

**THE EXTENT AND NATURE OF CURRICULUM CHANGE IN THE
HISTORICALLY BLACK TECHNICAL COLLEGES IN THE LIMPOPO PROVINCE**

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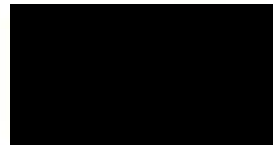
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Submitted in partial fulfilment of the requirements for the degree of Master of Development, in the Graduate School of Leadership, Faculty of Management Sciences and Law, University of the North, Turfloop, South Africa.

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DECLARATION

I declare that the dissertation hereby submitted to the University of the North for the degree of Master of Development has not previously been submitted by me for degree at this or any other University, that it is my own work in design and in execution, and that all material contained therein has been duly acknowledged.

SIGNED-----

DATE:-----

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ABSTRACT

This work investigates the nature and extent of change in the curriculum offered in the historically Black technical colleges in the Limpopo Province of South Africa. The research work is based on the changes that are taking place as a result of the new political dispensation in the country. The new political dispensation in South Africa put the country on a transformation path in all spheres of human life, including the sphere of education and training, with the aim of getting rid of the past apartheid practices. To facilitate the process of transformation, new laws, policies and strategies were developed.

The government of the day has acknowledged the urgent need to equip the majority of South Africans with skills and competencies required to support productivity, international competitiveness, the mobility of workers, self employment and meeting the defined and articulated community needs. The new legislation and the development of new policies attest to this. Since technical education has a historical negative connotation attached to it, it has always, in the history of its development, been looked down upon and not taken seriously by the authorities, parents and children alike. It is on record on the other hand, that technical education was used as one of the most reliable tools used to take developing countries out of socio-economic problems they found themselves in during some stages of their economic development.

The researcher was convinced that the new democratic government is in a socio-economic development phase where the need for technical knowledge and skills is critical. But the main concern was the fact that technical education, as important as it may look to be, is still regarded as inferior as compared to the general academic education. Given this observation, the study wished to investigate the level of preparedness of technical colleges to effect the required change to their education and training business.

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CHAPTER ONE

1. BACKGROUND AND ORIENTATION

1.1. INTRODUCTION

The importance of technical education has long been blurred by a combination of factors from as far back as the initial years of the Industrial Revolution in Great Britain, and then in regions under her colonial rule. This has led to the development in many people, and in particular the elite groups, of a general negative perception about technical education. Behr (1998:139) made a sterling observation when saying "the stigma of inferiority which was associated with the original industrial and vocational schools tended to persist in the minds of parents and students when technical colleges were compared with universities".

This chapter introduces how this stigma has permeated through generations and the consequences suffered by nations at some stages of their respective socio – economic development as a result of neglecting the importance of technical education. In this case, the British and the South African experiences are highlighted, as the South African Education System owes much to the British traditions in education. With this approach this work attempts to demonstrate that the new challenges and opportunities that are faced by, and open to, the people of this country give strong signals to yet another era. This is the era in which the majority of the previously disadvantaged groups should be equipped with appropriate technical knowledge and skills if the government policy objective of "a better life for all" (White Paper on Local Government, 1998: 17) is to be realised.

The work also tries to advocate for quality leadership in technical education institutions and the Department of Education sections dealing with this type of education. The reason for this advocacy is that, because of the stigma of inferiority associated with technical education, seemingly not enough attention is paid to the recruitment processes of personnel at senior positions in the Department of Education (technical sections) and at technical institutions.

It is argued in this study that the incumbents of such positions may be people with highly impressive academic qualifications, but with little or no technical education background. Such people may only be attracted by the high salary packages, but have inherent negative attitudes towards technical education and undermine teachers, learners and their parents. Such leaders definitely lack the interest, the will, vision and courage to promote, advance and protect this type of education, and the people serving in it and served by it.

Technical education was never taken seriously by the authorities and public alike, compared to general academic education in the Great Britain prior to the Industrial Revolution. It was only during the Industrial Revolution in the 18th century, that the need for technical knowledge and skills became critical. By this time the British planners and policy makers never failed to realise this potential to the development of the national economy (Kruger, 1992:187). The critical importance of technical education at this time of the British economic development became evident by the number of royal commissions that were accordingly appointed to investigate the provision of technical education. All these commissions put forward very good recommendations that, if implemented, would have made technical education more meaningful than it was generally perceived to be: "education connected to poverty, juvenile delinquency and training in manual skills" (Kruger, 1992: 185). Because of this perception, technical education never received the much-needed support by parents and learners alike.

This challenge became more evident after the First World War. As a matter of fact, Gordon (1991:118) puts it more succinctly when saying "England was to found herself as ill –equipped, in terms of many types of vocational training and education, to face peace, as she had been to face war". The importance attached to technical education in the 1950s was again clear from the following words uttered in a British parliamentary debate on technical education in 1956: "Technical education is a matter in which there must never be a time gab, not only because we shall fall behind other nations but only because it is vital to the life of a country..." (Lowndes, 1970:316)

The influence of British on South African Education System, in general, was particularly evident during the 19th century when South Africa was under the British rule. The stigma of poverty and juvenile delinquency, which clung to industrial education in England also, emerged in South Africa. This was so, primarily because of the way in which industrial education was introduced. The end of the Second World War... (1930 – 1945) exposed South Africa's weaknesses in terms of meeting the need for technically skilled workers. As Kruger (1992:208) puts it, "After the war there was a shortage of men capable of filling responsible posts requiring a high degree of technological knowledge and skills".

In the Cape and Natal, two provinces where British influence was very strong in the 19th century, industrial education arose primarily "because of difficult economic circumstances and poverty of the larger part of the indigenous population" (Kruger 1992: 201). This stigma inhibited enthusiasm among people to pursue technical education. In 1948 the National Party won a general election on a policy of 'separateness' and apartheid for Whites, Coloureds, Indians and Blacks, "to ensure the maintenance, protection and consolidation of the white race as the bearer of civilisation in South Africa..." (Behr, 1998: 14). This policy paved way for the legislation involving 'job reservation' for Whites in semi- skilled labour. This led to the establishment of technical education institutions for different racial groups, with Whites institutions getting far much better support than others.

The Nationalist government used technical education to empower the poor Whites and opened opportunities for them through policies enforcing 'job reservation'. The outcome of this is evidently clear in all the areas that were historically 'White'. It is reported that by 1946 a mere 2000 Black people were receiving some form of vocational training. The De Villiers Commission Report (Human Science Research Council, 1980) attributes this lack of progress in industrial training for Blacks to "the limited sphere in which the trained native worker can find an outlet for the practical application of his skills" (Behr, 1998:141). The former president of Tanzania, Julius Nyerere, was right when saying "the education provided by the colonial government in African countries had a different purpose. It was not designed to prepare the young people for the services of their own country, instead it was motivated by the

desire to inculcate the values of colonial society and to train individuals for services of the colonial states" (Nyerere, 1974: 12). The apartheid education in South Africa was a perpetuation of this goal.

