9% (3)	17% (4)
Further Part-time study	4% (1)	6% (2)	0% (0)
Seek employment and study part-time within field of study	22% (6)	12% (4)	21% (5)
Self-employment and study part-time within field of study	4% (1)	6% (2)	0% (0)
Total number of responses	(27)	(34)	(24)

TABLE 4.14 STUDENTS PREFERENCES OF EMPLOYMENT STATUS ON COMPLETION OF COURSE

More than half of the students in the Catering field (56%) indicate that they would like to study further on either a full-time or part-time basis. These students indicated that the duration of the courses in the Catering field is too short. They require more training and experience to enable them to become self-employed and/or seek employment. From table 4.9 it can be deduced that 70%, 85% and 83% of Catering, Haircare & Cosmetology and Educare students respectively would seek employment or become self-employed within their fields of study on completion of their courses. A comparison between these percentages and the actual percentage of graduates employed or self-employed within their field of study indicates a larger discrepancy in the Catering and Educare fields than in the Haircare & Cosmetology field. The courses in the catering field are too short and apprenticeship or in-service training does not form part of the curriculum. Furthermore, these courses do not offer entrepreneurial training. Although the Educare courses include entrepreneurial and business management skills, there is an absence of support and financial aid to assist graduates to become self-employed.

Graduate	Haircare & Cosmetology	Haircare	Educare
Completed Apprenticeship / in-service training	53%	21%	60%
Currently Serving Apprenticeship / in-service training	18%	21%	15%
Hasn't started Apprenticeship / in-service training	29%	43%	10%
Not interested in Apprenticeship / in-service training	0%	14%	15%

Table 4.15 APPRENTICESHIPS/IN-SERVICE TRAINING BY GRADUATES

More Haircare and Cosmetology graduates completed their apprenticeship training than Haircare graduates. A possible reason for this could be that the Haircare and Cosmetology graduates have a greater chance of finding employment because they have been trained in two fields viz. Haircare & Cosmetology.

4.4.6 Employers Rating of Graduates

(1=Excellent, 2=Good, 3=Unsure, 4=Satisfactory, 5=Weak)

Employers Rating of Graduates	1=E	2=G	3=U	4=S	5=W
1. Attitude towards taking initiatives		40%	60%		
2. Attitude towards taking orders		60%	20%		20%
3. Communication skills		80%	20%		
4. Ability towards correct judgement		20%	80%		
5. Ability to identify problems		20%	80%		
6. Ability to solve problems			100%		
7. Self-esteem		20%	80%		
8. Ability to carry out tasks effectively in a given time		80%	20%		
9. Ability to carry out tasks accurately		80%	20%		
10. Ability to work in a team		80%			20%
11. Ability to work independently with little supervision		100%			
12. Thoroughness in execution of given tasks		100%			
13. Loyalty to business / organisation		20%	60%	20%	
14. Attitude towards cost awareness			20%	20%	60%

TABLE 4.16 EMPLOYERS RATINGS OF GRADUATES (CATERING)

(1=Excellent, 2=Good, 3=Unsure, 4=Satisfactory, 5=Weak)

Employers Rating of Graduates	1=E	2=G	3=U	4=S	5=W
1. Attitude towards taking initiatives	42%	14%	29%	14%	
2. Attitude towards taking orders	29%	42%	29%		
3. Communication skills	29%	43%	14%	14%	
4. Ability towards correct judgement	29%	14%	29%	29%	
5. Ability to identify problems	43%		43%	14%	
6. Ability to solve problems	29%		43%	29%	
7. Self-esteem	14%	43%	43%		
8. Ability to carry out tasks effectively in a given time	43%	29%	29%		
9. Ability to carry out tasks accurately	43%	29%	29%		
10. Ability to work in a team	14%	57%	29%		
11. Ability to work independently with little supervision	29%	43%	29%		
12. Thoroughness in execution of given tasks	29%	43%	29%		
13. Loyalty to business / organization	43%	29%	29%		
14. Attitude towards cost awareness	43%	14%	43%		

TABLE 4.17 EMPLOYERS RATINGS OF GRADUATES (HAIRCARE & COSMETOLOGY)

(1=Excellent, 2=Good, 3=Unsure, 4=Satisfactory, 5=Weak)

Employers Rating of Graduates	1=E	2=G	3=U	4=S	5=W
1. Attitude towards taking initiatives	44%	44%	11%		
2. Attitude towards taking orders	67%	22%	11%		
3. Communication skills	56%	33%		11%	
4. Ability towards correct judgement	44%	44%			11%
5. Ability to identify problems	44%	33%	11%	11%	
6. Ability to solve problems	56%	33%		11%	
7. Self-esteem	56%	22%	22%		
8. Ability to carry out tasks effectively in a given time	67%	22%			11%
9. Ability to carry out tasks accurately	56%	33%		11%	
10. Ability to work in a team	56%	33%			11%
11. Ability to work independently with little supervision	67%	22%		11%	
12. Thoroughness in execution of given tasks	44%	44%	11%		
13. Loyalty to business / organisation	56%	33%		11%	
14. Attitude towards cost awareness	44%	44%		11%	

TABLE 4.18 EMPLOYERS RATINGS OF GRADUATES (EDUCARE)

Tables 4.17 and 4.18 indicated that employers of Haircare & Cosmetology and Educare graduates are aware of the graduates' performance at the work-place. The employers' ratings of these graduates range predominantly from good to excellent. A possible reason for this level of performance could be attributed to the fact that the Haircare & Cosmetology graduates completed an apprenticeship-training period (18 months) and the Educare graduates completed an in-service period (18 months). The employers of Catering graduates appear to be unsure about the performance of these graduates at the work-place. Employers have indicated that they employed the Catering graduates to perform menial task or these graduates had to be re-trained at the work-place. These factors may have influenced the employers' ratings of the Catering graduates. A significant point to note is that the Catering graduates complete a 9 weeks course and thereafter seek employment without completing an apprenticeship or in-service training period. One therefore needs to examine the role of apprenticeship or in-service training as part of the curriculum in Catering to increase the employment success rate or self-employment within this trained field.

