

THE FET LANDSCAPE

An HSRC perspective

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Social science that makes a difference

Structure of Presentation

1. FET College sector: The Status quo
2. FET College provision and articulation: Quo vadis?
3. FET College challenges

THE FET COLLEGE SECTOR

The Status Quo

- New institutional landscape
 - 50 merged colleges
 - CEOs and councils in place in all colleges
 - New staff establishments
 - Unified budgets largely established

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THE FET COLLEGE SECTOR

The Status Quo

- Indicators of size and shape
 - In 2000, headcount enrolments totalled 350 465, FTEs 121 859: 17% growth since 1998
 - 48% of FTEs in Business Studies, 41% in Engineering; 16 853 FTEs in non-DoE programmes (less than 14% of total FTEs)

THE FET COLLEGE SECTOR

The Status Quo

- Indicators of size and shape
 - In 2000, the national pass rate was 58%, the throughput rate 52%
 - Business Studies pass rate was 14 percentage points higher than Engineering pass rate, with a 12 point gap on throughput

THE FET COLLEGE SECTOR

The Status Quo

- Indicators of size and shape
 - However, there are large disparities in performance between the 50 new colleges: highest college pass rate = 86%, lowest = 37%
 - Throughput rates varied from 74% to 31%

THE FET COLLEGE SECTOR

The Status Quo

- Indicators of size and shape
 - Racial composition of student body: 13% white, 79% African
 - Racial composition of staff: 51% white
 - Gender composition of staff: 44% female
 - Gender composition of students: 41% female (18% in Engineering)

THE FET COLLEGE SECTOR

The Status Quo

- Labour market outcomes
 - Findings of the 2001 HSRC survey of the FET-level graduate cohort of 1999:
 - 34% were employed or self-employed two years later
 - 35% were engaged in further study
 - 31% were unemployed or not economically active

FET COLLEGE PROVISION AND ARTICULATION

Quo vadis?

- Policy ambiguity around college provision
 - “General vocational” and “vocational” programmes: implications for colleges
 - DoE and DoL response to study team report on the NQF

FET COLLEGE PROVISION AND ARTICULATION

Quo vadis?

- Policy ambiguity around school-college-HE articulation
 - The place of N4-N6 qualifications in the college system
 - Requirements for the FETC
 - Student perceptions of FET college provision

FET COLLEGE CHALLENGES

1. Shape FET policy

- Integrate education and training
- Become the primary developer of intermediate skills
- Develop self-employment and VSME skills
- Forge viable FET-to-HE pathways

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FET COLLEGE CHALLENGES

2. Cultivate the relationship between education and work

- Actively market college courses to employers
- Show willing by breaking out of core DoE-programme mould in response to employer demands and labour market trends

FET COLLEGE CHALLENGES

3. Make optimal use of Learner Support Units to:

- Promote gender equity in male-preserve subject areas (e.g., Engineering)
- Broaden age profile by targeting adult learners

FET COLLEGE CHALLENGES

3. Make optimal use of Learner Support Units to:

- Mount an effective HIV/AIDS prevention and treatment programme
- Provide comprehensive career guidance, work experience, and a job placement service for students

FET COLLEGE CHALLENGES

4. Manage perceptions of the advantaged nature of certain campuses (perceptions that such advantage is racially motivated)
5. Recognize that the establishment of governance and management systems will take time