The new south African democratic government is now having a new focus of "creating a better life for all" (White Paper on Local Government, 1998:17). To be able to realise this vision and achieve this policy objective, a number of Acts have been passed and new policies and strategies have also been developed. The new laws and policy frameworks are basically aimed at redressing the historic legacy of apartheid in all spheres of life and to facilitate change. The main question is whether, or not, technical colleges have taken advantage of the availability of these new laws and policies to transform their curriculum to be able to equip their learners with the necessary knowledge, skills, values and attitudes that will enable them to face today's challenges and to seize the opportunities posed by change.

In dealing with this question recommendations are made to consider the question of the stigma associated with technical education, the type of leadership in technical education institutions and in the department of education dealing with this type of education. In his report at the Annual General Meeting of the South Africa Chamber of Mines, Wagner (1990:35) gave a strong warning: "Failure to develop and implement a comprehensive national strategy in the field of technology will result in South African moving towards the Third World stage, reduce the competitiveness of South African industries on international markets and results in South Africa becoming a losing nation".

In this section a brief attempt was made to locate the stages in the history of political, social and economic development in both Britain and South Africa when the need for technical knowledge and skills was critical. Given this background, the researcher feels safe to suggest that the South African government is currently in an era where the need for technical knowledge and skills is critical if the vision of creating a better life for all is to be realised. It is further suggested that the aptness and business-like attitude that characterised the processes of new policy formulation should be replicated in the policy implementation phase.

1.2. MOTIVATION

Having served in various technical learning institutions for many years as a teacher exposed the researcher to the critical importance of technical knowledge and skills in the development of communities and the economy. Although, equally, the researcher observed a general tendency of pupils who perform well at schools, shunning away from this type of education. The experience has also exposed the researcher to the poor quality of leadership at technical institutions and in the Department of Education sections responsible for technical education. There is, further, the realisation of the shortcomings of the curriculum offered by these institutions. These factors motivated the researcher to embark on this work.

1.3. STATEMENT OF THE PROBLEM

The advent of the new democracy in South Africa has brought with it new laws and policies aiming at redressing the historic legacy of apartheid and facilitating change. There are various policy frameworks and implementation strategies that have been developed in all the government departments. On the education front, the following legislation, policies and strategies are in place: The Further Education and Training Act of 1998; Education White Paper 4: A Programme for the Transformation of Further Education and Training (1998), the National strategy for Further Education and Training 1999 – 2001 (1999), the Policy Framework for Curriculum Development (2000) and Curriculum 2000: Lifelong learning for the 21st century (2000).

The question is, to what extent has technical colleges curriculum transformed? A further question is, what obstacles, if any, impact on the transformation process of the technical colleges curriculum? By answering these questions, this work would be assisting in the implementation of the Education Department policies and to contribute to other processes aimed at improving the equality of education and training offered by technical colleges.

1.4. AIMS

The aims of this study are:

- To verify whether technical colleges have started reorienting their education and training resources to respond to the urgent needs of the country.
- To identify gaps that may exist between what technical colleges curriculum change attempts to achieve and the policy objectives of the Department of Education and Training.
- To make recommendations to technical colleges under study and the provincial Department of Education with a view to contribute to efforts aimed at improving the quality of education and training the institutions offer.
- To test the feasibility of undertaking a more elaborate study.

1.5. RESEARCH OBJECTIVES

The following are the objectives of this study:

- To investigate the extent and nature of curriculum change, if any, in the technical colleges under study.
- To investigate if there are any obstacles to the transformation of the curriculum in colleges under study.
- To make knowledge available that would promote a better understanding of technical education and support the efforts aimed at destigmatising this type of education.

1.6. ASSUMPTIONS

In this study it is assumed that:

- There is mismatch between the level of competency of technical colleges graduates and the expectations of the employers or the requirements for successful self-employment.
- Technical colleges curriculum is less responsive to the regional and local challenges and opportunities.

1.7. METHODOLOGY:

According to Rubin and Babbie (1997:94) "methodology delineates in precise terms the design of the study, including the logical arrangements, sampling and data collection procedures, and the measurements approach". This will be discussed hereunder.

1.7.1. RESEARCH DESIGN

Literature review has been done to establish what has already been published that appears relevant to this topic. The study is exploratory. Exploratory design is appropriate for this study as little is assumed known about the topic.

1.7.2. POPULATION

According to Newman (1997:203) the term population refers to the universe. This includes the units being studied. Since there are twelve technical colleges in the Limpopo Province, these will then constitute the population of this study. The historically Black technical colleges in the Limpopo Province formed the units of analysis.

1.7.3. SAMPLING

Bailey (1988:83) defines a sample as "a subset or portion of the total population", while De Vos (1988:91) defines it as "the element of the population considered for actual inclusion in the study". For the purpose of this study the researcher has used purposive sampling method to select the sample. According to Bailey (1988:96) purposive sampling applies where the researcher uses his or her own judgement about which respondents to choose, and picks only those who meet the purpose of the study. It is for this reason that the researcher picks the historically black colleges as units of analysis. To this end, the following technical colleges were selected: Maake, Sir-Val Duncan, and the Northern Province Community.

1.7.4. DATA COLLECTION METHODS

In this study, surveys were conducted as a method to collect data. The researcher conducted a survey on samples simply because it was generally not feasible to interview everyone in the population. According to Bailey (1988: 97) a survey consists of asking questions of a (supposedly) representative across- section of the population. In this study the questionnaire were used as a data collection instrument. Questionnaires were prepared and sent to the colleges under study to be completed by the survey respondents, who were, in this case, the college rectors, heads of the departments, the teaching staff members and members of the Students Representative Councils (SRC). Further information was obtained from relevant college documents such as the prospectus and college policies.

1.8. AREA OF STUDY

One of the three sample technical colleges (NPCC) is located in the Seshego Township, which falls under the Central Region of the Provincial Department of Education. The other one (Maake) is situated in the Lenyenye Township under the Eastern Region. The last one (Sir Val Duncan) is found in the Namakgale Township, which falls under the NorthEastern Region of the Limpopo Province Department of Education.

1.9. THE SIGNIFICANCE OF THE STUDY

The research effort will make knowledge available that would promote a better understanding of technical colleges and changes that are taking place there. The study will also assist in identifying potential and real obstacles in the process of transforming technical colleges curriculum. As the study is exploratory, it will provide the basis for elaborate study on the topic. The colleges may use the findings and recommendations of this work in their efforts to improve the quality of education and training they offer.

1.10. LIMITATIONS OF THE STUDY

The purpose of this study is exploratory. As such the population and sample is small. The study can only serve as a basis for a more elaborate study for the results to be generalised to a larger population.