4.5 Conclusions and Summary of Findings

The findings of this study concerning the appropriateness and adequacy of Technical College programmes on employment patterns of graduates are summarised. This study has revealed some positive but more negative results concerning the impact of the Catering, Haircare & Cosmetology and Educare programmes on employment possibilities.

The Green Paper (DoE, 1998d) outlines a number of weaknesses within the current Technical College programmes and the delivery of these programmes. These weaknesses have a negative impact on employment. Some Technical College programmes are inadequate, irrelevant, outdated, too narrow and too restrictive (DoE, 1998d). Poor quality of tuition and breakdown in the culture of learning, teaching and services are some concerns that have a negative impact on the delivery of Technical College programmes (DoE, 1998d). Research of Technical Colleges in the Eastern Cape (Wydeman, 1997), in Gauteng (NBI, 1998), in KwaZulu-Natal (HSRC, 1999) and in the Western Cape (NBI, 1999) identified similar findings. This study shows that the above weaknesses are also inherent in some of the programmes offered by the Departments of Catering, Haircare & Cosmetology and Educare in the Division of USSS at CMTC (refer to section 4.3.2.1), which may have an impact on the employment success rates and self-employment of graduates.

The findings of this study indicate that there is deep-seated dissatisfaction among the Catering students and graduates concerning the 9-week courses, which offer insufficient learning opportunities and experiences for students due to the very brief duration of the course. The findings show that the programmes are inadequate and the employment patterns of the Catering graduates clearly reflect this (refer to Table 4.11). The Catering graduates in employment often required re-training (on the job-training) because the training they received at the college was inadequate. Furthermore, some graduates were employed to do 'menial tasks' as a result these graduates receive low salaries, employed on a part-time basis or on a temporary basis and do not enjoy the benefits of permanent

employment. One therefore needs to consider the duration of courses and its implication for employment success rates and self-employment.

There is also dissatisfaction among the Haircare & Cosmetology students concerning the programmes and the teaching of these programmes. The students pointed out that the theory and practical training on ethnic hair is inadequate. Students indicated that they do not feel confident because they do not have the required knowledge and experience to provide the confidence required to work at Haircare salons or become self-employed where there are predominantly black clients. For adequate and appropriate training, curriculum and resources as well as staff professionalism are crucial factors.

A major focus of the FET policy is to make the FET institutions (Technical Colleges) more responsive to the needs of their environment (DoE, 1998a). This implies that the Division of USSS must be able to respond to the needs of industry and the community. Part of the mission of CMTC is to establish partnerships with the wider community and industry by providing relevant, accessible and high quality formal and non-formal education and training (CMTC, 1999b). The findings of this study show that CMTC is not progressing in this direction. No formal partnerships exist between industry and the Division of USSS to establish the needs of the labour market and the informal sector as well as tracing graduates. The adverse effects of the absence of such links are clearly indicated in the employment patterns of its graduates. There is a clear indication that the Division of USSS like majority of the Technical Colleges in Gauteng (NBI, 1998) and in KwaZulu-Natal (HSRC, 1999) implements a solely supply-led policy. The lecturers (interviewed) clearly indicated that their main priority is to get students numbers. The

majority of the employers (94%) included in this study indicated that they have no links with the college either on a formal or informal level. This has implications in terms of the relevance of the curriculum and training.

The literature study of Technical Colleges in Australia and the UK (refer to sections 2.5.1 and 2.5.2) indicated the benefits of career guidance and placement services to graduates, industry and the community. The findings of this study indicate a distinctive lack of such services in the Division of USSS at CMTC. Lecturers, graduates and students indicated that adhoc advice is offered to students on enrolment. At that stage most students merely have a vague idea of the trends in the labour market based on perceptions. Evidence of this is reflected in Table 4.14, which indicated students' perception of their employment patterns once they graduate. It appears that students who do not receive counselling will only become aware of the labour market realities when they graduate and seek employment. The absence of job placement services to assist graduates to find jobs may have contributed towards the fact that the majority of the graduates in the Catering and Educare fields are either unemployed or employed outside their fields of specialisation.

The mission statement of CMTC indicates that the college is an "entrepreneurial career orientated institution". The findings of the study indicate that there is little entrepreneurial skills training and an absence of any support services creating and assisting an entrepreneurial spirit amongst students and graduates. Research (NBI, 1998 & HSRC, 1999) shows that many initiatives particularly in the Educare, Haircare and Catering industries are thriving in the informal economy in Gauteng and in KwaZulu-

Natal. However, the findings of this study indicate that none of the Educare and Catering graduates are self-employed within their fields of specialisation. The Educare graduates indicated that although they have some entrepreneurial skills they require financial assistance to become self-employed in this field.

The findings of this study indicate that change in the Division of USSS is essential. Programmes offered must respond to the needs of the students, employers and the community. There are numerous education and labour market policies to assist the division in this regard.

CHAPTER FIVE

KEY FINDINGS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a synthesis of the key findings in this study and outlines some recommendations. The primary focus of the study was to examine the impact of Technical College programmes on employment possibilities. This study focused on two research questions:

- *Are Technical College students adequately and appropriately trained for their vocation?*
- *What are the employment patterns of graduates?*

CMTC, the largest Technical College in KZN with two campuses, aims through its mission to respond to the needs of a diverse clientele by providing relevant, accessible and high quality formal and informal education and training (CMTC, 1999d). The findings of this study indicates some strengths and some weaknesses concerning the appropriateness and adequacy of the education and training offered by the Departments of Catering, Haircare & Cosmetology and Educare and the impact this has on the employment status of its graduates. These aspects were discussed in chapter 4. To overcome these weaknesses the Division of USSS must work towards achieving its mission statement that was formulated at the end of 1999. The transforming FET sector presents this division with opportunities to progressively move towards making its complex mission a reality.

5.2 Summary of key findings

The findings of this study show some positive but more negative results concerning the impact of the Catering, Haircare & Cosmetology and Educare programmes on employment possibilities. The poor quality of tuition and the breakdown in the culture of learning, teaching and services in the department of Haircare & Cosmetology impacts negatively on the students experiences of the curriculum. Inadequate training and an absence of apprenticeship or in-service training are other weaknesses. This is evident in the Food and Drinks and Assistant Cooks programmes which has a negative impact on the graduate employment pattern. This study shows that the graduates who completed the required apprenticeship or in-service training were competent in the work-place. These graduates either gained employment or became self-employed within their fields of specialization.