1. 11. CONCEPTUALIZATION

The study makes use of concepts that may mean different things to different people, and it is important to put them into context.

1.11.1. CURRICULUM

The question of what ought to be the curriculum of the schools has been at issue for several centuries. Neagley and Evans, (1996:2) define a curriculum as “all the planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their ability. Inlow (1966:7), on the other hand, defines it as “the planned composite effort of any school to guide pupils learning towards predetermined learning outcomes”.

The recent attempts in defining a curriculum are reflected in National Curriculum Framework (2000). It defines a curriculum as "all teaching and learning opportunities that take place in learning institutions. It includes the aims and objectives of the education system, the content taught, the skills imparted, strategies for teaching and learning, forms of assessment and evaluation, how the curriculum is serviced and resourced, and how it reflects the needs and interests of those it serves, including learners". In this study, curriculum is regarded as what institutions teach, with what, how and under what conditions the learner acquires knowledge, skills, values and attitudes.

1.11.2. TECHNICAL COLLEGE

A technical college is a public learning Further Education and Training institution offering technical and vocational National Technical Courses (N1 – N3) - with some offering N4 -N6 courses - to learners aged 16 and older, including adults, on the levels 2,3 and 4 of the National Qualification Framework. Technical colleges are responsible for the training of skilled labour force in the civil, electrical, mechanical, commercial and information technology fields of work. They are also responsible for the preparation of potential lower and middle managers in the respective fields of work.

1.11.3. CHALLENGES

In this work the concept of 'challenges' would be used to mean demanding or difficult tasks which are part of the historic legacy of apartheid. These difficulties would include shortage of housing, inadequate provision of services such as water and sanitation, electricity, access roads, high rate of unemployment, high levels of illiteracy, poverty alleviation, capacity building and integration of communities. Emphasis in this work would be on lack of appropriate technical knowledge and skills needed to face these difficult tasks.

1.11.4. OPPORTUNITIES

This concept is used in this work to mean favourable conditions or good chances that are facilitated by the new laws and policies aimed at redressing the historic legacy of apartheid. This concept is further used to mean favourable conditions posed by the natural resources endowment of the region. These laws and policies would include the Bill of Rights (1996), Affirmative Action (), Equity laws (), new Procurement policies that include the new tendering system. With regard to natural resources endowment in the Limpopo Province, this includes good chances of obtaining and creating jobs in mining, eco-tourism and agricultural practices. Emphasis in this work is also put on the lack of appropriate technical knowledge and

skills needed to be able to exploit these opportunities, for the benefit of individuals, communities and the local economy.

12. SUMMARY

In the main, one may safely state that the new democratic South Africa has gone passed the stage of policy formulation in all the three levels of governance. Much of the challenges facing the new government today are to be found in the implementation of the new policies in all the departments, including the Department of Education and Training. It is on the basis of these apparent implementation problems that an investigation is done on the extend and nature of curriculum change in the historically Black technical colleges in the Limpopo Province.

CHAPTER TWO

2. THE HISTORICAL DEVELOPMENT OF TECHNICAL EDUCATION

2.1. INTRODUCTION

In the previous chapter a brief indication was made of the new challenges and opportunities that are brought about by the new democratic order. An emphasis was also made on the importance of technical knowledge and skills as an integral part of the broader strategy aimed at addressing these myriads of challenges and exploiting newly created opportunities. In this chapter an attempt was made to affirm the view that the need to equip the majority of the previously disadvantaged population with appropriate technical knowledge and skills is more acute now than ever before. This has been done in a historical perspective.

The approach in this work is two-fold. This approach is informed by the apparent historical contradictions around the issue of technical education. On the one hand, this work tries to highlight how the stigma of inferiority which was associated with technical education in the early stages of its development in Britain, tended to persist in the minds of parents and students when technical schools were compared with universities. On the other hand, however, it tries to demonstrate how technical knowledge and skills have been critically important in the socio-economic development of nations at some stages of their development. The chapter closes by highlighting current challenges and opportunities facing the new government, which call for a serious look into the curriculum that technical colleges offer.

The South African Education System owes much to the Western tradition. This is not accidental because South Africa is a former British Colony. It is for this reason that the British Education System and their way of life, in general, had a great influence on the overall development of South Africa as a nation. On the education front, particularly in technical education, this influence is lethally strong - education associated with the poor, delinquency and the less intelligent.

To put this more clearer, it will be important to illustrate how technical education was introduced in Britain and its influence in South Africa.

2.2. THE DEVELOPMENT OF TECHNICAL EDUCATION IN BRITAIN

2.2.1. THE ROOTS OF TECHNICAL EDUCATION IN BRITAIN

The roots of technical education and training in Britain can be traced back to more than 500 years. Many of the traditions regarding the training of artisans (technical education) in Britain can be traced back to the guilds of the 13th and 14th centuries. This was the type of education associated with the working class and the poor (Behr, 1992, 186). One can imagine the depth of the roots of the negative connotation associated with technical education and training. Coming down the history line into the 19th century, the stigma of inferiority that was always attached to technical education and training persisted.

The Industrial Revolution as a distinctive socio-economic era in the European history, brought with it new conditions that increased the need for people with technical knowledge and skills. In fact, as (kruger, 1992:186) puts it: "Various factors conspired to make Britain the workshop of the world. Rich coal fields as well as abundant iron ore and water were the basis for growing industries. Britain built up a colonial empire which supplied factories with raw materials. Its growing merchant fleet transported raw materials and manufactured goods to the markets of the world". Kruger (1992:186) further reports that, in the initial years of the industrial revolution, from approximately 1750, the craftsmen who were the driving force behind this development, had a desire to learn more about the scientific principles on which their various crafts were based.

It is believed that two main factors may have been behind the tendency of the British people to look down upon technical education. The first was the classes structure in the British society in that time, and the second was the status associated with the different types of education prevailing at that time. The ruling class were more

interested in the study of literature than in practical subjects. Practical subjects were associated with the working class and the poor. As Kruger (1992: 186) puts it, "The ruling class were not in favour of education for the working class and the poor". This situation may be attributed to "the persistence of the Victorian tradition regarding the upbringing and education of the 'liberal gentleman', a tradition which brought about a disregard for careers in commerce and industry, avoidance of scientific and technical subjects and emphasis on the academic in preference to the occupational oriented studies" (Kruger, 1992:191).

Closely related to this was the question of the introduction of Industrial schools. The original purpose of Industrial schools was to teach deprived children a manual skill (Kruger, 1992:185). Since 1954, reformatories were established for juvenile offenders, and these offered industrial education. It should, however, be noted that even though there were strong negative perceptions among the general British public, in particular the ruling class, about technical education, there were times in the history of socio-economic development in Britain, that experienced serious problems as a result of shortages of technically skilled workforce. One may assume that this was a direct consequence of the British authorities' neglect of technical education at that time.