This study reveals an absence of entrepreneurial skills training and support to assist graduates to become self-employed. The weaknesses outlined above shows that the Division of USSS is not functioning towards achieving the mission set out by the Technical College by providing relevant high quality education and training therefore not responding to the needs of the students, community and industry.

5.3 Recommendations

Some recommendations are outlined to enhance the contribution of the Division of USSS to ensure that it accomplishes its mission:

- The policy context within which the Technical College (Division of USSS included) has to operate inter-relates with the Department of Education with the Department of Labour as well as other national and provincial government concerned with trade, social and economic policies and employers, workers and community organisations (DoE, 1998a). The college and the Department of Education should strive towards encouraging this collaboration. This paves the way for sharing labour market information, building links between training and job placement, sharing resources and sharing information on tracer studies of graduates (DoE, 1998a). This will allow the Division of USSS to closely monitor their enrolment patterns to ensure that the curriculum reflects the requirements of the learners, employers and the community. The division will then change from being supply driven to implementing a proactive approach, which will ensure that skills training are appropriate and adequate. The division should concentrate on programme development and improving the quality of its service. The structure and content of the programmes (Haircare) should be reviewed and revised where necessary to ensure that it provides a meaningful learning experience for students and that it meets the needs of its students, industry and the community. The division in collaboration with the Department of Education and Department of Labour can achieve this through the induction of outcomes based approach to programmes and curricula. In the Catering department programme restructuring is currently in progress, which would be linked to the NQF. The programmes should include an apprenticeship or in-service training programme. The implementation of these revised programmes would ensure that students are appropriately and adequately trained to enter the

labour market and to be economically productive, without the need for retraining. The KZN Department of Education should support the college to promote outcomes based education and curriculum development in accordance with the NQF and SAQA.

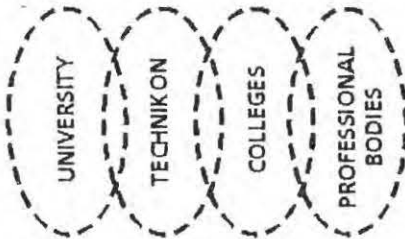
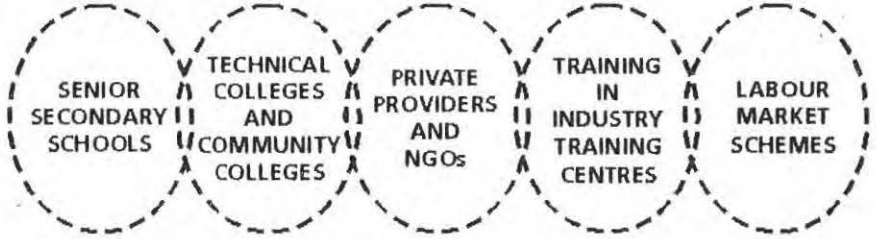
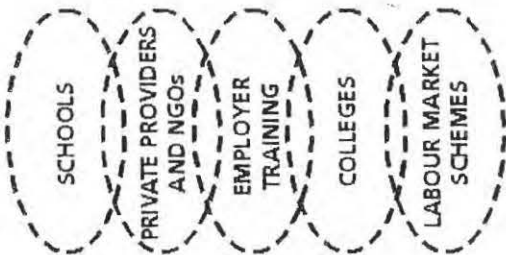
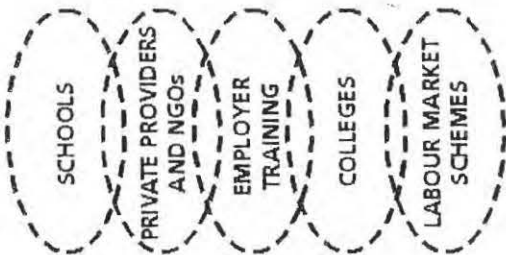
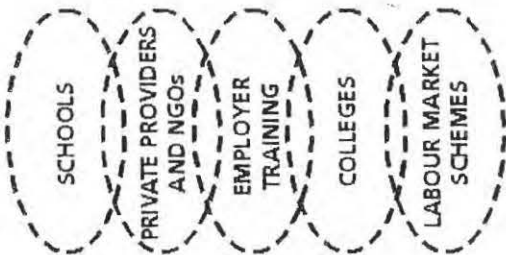
- The Division of USSS in collaboration with industry must work towards providing student-centred, up-to-date career guidance and advisory services to students to ensure that:
 - they make appropriate career choices
 - they are placed in supplementary and development programmes where necessary
 - students and graduates are assisted in processing curriculum vitae and in finding employment by providing job placement services
 - support and financial aid should be made available to graduates who wish to become self-employed. This would enhance the opportunity for students and graduates to succeed in their careers. The division must note that funding for the above services will be provided by the Departments of Education and Labour (DoE, 1998a: 23/33).

- The Division of USSS should focus urgent attention on programmes to encourage self-employment. In this regard the division should:
 - focus on the development of formal entrepreneurial programmes especially in the Catering field

- provide entrepreneurial support services to students and graduates
 - encourage innovative projects that will promote enterprise development amongst students and graduates.
- The division should engage in staff development in relation to teaching skills, the need for assistance and specialised training in specific fields and stress and management training. Awareness among staff members regarding policy developments and the needs of industry is also of significant importance. The division must have formal staff development strategies in place. These strategies should include:
- providing incentives for lecturing staff.
 - attaching new or junior staff to a mentor (senior colleague) during an induction period.
 - staff secondments to industry for an update on practical skills and technology
 - workshops and seminars on policy developments especially in the FET sector and on other relevant topics.
- Industries should set aside a budget for apprenticeship/in-service training to support Technical Colleges in their quest for appropriate, adequate and relevant training.