Given the fact that national resources are always under the direct control of those in power and the fact that the ruling class were not in favour of the education for the poor and the working class in Britain, a conclusion can be drawn that very little or no financial support was given to this type of education. The class consciousness of the ruling class obviously promoted the labelling and attaching of status on the different types of education in Britain at that time. As a result technical education became the casualty in the process.

2.2.2. THE INDUSTRIAL REVOLUTION AND THE DEVELOPMENT OF TECHNICAL EDUCATION.

It has already been reported that technical education was never taken seriously by the authorities and public alike, compared to general academic education in Britain prior to the Industrial Revolution. It was only during the Industrial Revolution, in the 18th century, that the need for technical knowledge and skills became critical. By this time, the British planners and policy-makers never failed to realise this potential to the development of the national economy (Kruger,1992:187).

The critical importance of technical education at this point in time of the British economy became evident by the number of royal commissions which were accordingly appointed to investigate the provision of technical education. The most influential commissions were, the Samuels Commission of 1878, the Lewis Commission of 1917, the Percy Commission of 1944, the Crowther Commission of 1962, the 'Great Debate' of 1976 and the Manpower Services Commission of 1982. It is reported that all these commissions recommended a more vigorous, relevant and quality technical education provision. But, seemingly because of this stigma of inferiority that is attached to technical education, most of these commissions' recommendations were never implemented.

The new challenging conditions which were brought about by the Industrial Revolution generated vigorous debates among the British people on the thorny issue of technical education. As a result of these debates, ".from the beginning of the 19th century the state began to pay more attention to the training and working conditions of children"(Kruger,1992:186). The author further states that: "For the first time, the state passed the law to enforce apprentices in the cotton industries. It was for this reason that by 1897, there were already nine polytechnics (technical Colleges) controlled and financed by the local authorities (Kruger, 1992:186).

2.2.3. POST-WAR CONDITIONS AND THE DEVELOPMENT OF TECHNICAL EDUCATION

The World War 1 and 2 served as a wake up call to the British leaders regarding the critical need and importance of technical knowledge and skills. It was for this reason that after the First World War, the importance of technical education to hasten the post war recovery was constantly emphasised. After the second World War, 'England was to find herself in an unenviable position that less than 1 percent of school-going youth between 11 and 17 were accommodated in junior secondary technical schools" (Kruger 1992: 191). "England was to find herself as ill-equipped, in terms of many types of vocational training and education, to face peace, as she had been to face war" (Gordon 1991: 118).

2.3. THE DEVELOPMENT OF TECHNICAL EDUCATION AND TRAINING IN SOUTH AFRICA

2.3.1. THE EUROPEAN SETTLERS AND THE DEVELOPMENT OF TECHNICAL EDUCATION

Although the Portuguese were the first Europeans to settle in South Africa from the end of the 15th century, they never made any attempt to colonise the country. The Dutch and the Huguenots were thus the first people from Europe to seek a permanent abode in South Africa. They were followed by the British and the German stock.

From 1652 to 1795, one-and-a-half centuries, the Cape was a colony of the Netherlands. The education system, especially control of education, was a replica of the mother country (Mminele and Mphahlele, 1997:3). The main aim of education was economic and materialistic. Moral development, good conduct and good character were also regarded as important aim of education (Mminele and Mphahlele, 1997:7). On the all important question of racial attitude, it was the policy of the company, until 1676, not to segregate children on the grounds of colour

(Mminele and Mphahlele, 1997:7). It was after that year that a movement was started to segregate the races.

It is important to make mention of the issue of race in this work. This is so because while the status attached to education and training was related to the societal class structure in Britain, in South Africa the status of education was attached to race of people. The approach to the study of the development of technical education and training in South Africa in this work is partly influenced by the question of race and separate development policies of the previous regime.

2.3.2. THE BRITISH IMPERIAL EDUCATION AND THE DEVELOPMENT OF TECHNICAL EDUCATION

As indicated before, the way technical education was introduced in Britain had a great influence on the development of this type of education and training in South Africa. The Cape became a Britain colony in 1795 (Mminele and Mphahlele, 1997:29). From the onset, the British authorities were determined to maintain their authority at the Cape. One way to do so was to advance British education interests in order to obtain a hold on the Cape youth and thus gradually consolidate British authority (Mminele and Mphahlele, 1997:29). Education in South Africa came under very strong British influence. The British culture and language were superimposed on everybody (Mminele and Mphahlele, 1997:29). As this was unfolding, technical education and training become the worse casualty as was the case in Britain before their arrival in South Africa.

The philosophical basis of curriculum development in the former British colonies, including South Africa, is to be found in the history of cultural imperialism. Nandy writes about two generations of the British colonialists: initially, the bandits kings - rapacious conquerors of the colonies; and latterly, the philosopher kings - liberals, modernisers and believers in progress. The later colonialism, he asserts, colonised minds in addition to bodies (Nandy, 1983: X-X1). It released forces within the colonised societies that altered their cultural priorities forever. "In turn these people

had to reconstruct their worlds to embrace the act of white domination and their own powerlessness” (Bernard , in Mangan, 1993:6).

The British imperial education has played a major role in creating and sustaining what they termed ‘appropriate’ racial images. A major purpose of this education was “to inculcate in the children of the British Empire appropriate attitudes of dominance and deference” (Mangan,1993:6).The author further states that” There was an education in imperial schools to shape the ruled into patterns of proper subservience and ‘legitimate’ inferiority, and one in turn to develop in the rulers convictions about certain benevolence and ‘legitimate’ superiority of their rule” (Mangan, 1993:6).

Imperial education was very much about establishing the presence and absence of confidence in those controlling and those controlled. Once colonial territories were established, this process began in classrooms. Here imperial confidence, and lack of it, was as often as not, a matter of purposeful image construction (Mangan, 1993:6). This laid a solid foundation upon which the Education System in South Africa in the decades that followed was built on: the Apartheid Education system.

2.3.3. THE INTRODUCTION OF TECHNICAL EDUCATION AND THE PERSISTANCE OF THE STIGMA OF INFERIORITY

There are many similarities in the way technical education was introduced in Britain and South Africa. As indicated before, the way technical education was introduced in Britain, gave the impression that this was not an important type of education. As a result, it was generally regarded as unimportant and inferior as compared with general education. De Lange states that “The tendency has been to introduce technical and vocational education in a rather ad hoc way into education and industry. Vocational education has therefore never become an integral part of cost-effective system of education to develop the country and its people (Human Science Research Council, 1981:95).

There are a number of factors that contributed to the persistence of the attachment of the stigma of inferiority to technical education when it was introduced in South Africa. These will be briefly discussed hereunder.

2.3.3.1.. THE BEGINNING OF TECHNICAL EDUCATION AND TRAINING

It has already been mentioned in this work that the question of racism took roots from the early times of the European settlement in South Africa. Like in Britain, technical education in South African was associated with the poor and the delinquents. In the context of South Africa, the poor are Blacks. Behr (998:138) reports that the first artisan classes were for the non-Whites in 1810 in the Cape. The author further states that there was no state involvement in the provision of education. Education was in the hands of the Mission Societies, in particular, the Moravian Mission Society.

This Missionary Society did pioneering work in this field in its mission stations in the Eastern Cape. In Natal also, the first artisan training was for the Blacks in 1864, and for the Coloureds in 1855. It is interesting to note that when the then Government of the Cape introduced, for the first time, Industrial Education for the white youths in 1873, "It was not favoured" (Behr, 1998:138). In deed, Langham Dale, the then Superintendent General of education reported to the Education Commission of 1879 that, "The White farmers did not see why their boys should go into a carpenter's workshop or blacksmith every afternoon , and I have to live that down" (Mminele and Mphahlele, 1997:15). From this information it becomes clear that technical education and training got off on a poor footing in South Africa as was the case with Britain. The perception that this was the type of education associated with the poor and the delinquents was therefore strengthened.

2.3.3.2.. THE SOUTH AFRICAN MISSIONARY SOCIETIES AND THE DEVELOPMENT OF TECHNICAL EDUCATION

According to Behr (1988:11) education was provided in South Africa on only a small scale until well in the second half of the 19th century. In the early part of the 20th century, education for the indigenous population in South Africa was primarily left in the hands of the various missionary societies. Their responsibility was to provide for Africans a vocational and basic literacy education. The Dutch settlers brought with them to the Cape a tradition of religions education. Behr (1988: 11) states that "throughout the Middle Ages, Christendom was undivided, and one church, the

Catholic Church, provided the authorisation framework within which education and other social services developed.” Such education was viewed by the British as the only type appropriate for the Africans (Behr, 1988:11). In reviewing the early period from 1911 to 1922, Osogo concludes that ”... the education provided to the Africans continued to be of a technical nature because the British did not envisage the African rising to a position of equality with the European community, at any time” (Osogo (1971:115).

In this section attention is specifically paid to the role played by the South African Missionary Society in the development of technical education and training in South Africa. Initially, this Society concerned itself mainly with the rehabilitation of slaves (Mminele and Mphahlele,1997:62). It was the social and religious upliftment of its converts that constituted the main of its education. Generally, the author states, the society strove to keep the groups separate in accordance with the church’s and later the government’s policy of segregation. It is in this type of philosophy that we discover the genesis of Apartheid, ‘separate development’ and later Bantu Education (Mminele and mphahlele, 1997:62).

Behr (1988:138) states that the first industrial and vocational schools for Whites were established by the Dutch Reformed Church ‘for the indigent and neglected so-called ‘poor whites’. This also supported the general view that technical education and training was of low status and therefore, unimportant. To add to this view, Malherbe (1977:164) reports that the Department of Prisons established two industrial schools for the destitute and delinquent children in 1911 and that, historically, vocational training was ‘conceived in charity.’ The author further asserts that “early industrial and vocational education was for less intellectually endowed, and aimed at producing workmen in semi-skilled occupation” (Malherbe, 1977:164).

The practice of segregation in the activities of the missionary Society, and their training of Africans in the first established school for trade skills, strengthened the negative connotations that were always associated with technical education and training. It is clear from the above background that during the colonial rule, the state never took any responsibility towards the education for the Africans. This was left in

the hands of the missionary societies, which obviously did not have the necessary resource to deal with this massive responsibility. It should however be realised that even though the state provided education to the White population, the way technical education was introduced in South Africa (to the Whites) strengthened that negative perception about it - the type of education associated with the poor, the working class and delinquents.

2.3.4. MINING AND THE DEVELOPMENT OF TECHNICAL EDUCATION AND TRAINING

The discovery of diamonds in 1867 in the Kimberly district, and gold in 1886 on the Witwatersrand, (now Gauteng Province) led to the influx of people from all over Europe to these parts. Prior to the discovery of diamonds and gold, the labour market in South Africa was uncomplicated (Kruger, 1992:202). Craftsmen were trained for only a few trades. But the discovery of diamonds (1860's) and gold (1880's) drastically changed the structure of the national economy. The floods of new arrivals started the familiar chain reaction: more people, more houses, more markets, more services, improved transport services, secondary industries, and an increasing demand for skilled craftsmen and technicians (Kruger, 1992:202).

The burgeoning mining industry and the resultant expanding network of railways in the latter part of the 19th century, relied for their functioning entirely on engineers and technicians brought from overseas (Behr 1988:138). The reason for importing engineers and technicians from overseas was obviously due to the long period of neglect of technical education by the South African authorities. It was for these reasons that a start was made with the training of mine engineers at the South African College (now University of Cape Town) for theoretical lessons. This was followed by the establishment of the South African School of Mines at Kimberly, which, later in 1903 was transferred to Johannesburg-Transvaal Technical Institution. In 1910 it became part of the several schools of mines and technology (Behr, 1988:138).

Mining also led to very rapid development of technical colleges. According to Kruger (1992:202), the 1907 Education Act in the Transvaal, popularly known as 'Smuts Act', had important clauses regarding technical education. Adamson, director of Education (1905-1924) implemented a system of education which provided for technical, commercial and academic training. Horne was appointed as Inspector of Technical Education in 1908 (Kruger, 1992:202). Under his leadership, the first Trade school was opened in 1909. This type of school, several of which were later established, offered a three - year preparatory course for a specific trade. At the start of 1916, the three - year course was replaced by a two - year course up to standard eight level. These schools were important up to 1939 when they were gradually replaced with technical high schools which offered technical education from standard six to ten.

It was in fact the railways that first felt the demand for trained craftsmen and took the initiative in introducing classes in trade subjects. Unlike industrial education, technical education met a direct demand for specific artisans. It did not arise with the purpose of serving only the poor, or any other group, but to provide services to the community (Kruger, 1992: 202). These classes marked what were later to become technical colleges and later technikons. Even though this can be lauded as a bold initiative towards improving the status of technical education, this was not enough. This initiative could have been accompanied by massive efforts by the authorities in particular, that are aimed at destigmatising this type of education. Unfortunately, this has never been done, and technical education continued to be associated with the poor, the less intelligent and delinquents.

2.3.5. POST-WAR CONDITIONS AND THE DEVELOPMENT OF TECHNICAL EDUCATION

One direct consequence of the First World War (1914-1918) was the stimulation of local industries (Kruger, 1992:203). It is reported that by 1920, it was clear that many youths had problems in their work due to the lack of preliminary trade training. In an attempt to train youths more effectively, Juvenile Boards were appointed in terms of the Juvenile Act of 1921, and the Apprenticeship Act (Act no. 26 of 1922) was promulgated to make a better provision for training of apprentices (Kruger, 1992:203).