5.4 Conclusion

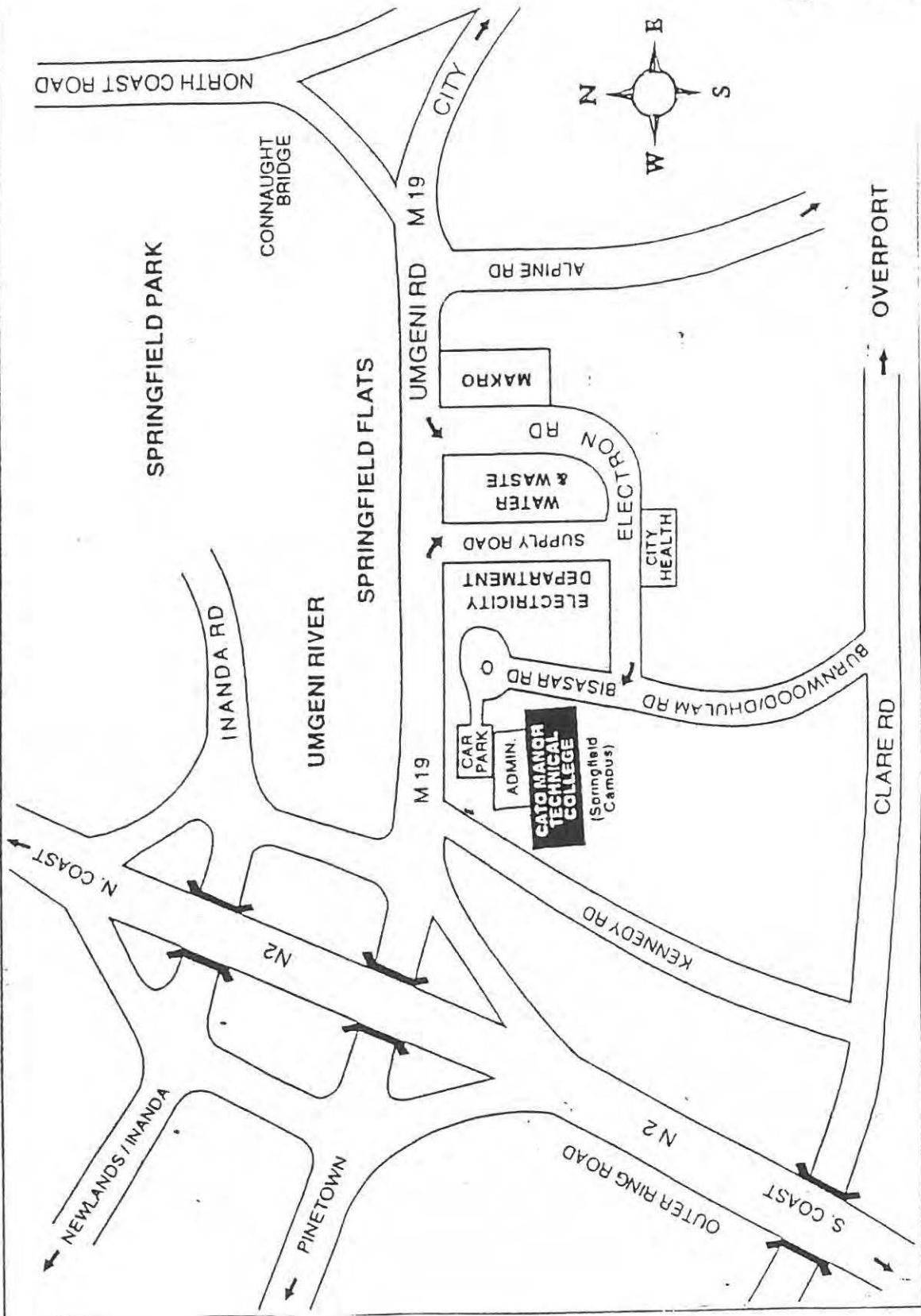
The above are some recommendations that the Division of USSS can implement in response to the needs and concerns of their clients and stakeholders, with regard to transformation. Clearly, as a starting point, the division needs to engage in a process that will develop and eventually implement a strategic plan aimed specifically at addressing the inherent weaknesses identified by this study. Significant policy developments in the FET sector presents this division with an historic opportunity to strategically shape and position itself as a provider of education and training that can benefit the economy and community nationally and internationally.

NQF LEVELS										
HIGHER EDUCATION AND TRAINING BAND	<p>8. Doctorates</p> <p>7. Higher degrees and professional qualifications</p> <p>6. First degrees and higher diplomas</p> <p>5. Diplomas and certificates</p> <p>Certificates and diplomas can also be awarded at levels 7 and 8</p> 									
FURTHER EDUCATION AND TRAINING BAND	<p>Gr.12 4. Further Education</p> <p>3. and Training</p> <p>2. Certificates</p> 									
GENERAL EDUCATION AND TRAINING BAND	<p>Gr.9 1. General Education and Training Certificate</p> <table border="0"> <tr> <td>Senior phase</td> <td rowspan="4">  </td> <td>ABET Level 4</td> </tr> <tr> <td>Intermediate phase</td> <td>ABET Level 3</td> </tr> <tr> <td>Foundation phase</td> <td>ABET Level 2</td> </tr> <tr> <td>Pre-school phase</td> <td>ABET Level 1</td> </tr> </table>	Senior phase		ABET Level 4	Intermediate phase	ABET Level 3	Foundation phase	ABET Level 2	Pre-school phase	ABET Level 1
Senior phase		ABET Level 4								
Intermediate phase		ABET Level 3								
Foundation phase		ABET Level 2								
Pre-school phase		ABET Level 1								

Source: Green Paper on FET, 1998:4

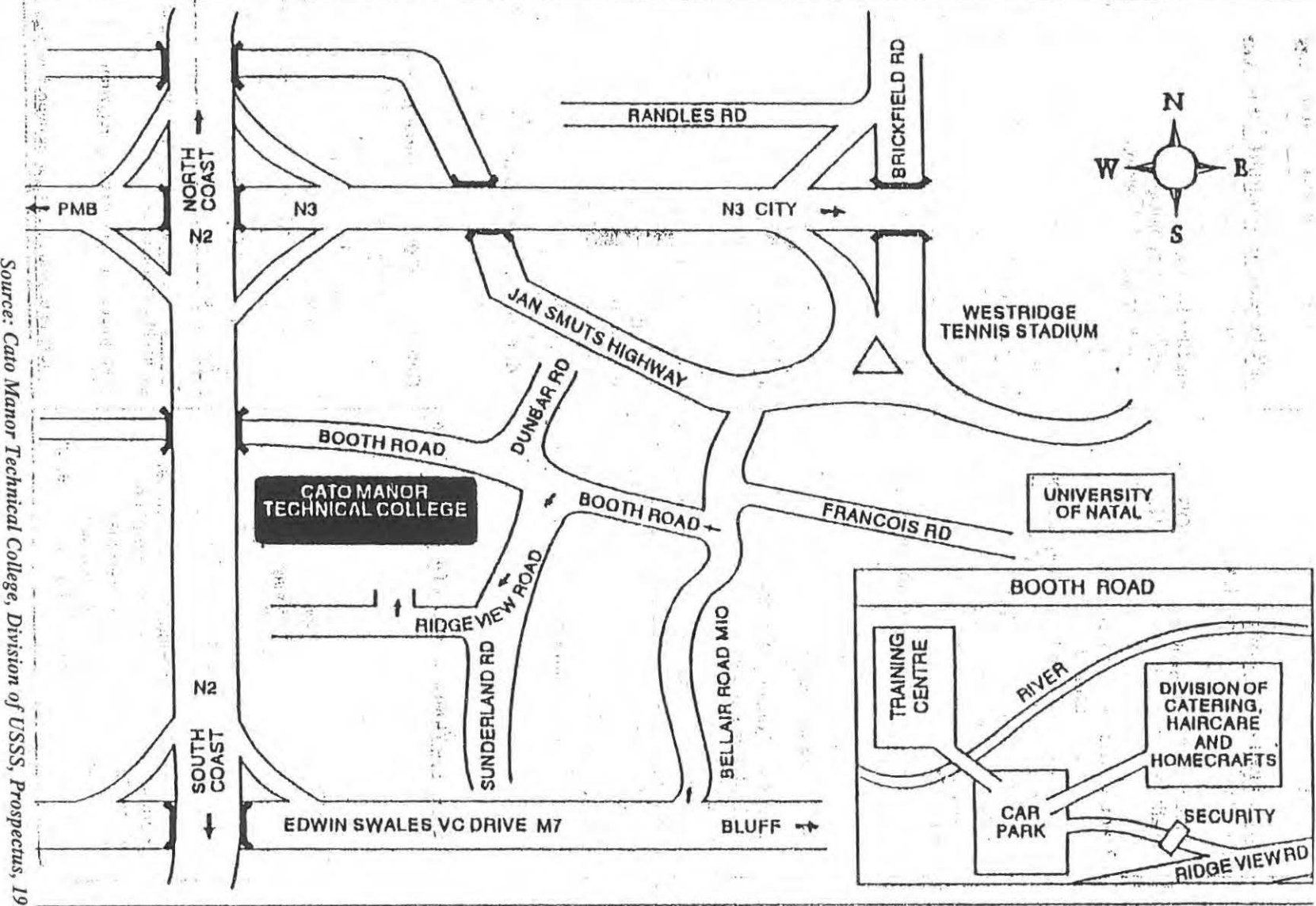
Appendix A:

LOCATION: CATO MANOR TECHNICAL COLLEGE (SPRINGFIELD CAMPUS)



Source: Cato Manor Technical College, Division of Business Studies Prospectus, 1997.

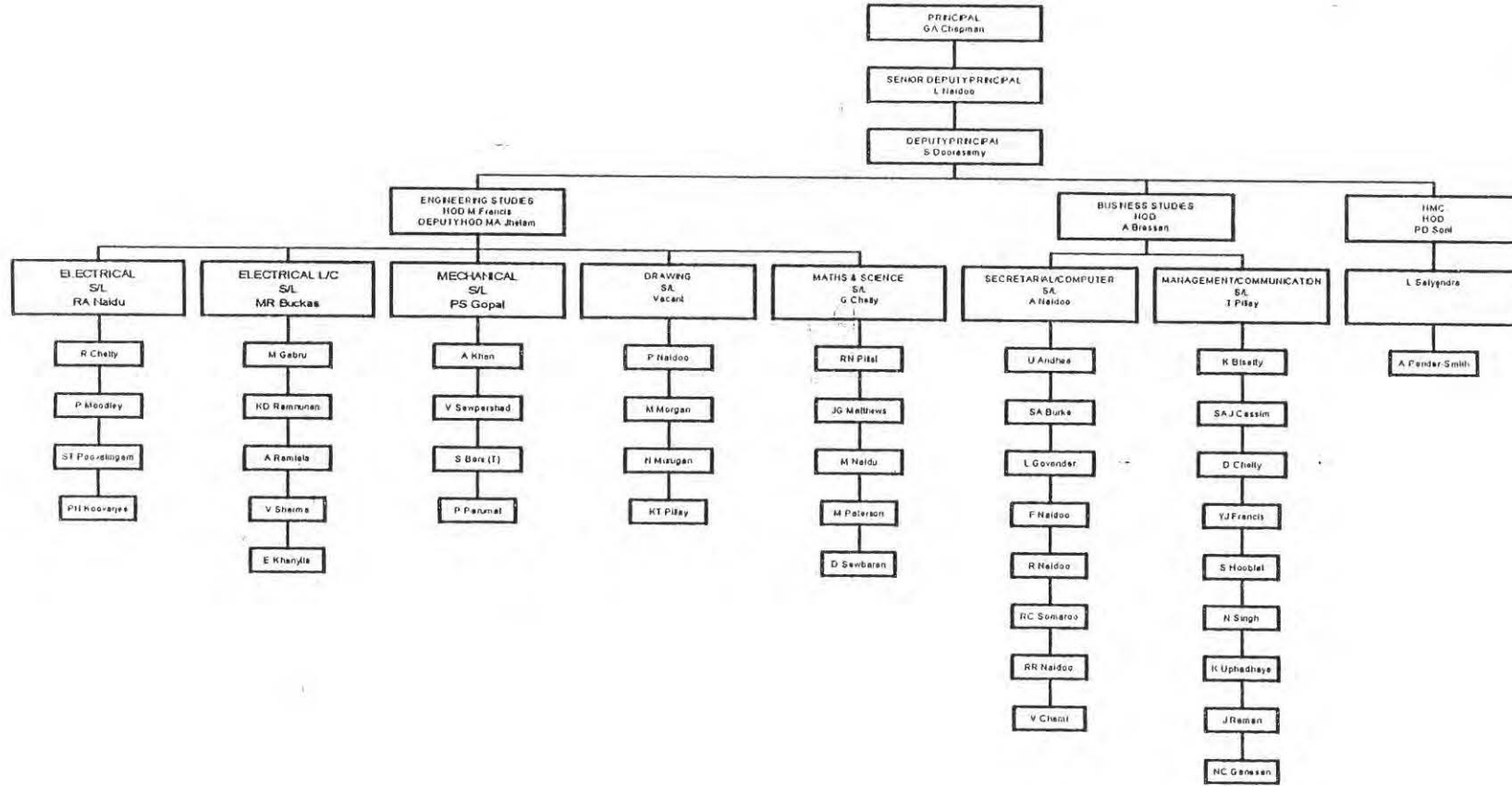
LOCATION: CATO MANOR TECHNICAL COLLEGE (CATO MANOR CAMPUS)