The Apprenticeship Act provided for the appointment of apprenticeship committees to co-ordinate and organise the training of apprentices.

Both employers and employees were represented on the Board. Provision for compulsory attendance of technical continuation classes (evening classes) during the period of apprentice was made. "These beginnings, and the commercial and technical training established by other organisations, laid the foundation for a non -university tertiary education for whites" (Behr 1988: 140).

From the 1930's, through the Second World War period, the Great Depression swept through the global economy bringing about similar conditions of hardship in South Africa (Kruger, 1992:202). This intensified the high level of poverty. The government of the day responded by implementing new approaches to planning such as slums clearance initiatives, mass government housing, job reservation for poor whites and the development of rigid and unsustainable "betterment" planning methods in the rural areas (Kruger, 1992:208).

The end of the Second World War (1939-45) introduced a period of intensive and almost revolutionary industrial development with concomitant commercial development. "During the war years, artisans were trained particularly in metal industries, but after the war there was a shortage of men capable of filling responsible posts requiring a high degree technical knowledge and insight" (Kruger 1992: 208). The author further reports that, this shortage was particularly met by selective immigration, but because the shortage was world-wide, numerous leaders had to be recruited from the ranks of artisans.

In the period between 1955 and 1967 close ties between industry, commerce, and professions became a distinctive feature of technical education. After 1957, the world entered the space age (Kruger, 1992:209). The demand for workers capable of planning, producing and of maintaining complex and delicate electronic equipment increased steadily. These challenges prompted government to realise that "the modern worker must not only be thoroughly trained but he must be retrained from time to time to keep pace with rapidly developing technology" (RSA, Department of

Education Training 1984: 1). This report continues to say “education authorities everywhere recognised and accepted that technical education was not simply teaching of manual skill, but that a good, sound general technical education was the foundation on which vocational education could build the most securely and to the greatest height” (RSA, Department of Education and training, 1984:1).

2.3.6. THE APARTHEID EDUCATION AND THE DEVELOPMENT OF TECHNICAL EDUCATION

The view that education is a mechanism for the reproduction of the social order was promoted by the early theories of the Bantu Education. In the development of the Bantu Education policy in the 1950's and 1960's by senior civil servants, intellectuals close to the regime and the National Party, “education was seen as an essential mechanism for the reproduction of specific components of White domination in post-war South Africa, particularly the reproduction of the rigidly segregated occupational structures in which Blacks were virtually excluded from all categories except that of unskilled labourer, and the maintenance of ideologies of White domination” (Unterhalter et al. 1991: 4). This was the main reason why the resources provided by the state for White education have always far exceeded those made available to Bantu Education. The result was the stark inequalities in the entire range of education conditions - school buildings, sports and other recreational facilities, staff-pupil ratio, qualifications of teachers, subjects taught and so on.

It was during this time that the government of the day passed laws that made it possible to create 'Homelands' for the Africans. A number of Technical Institutes (now colleges) for Africans were built by the state, in the early 1980s, in all the Homelands. Such moves could be attributed to Dr Verwoerd, the then Minister of Native Affairs who was notorious for his offensive utterances. During a debate on the Bantu Education Bill in 1954 he said, “When I have control of Native education, I will reform it so that Natives will be taught from childhood to realise that equality with Europeans is not for them...” (Mminele and Mphahlele, 1997:114). The researcher was fortunate to have been involved in some of these Technical Institutes as a

teacher for more than twenty years and wishes to share some experiences in the former Lebowa Homeland with the readers.

- There were White Technical Advisors in all the Homelands who were in charge of technical education for the Blacks in those areas.
- All technical Institutes were headed by White males.
- All senior positions were occupied by the Whites, with the exception of one post, Head of the Department (Hostel and Sports), which was given to a 'good' Black person.
- The Black HOD was responsible for hostel affairs, as the head of the institution was White and could not stay at the college because of the then Group Areas Act.
- The majority of the White staff members including those in management positions were poorly qualified, or not qualified for teaching at all.
- There was no financial support for training nor placement of qualified learners by the college management. One had an impression that technical colleges in historically black areas were created to open working opportunities for the poor Whites.

It should be noted here that while technical education was seen as inferior as compared to general education, the Apartheid government took it seriously and used it to empower the poor White section of the South African population. Technical education for the Whites received serious attention and support from government, with 'jobs reservation' Laws passed to facilitate the absorption of qualified artisans and technicians in the labour market. As such, the development work in technical education that was done by the successive governments from that time until the 1980s, mostly benefited the Whites at the expense of education for other races, and in particular, education for the Africans.

Behr (1998:141) states that, with the promulgation of the Higher Education Act (Act no 23 of 1923), all technical and vocational training was taken over by the Union Education Department. New technical, commercial and apprenticeship schools as well as 'continuation classes' were established at various places. By 1903 these

institutions (some renamed technical colleges) were in operation at several places including Bloemfontein, Pietermaritzburg, Port Elizabeth and Pretoria (Behr, 1998:141). In 1927 the first Indian Technical College was established in Durban. It was not until 1946, with the establishment of M.L Sultan Technical College, that technical education for Indians was put on a sound footing.

Berr (1988: 140) noted that except for classes provided by the Cape Technical College, St Joseph's Trade School in Aliwal North, and part time classes in Kimberly, no other facilities for vocational and technical education for coloured existed before 1960. During this period, "trade training for Blacks was on a limited scale and technical education was non-existent (Behr, 1998:140).

Even though technical education was always looked down upon by children, parents and the authorities alike, the need for technical knowledge and skills to keep pace with change continue to surface. Hence the appointment of numerous investigations into the provision of technical education and training. The most notable Commission was the one which was led by De Villiers. This Commission was appointed to investigate the provision of technical and vocational education in South Africa. (Behr, 1988:141). The commission found a great deal amiss with vocational education (for Whites). The commissions' findings were as follows (Behr, 1988:141):

- Vocational education, which should be a specialised form of education, was given too early to pupils who lacked a sound foundation of general education.
- Little or no correlation between training and the occupational demands of the country, lack of co-operation between industry, labour organisations and educational leaders, and too narrow training.
- The lack of facilities for technical education for coloureds, which if provided, would enable the outstanding workers among them to become recognised skilled craftsmen, foremen and building contractors.

In 1946, only 2000 Black pupils were receiving some form of vocational training, as noted by the De Villiers Commission. The commission attributed the lack of progress

in industrial training for Blacks to “the limited sphere in which the trained Native worker can find an outlet for a practical application of his skills” (Behr,1988:141).