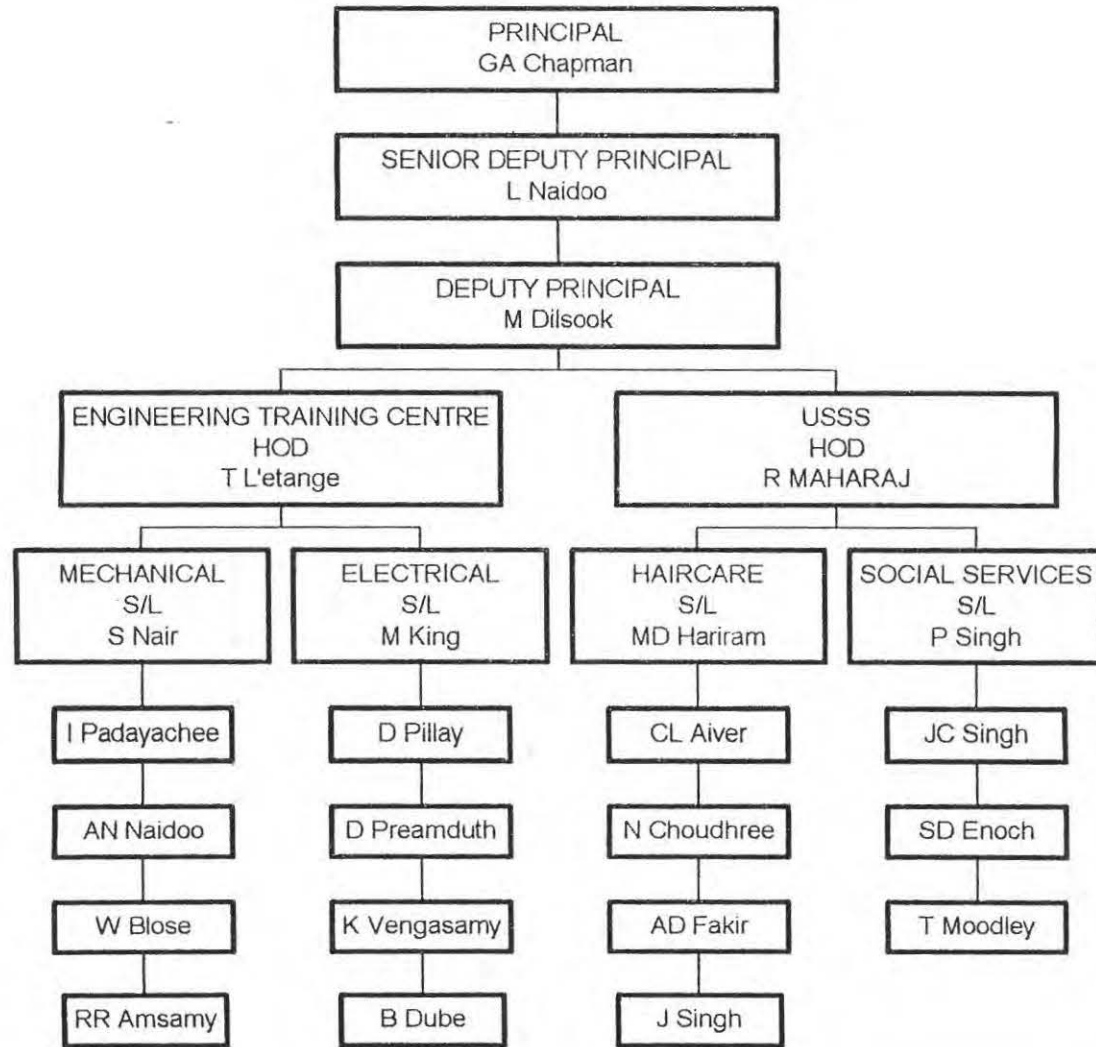
Source: Cato Manor Technical College, Division of USSS, Prospectus, 1997.

Appendix C

**ORGANOGRAM
CATO MANOR TECHNICAL COLLEGE
SPRINGFIELD CAMPUS**



**ORGANOGRAM
CATO MANOR TECHNICAL COLLEGE
CATO MANOR CAMPUS**



LECTURERS – INTERVIEW SCHEDULE

Introduction

The purpose of this interview is to gather information on the staff's perception of the curriculum offered by Cato Manor Technical College.

(Interview schedule time: approximately 45 minutes)

Critical Question

Are students appropriately and adequately trained for their vocation?

Staff perception of the curriculum offered

1. Is there a screening process to direct prospective students towards selection of courses?
Why are prospective students screened?
What guidance or counselling is offered to students in the selection of their courses?
- 2.1 What delivery modes are used to lecture to students?
(Demonstrations, theoretical, Illustrations, Practical lessons)
- 2.2 Why are such delivery modes used?
- 3.1 Is the curriculum for your course given to you?
- 3.2 If yes, in your opinion how appropriate is the curriculum towards expectations of the work-place.
- 3.3 If no, how do you construct the curriculum? What informs you about the nature and requirements of the curriculum?

4. How would you describe the appropriateness of learning materials used during lectures?
5. How would you describe the relevance of your course and the learning materials to the needs of the work-place?
6. What links do you have with the work-place with regard to curriculum reconstruction?
7. To what extent is your curriculum related to current research and innovations?
8. In addition to technical and vocation skills, are students given opportunities to develop their competencies in the core skills of communication, problem solving and teamwork?
9. What aspects of the course do the students enjoy?
Practical, Theory or In-service? Why?
- 10.1 How are the learners assessed?
- 10.2 In your opinion is there a relationship between high achievement and success in the work-place?
11. What day-to-day problems do students experience that impact on their training?
What support services are offered to assist students?
12. What factors contribute towards the pass rate of students?
Why?
13. Is there a relationship between student attendance and student performance?
Explain.

14. Is there a relationship between prior work experience and student performance?
15. In any one cohort approximately how many students “drop out” before completing the course? Why?

Staff Perception of Students Employment Patterns

1. To what extent does the course prepare students to gain employment and to become self-employed/entrepreneurs?
Describe the feedback you receive from students who have completed the course.
2. What percentage of your qualifying students:
 - 2.1 Gain employment in their trained specialisations?
 - 2.2 Become self-employed in their trained specialisations?Do you provide placement services for students?
How does this work?
3. Does your department have a strategy for tracking the progress of students after they leave college?
If so give details of the way in which your department tracks the career progress of former students.

STUDENT QUESTIONNAIRE

Survey of Students in the Division of Utility Services and Social Studies at Cato Manor Technical College.

The purpose of this questionnaire is to establish your experience of the course for which you have enrolled. The information received will be used to provide recommendations towards the development of your course.

Please tick (✓) in the appropriate block or enter your response in the appropriate spaces provided.

Section A: Personal Details of Student

1. Gender

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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2. Age _____

3. Last standard pass at school _____

4. Before enrolling at Cato Manor Technical College were you (please specify)

At school	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>
Employed	<input type="checkbox"/>
Self-employed/Entrepreneur	<input type="checkbox"/>
At a technikon	<input type="checkbox"/>
At University	<input type="checkbox"/>
At another Technical College	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

5. Please indicate work experience before you enrolled at Cato Manor Technical College. (If applicable)

6. Please indicate the course for which you have enrolled.

Educare N6	<input type="checkbox"/>	Catering	<input type="checkbox"/>	Haircare (1yr.)	<input type="checkbox"/>	Haircare & Cosmetology (2 yrs.)	<input type="checkbox"/>
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7. Please indicate any other qualifications obtained.

Section B

1. Reasons for studying at Cato Manor Technical College. (More than one reason may be ticked)

Interest in the field	<input type="checkbox"/>
Job opportunities	<input type="checkbox"/>
Influenced by others	<input type="checkbox"/>
The only option	<input type="checkbox"/>
Physical location	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>

2. Did you receive counselling at the time of selection of your course?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Please explain

3. Should the duration of your course

Remain as it is		Be longer		Be shorter	
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Please explain.

4. What aspects of your course do you prefer?

Practical		Theory		No Preference	
-----------	--	--------	--	---------------	--

Explain (main reason only)

5. Do you think that the theoretical component should be

Increased		Decreased		Unaltered	
-----------	--	-----------	--	-----------	--

Give three reasons for your answer.

1. _____
2. _____
3. _____

6. Do you think that the practical component should be

Increased		Decreased		Unaltered	
		ed			

Give three reasons for your answer.

1. _____
2. _____
3. _____

7. How would you rate the education and training you receive at Cato Manor Technical College?

	Excellent	Good	Satisfactory	Poor
Theory				
Practical				

Please specify:

8. Does the practical component of your course support your development?

Yes		No	
-----	--	----	--

Please explain

9. Please rate your views on your course in terms of your development (1=excellent, 2=good, 3=satisfactory, 4=poor, 5=none)

	1	2	3	4	5
Entrepreneurial skills					
Employability					
Advancing into further studies					
Your own understanding					
Use of current technologies					
Expectation of the work-place					
Use of a variety of technologies					

10. On completion of the course would you

Seek employment	
Be self-employed / entrepreneur	
Enroll for further full time studies	
Enroll for further part-time studies	
Unsure	

Please explain

11. How would you rate the guidance, supervision and support given to you by: -

	Excellent	Good	Satisfactory	Poor
Lecturers				
Management				

Please specify:

12. Would you recommend the course to your friends and relatives?

	Yes	No
At Cato Manor Technical College		
At another Technical College		

Why?

13. Did the course meet your expectations?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Please specify.

14. Do you have any suggestions that will help to improve the course you have studied?

4. Before enrolling at Cato Manor Technical College were you (please specify)

1 at school	
2 unemployed	
3 employed	
4 self-employed/entrepreneur	
5 at a technikon	
6 at University	
7 at another Technical College	
8 other (please specify)	

5. Please specify work experience before you enrolled at Cato Manor Technical College.

Job Title	Name of company	Duration of employment
1		
2		
3		
4		

6.1 Qualification obtained at Cato Manor Technical College:

1 Educare N6

2 Catering

3 Haircare (1 yr.)

4 Haircare & Cosmetology (2 yrs.)

6.2 Apprenticeship / in-service training

1 Completed apprenticeship/in-service training.

2 Currently doing apprenticeship/in-service training.

3 Not interested in apprenticeship/in-service training. Why?

4 Not started apprenticeship/in-service training. Why?

7. Please indicate other qualifications obtained

Qualification	Institution obtained	Year obtained
1		
2		
3		
4		

Section B: (CMTC)

8. Why did you choose to study at Cato Manor Technical College in particular?

1 interest in the field 2 job opportunities 3 influenced by others.