In 1955 the Vocational Education Act (Act No. 70 of 1955) was promulgated. This was aimed at demarcating what type of instructions technical colleges were to give. The central government also wanted to increase control as most technical colleges “had not taken the Afrikaner’s national character and philosophy of life into due account” (Behr 1988: 141). Again, with the coming power of the National Party, the Eislen Commission in 1949 recommended the control of Black education by the State. Missionary schools, with a combination of education and training (including limited vocational training) were converted into State schools and those that resisted had to close. Such developments were supported by legislation supporting labour reservation for Whites and many other well-documented discriminatory laws (Behr, 1988, 141).

The decision to take over control of Black education by the state served a severe blow to the development of technical education for the blacks. Low financial support for the development of Black technical education by the government and lack of employment opportunities in the labour market contributed to a further marginalization of this type of education by the public in general.

2.3.7. THE POST –SOWETO UPRISINGS PERIOD AND THE DEVELOPMENT OF TECHNICAL EDUCATION AND TRAINING

Immediately after the 1976 historic events, the government set up the De Lange Commission to investigate the provision of education for blacks. This report was released in 1981. In its recommendations, the commission stressed the significance of diversifying the curriculum for black institutions so as to include technical and vocational education. It also recommended that there should be general education up to standard seven and that the senior secondary schools programme should be predominantly technical and vocational (HSRC, 1981:106).

It is common knowledge that since the events of the Soweto 'uprisings', the socio-economic and political conditions in South Africa, changed drastically. The socio-economic development challenges of the time seriously called for a review of the provision of technical education for all the population groups.

In recent times, from the middle 80's, some important changes have been made to courses offered of technical colleges in the light of manpower development (Kruger,1992:215). Firstly, courses have been introduced for operators (also known as production workers) in the iron and steel industries. In this way, careers with promotion possibilities and financial advantages were created for employees who have so far had no technical training. Secondly, the National Technical Courses (NTC) syllabi for mathematics, science and technical drawing were considerably extended and recompiled to incorporate essential aspects of NTC 1, 2 and 3 without lowering the academic level of the subjects. Thirdly, in 1980, the NTC 1, 2 and 3 courses (pre-tertiary) were extended to the N4, 5 and 6 levels (tertiary level) to culminate in a National Technical Diploma on the tertiary level (Kruger, 1992:215).

By this time, the importance of, and the need for technical education to address the country's socio-economic problems of the time was strongly felt everywhere. It was for this reason that in 1981, the Technical Colleges Act (No 104 of 1981) was passed. Through this Act, technical institutes were converted into technical colleges. Most historically White colleges were made State-Aided, and fairly self-managing, hence their growth in institutional strength. The Technical Colleges Act of 1981 was accompanied by the new training law of the Department of Manpower, the Manpower Training Act of 1981 (Department of Labour, July 2001:12). This Act established the National Training Boards (NTB), which give advice about training to the Minister of Manpower (Department of Labour, July 2001:12) The Department of Labour further states that, "... for the first ten years most of the members of the NTB were White men" (Department of Labour, July 2001:12).

Today, technical colleges whilst expanding the enrolment of black learners, remain under-utilised and reflect the inequalities and the inefficiencies of the past (Labour HRD Strategy, 1997:77). Whilst they have rapidly increased the number of business,

art and utilities programmes in the past five years, only a few have facilities for strong practical training in engineering capabilities. The rest depend on theoretical studies with limited access to technological facilities linked to apprenticeship. The Department of Labour (July, 2001:11) reports that, more and more people enrolled for the 'N' courses at technical colleges but could not find a company to give them work experience. This was a big waste of time and money”.

Even though there have been positive steps in trying to improve the quality and status of technical education, there seems to be a general reluctance among people to pursue this type of education. The Human Science Research Council (1993:7) reports that “whilst there is a growing need for artisans, technicians and other mid-level skills by the year 2000, only eleven percent white and one percent black children received vocational and technologically oriented learning, as compared to 30% in developing countries like Taiwan (Human Science Research Council, 1993:7). De Lange reports that the percentage of children taking technical and commercial subjects at high schools was 11% for Whites and 0,18% for Blacks (Human Science Research Council,1981:106). This is a good indication that technical education was seen as inferior and therefore was not enjoying the support of both the children and parents alike.

When presenting a paper at a Compendium for First National Conference on Community Colleges, Prof Jairam Reddy, said: “A glaring structural feature of the South African post-secondary system is captured by the term ‘inverted pyramid. The system comprises a substantial university / technikon / colleges sector of some 700 000 students but a technical college sector of less than 200 000 students” (HSRC July 2002). To prove the fact that the authorities also play a leading role in promoting the negative connotations attached to technical education, Reddy further stated that: “The cost per qualifier in South Africa shows great variation for these various sectors, with the FET sector proving to be the most cost effective by far: R95 000 for universities, R68 00 for technikons, R50 000 for colleges of education and R10 000 for technical colleges (HSRC, July 2000:1).

This country needs skilled people now, more than ever before, and technical colleges are well suited to rescue the country more than any other sector. The Authorities need to show strong commitment in promoting technical education and training if they are concerned with high levels of unemployment, poverty and crime.

2.3.8. SUMMARY

In view of the way technical education was introduced in South Africa, a great damage had already been done in the minds of the parents and children with regard to this 'critically' important type of education. Technical education, although quite different from vocation training and industrial training in origin and motivation, took quite some time to establish. As Behr (1988: 139) puts it, "the stigma of inferiority which was associated with the original industrial and vocational schools tended to persist in the minds of parents and students when technical colleges were compared with universities."

In this chapter an attempt was made to relate how technical education was introduced in both Britain and South Africa. In the process, four important issues, which are core to this study, have been highlighted.

Firstly, an attempt was made to specifically pinpoint instances in the history of the development of technical education, in both countries, which have significantly contributed to the development of the stigma of inferiority that has been, and continues to be, associated with this type of education. Secondly, this chapter has highlighted on how the Africans were denied full participation in the education system in South Africa, as compared to their white counterparts. This practice led to the unfair imbalances in the acquisition of knowledge and skills necessary for full participation in the economy of the country. This was much so with regard to technical knowledge and skills.

Thirdly, the importance and indispensability of technical knowledge and skills in economic development in both Britain and South Africa have been alluded to. This was done with special reference to the Industrial Revolution and the post war periods

in both countries. In South Africa, after 1948, Apartheid policies were developed and vigorously implemented. Technical education for the Whites received special attention by the state. In this way the majority of the poor Whites, who, for some reasons, could not go for academic education at universities, were empowered with appropriate technical knowledge and skills. Many opportunities were created for them in both the public and private sectors to apply their skills, and earn a living.

Lastly, the chapter has highlighted to the improvements that were continuously made to technical and vocational education in an attempt to make it more responsive to the socio-economic needs of the times. Unfortunately, these innovations benefited mostly one section of the population, the Whites. Given the current challenges facing the new democratic government a lot of work with regard to new laws, policies, strategies and institution have been developed to address this challenges. Some of these policy interventions will be discussed in the proceeding chapter.