4 only option 5 physical location 6 other (please specify)

9. How would you rate the education and training you received at Cato Manor Technical College?

	Excellent	Good	Satisfactory	Poor
Theory				
Practical				

Please explain your ratings:

10. How would you rate the guidance, supervision and support given to you by:

	Excellent	Good	Satisfactory	Poor
Your Lecturers				
Management (Principal, HOD & Senior Lecturer)				

Please explain your rating:

11. Did your course teach you entrepreneurial skills? 1 yes 2 No

12. If yes, how would rate the entrepreneurial skills taught?

	Excellent	Good	Satisfactory	Poor
Entrepreneurial Skills				

13. If no, please suggest reasons for not being taught entrepreneurial/self-employment skills.

14. Should a course on entrepreneurial/self-employment skills be included in the programme? 1 yes 2 No

15. Is there a demand for the job you have been trained for?

Yes		No		Unsure	
-----	--	----	--	--------	--

Please explain: _____

16. Would you recommend the course to your friends and relatives to study

	Yes	No
At Cato Manor Technical College or		
At another Technical College?		

Please explain your answer: _____

17. What advice would you give to student's enrolled/enrolling for the course you have studied?

18. Do you have any suggestions that will help to improve the course you have studied?

19. Are you in contact with Cato Manor Technical College? 1 yes 2 No

20. If yes, please indicate if you are in contact with: -

Management	Administration	Lecturers	Other

Please specify nature and purpose of contact: _____

SECTION C: CURRENT EMPLOYMENT STATUS

21. What is your current employment status? You may tick (√) more than one block.

Status	Yes	No
Employed in private sector		
Employed in public sector		
Self-employed / Entrepreneur		
Enrolled for further full-time studies		
Enrolled for further part-time studies		
Unemployed		

Complete if you are currently employed.

22. Are you employed in the field you have studied? 1 yes 2 No

23. *If No:* -

i) Please specify type of job you are currently doing. _____

ii) Explain why you changed your field. _____

24. How did you find your job?

Advertisement	Referral / Contact	In-service	Other please specify

Please specify: _____

25. Why do you think your employer selected you for the job?

31. Are you satisfied with the remuneration received? 1 yes 2 No

32. Do you receive any incentives? 1 yes 2 No

Please specify: _____

Please complete if you are currently self-employed.

33. Are you self-employed in the area you have trained? 1 yes 2 no

34. If no: -

i) What is your field? _____

ii) Why did you choose this field? _____

35. What motivated you to be self-employed? _____

36. How would you rate your progress?

1 Excellent 2 Good 3 Satisfactory 4 Poor 5 Unsure

Please identify three contributing factors to your rating above.

1. _____

2. _____

3. _____

37. Cross the description that best describes the area location of your business.

A medium or large city, e.g. Durban, Pietermaritzburg	
A suburban area e.g. Umlazi, Phoenix, Westville	
A rural area or small town within 100km of a large city.	
A remote rural area e.g. Bergville	

EMPLOYER QUESTIONNAIRE

Survey of employers who have employed graduates from the Division of Utility Services and Social Studies, Cato Manor Technical College.

The purpose of this questionnaire is to establish the appropriateness of the training received by your employee, a graduate of the Cato Manor Technical College.

Place a tick (√) in the appropriate block or enter your response in the appropriate spaces provided.

Section A: Personal details of employer

1. Gender: 1 Male 2 Female

2. Years of experience in your field: _____

3. Qualifications: _____

Section B: Your business / organisation

4. Name of business: _____
(optional)

5. Size of enterprise: 1 Small 2 Medium 3 Large

6. Tick (✓) the description that best describes the location of your business/organisation.

A medium or large city, e.g. Durban, Pietermaritzburg	
A suburban area e.g. Umlazi, Phoenix, Westville	
A rural area or small town within 100km of a large city.	
A remote rural area e.g. Bergville	

7. How would you rate the success of your business / organisation?

1 Excellent 2 Good 3 Satisfactory 4 Poor

8. Can you identify 3 contributing factors to your rating given above?

1. _____
 2. _____
 3. _____

Section C: Details of Graduate employed by you

9. Gender: 1 Male 2 Female

13. Position held: _____

14. Date of employment: _____

10. Age: 1 20 years or younger 2 21 – 25 yrs. 3 26 – 30 yrs.

4 31 – 35 yrs. 5 36 - 40 yrs. 6 Over 40 yrs.

11. Capacity: 1 Permanent 2 Temporary

12. Job status: 1 Full-time 2 Part-time
 3 Substitute 4 Ad-hoc _____

15. Is the employee currently studying? 1 yes 2 no

9. Ability to carry out tasks accurately					
10. Ability to work in a team					
11. Ability to work independently with little supervision					
12. Thoroughness in execution of given tasks					
13. Loyalty to business/organisation					
14. Attitude towards cost awareness					

20. How would you rate the level/standard at which the employee has been trained.

1 Excellent 2 Good 3 Satisfactory 4 Poor

21. List three things, in your opinion, that are positive in the training of the Graduate of Cato Manor Technical College.

- i) _____
- ii) _____
- iii) _____

22. List three things, in your opinion, that are lacking in the training of the Graduate at Cato Manor Technical College.

- i) _____
- ii) _____
- iii) _____

Section D; Cato Manor Technical College

23. How would you perceive the level/standard at which the college is operating?

1 Excellent 2 Good 3 Satisfactory 4 Poor 5 Unsure

24. How would you rate the courses/programmes offered at Cato Manor College?

Extensive		Not Extensive		Disconnection between training programmes and development in the work-place	
-----------	--	------------------	--	--	--

25. What is your perception of the technology used at Cato Manor College?

1 Excellent 2 Good 3 Satisfactory 4 Poor 5 Unsure

26. Are you involved with any practical training or in-services programmes with Cato Manor?

Technical College? 1 yes 2 No

If yes, please specify the nature of your involvement:

27. How would you rate the demand for persons with needed competencies and qualifications skills in your field?

1 Great demand 2 Little demand 3 No demand 4 Unsure

28. How would you rate the supply of persons with needed competencies and qualifications

skills in your field?

1 Over supply 2 Under supply 3 Adequate 4 Unsure

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