CHAPTER THREE

3. SOCIO-ECONOMIC CHALLENGES FACING THE NEW DEMOCRATIC GOVERNMENT AND THE NEW POLICY INTERVENTIONS

3.1. INTRODUCTION

In this chapter attention is paid to the socio-economic development challenges facing the new democratic government. Also covered in the chapter are the policy interventions initiated by the new government in an attempt to address these challenges. In the same breadth, focus will be put on the potential economic opportunities that are open to the majority of the previously disadvantaged African masses, as a result of the new policy interventions and natural resource endowment of the region. The chapter closes by highlighting the capacity building needs that are required to enable South Africans to face these development challenges and to exploit the opportunities brought about by the new political dispensation.

In view of these challenges, the new government policy interventions and opportunities (real and potential), which are highlighted later in this work, the central question to this study is whether technical colleges have started reorienting their education and training resources to respond to the urgent needs of the country.

The ideal situation would be the one where technical colleges produce qualified learners equipped with knowledge and skills that enable them to meaningfully contribute to collective efforts to meet the urgent needs of the country. The acquired education and training skills should also put them in a favourable position that enables them to seize the opportunities brought about by the process of transformation in order to develop themselves, their communities and the local economies. In this way technical colleges will play a vital role in the processes of addressing some of the country's daunting challenges such as poverty alleviation, job creation and reduction of crime.

3.2. CHALLENGES FACING THE NEW DEMOCRATIC GOVERNMENT

Most of the constraints to development faced by the new government stem from the long period of apartheid with its discriminatory policies and neglect of the majority black population. And rural areas are the most affected. Forced removals led to over population of the 'reserves' (Homelands) and deprivation of basic needs (Rural Development Framework, 1997:11). "Forced removals led to over population of the so-called homelands and deprivation of the basic needs. Structural and legal obstacles were raised to marketing and thereby to production. High population growth put more pressure on family income, social services and natural resources" (Platsky and Walker, 1985:9). In this work more emphasis is put on those challenges that will need technical knowledge and skills to be addressed. To this, the aspects that follow are discussed.

3.2.1. SHORTAGE OF WELL TRAINED AND SKILLED WORKFORCE

Education has an extraordinary potential for generating development, creating sustainable capacity and democratising knowledge (Reddy, 2000:1). The author furthers states that "The distribution of knowledge is even more distorted than is the distribution of income, wealth and power. It is in deed a fact that quiet a big percentage of the majority of the previously disadvantage population groups is illiterate and unskilled. Roughly a third of the country's adult population is functionally illiterate and substantial numbers of the working population are under-skilled or unskilled (Reddy, 2000:1).

When presenting a paper (Challenges facing South Africa beyond 2001) at the first Northern Training Trust Conference on the 27th August 1998, Joe Phaahla, the then Superintendent General of the Department of Education in the Limpopo Province said, "... the biggest challenge facing the new democratic government today, is not the lack of money, the big debt we have to service or the lack of infrastructure in many parts of our country, but rather the poor state of our education and training. This may again sound like a contradiction given that South Africa boast of more universities of high international standard than any other country in Africa. We boast

of highly advanced research in science and technology ... While all these advances are true, it is also true that they are all again, a reflection of our past apartheid. All these world acclaimed institutions of higher learning have, in the past century, been benefiting only 20% of the population. Over and above this, on-the-job training has also, in the last century of industrialisation, been a preserve of the white community under the policy of job reservation”.

While it is clearly evident that the new democratic government in South Africa is in full control of political power, it may not be so with regard to economic power. Political power without economic power is no power at all. It was through mass mobilisation that the ruling party got political power. In order to hold on to power, the government of the day need to mobilise the masses again to gain economic emancipation and power. The approach to development in the new political dispensation is community participation. If South Africa is to be part of the contemporary world and wishes to compete effectively in its economy, the education and training of the broad mass of its citizens is indispensable. If this is not done, national peace and security may be at risk.

Without relevant knowledge and skills, the majority of the people will not be able to participate in the development processes taking place in their communities and the region as a whole. As a result, other socio-economic problems, resulting from lack of skills and proper education, will perpetuate poverty and continue to cause a threat to the national security and peace. It is for this reason that the picture of the extend of poverty in South Africa, and in particular, in the Limpopo Province, be clearly depicted.

3.2.2. POVERTY ERADICATION

Apartheid, as it is often said, created two worlds in one, the ‘white’ first world and ‘black’ third world (African Insight, 2000:45). In urban areas, the policy of segregated settlement led to densely populated townships with concomitant mushrooming squatter settlements and slums. In rural areas, that include the former homelands and large farm areas, there is deep poverty and deprivation.

According to the Rural Development Framework (1997:18) people are much poorer in rural areas than in cities (See Table 1.1, 1.2 and Figure 1).

Table 1:1 Population in different types of settlement in South Africa

Urban:		
With local authority	45%	Total urban 47%
Mainly with hostels	0,7%	
No local authority	0,9%	
Peri-urban		
Informal	3%	Total peri-urban 3,5%
Informal (no local authority)	0,4%	
Rural settlement		
Small towns, no local authority	1%	Total village and settlement 35,5%
Villages and settlements	35%	
Rural squatter camps	0,2%	
Rural hostel areas	0,04	
Agricultural		
Large scale farms	12%	Rural and farms 14%
Tribal areas, excluding village and settlements	3%	

(Source: rural Development Framework, 1997:16)

Recent research undertaken in rural South Africa reveal that poverty is severe in these area as it is in the poorer African countries to the North (RDP, 1995:16). The research findings show that women and female-headed households are particularly disadvantaged. As a result, three quarters of rural children are growing up in households below the poverty line. In this study focus is put on Technical colleges in the Limpopo Province of South Africa, which is one of the provinces that are predominantly rural. To put a clearer picture of the severity of the problem of poverty in rural South Africa, the tables that follow below, tables 1.1, 1.2 and 1.3, are used.

Table 1.1. shows populations in different types of settlement in South Africa. Table 1.2. shows population in different types of settlements in South Africa's provinces, while table 1.3. is showing the distribution of poverty between rural and urban areas in South Africa.

Table 1.2. Populations in different settlement types in South Africa's provinces

	Urban Formal %	Urban Informal %	Villages & small towns %	Rural & farms
Western Cape	78.94	8.65	0.00	12.42
Eastern Cape	31.73	0.86	55.45	12.26
Northern Cape	67.28	6.14	2.62	23.26
Free State	55.76	2.61	11.49	30.14
Kwa Zulu Natal	36.27	1.63	49.14	12.95
North West	38.81	9.37	18.74	33.08
Gauteng	90.78	5.49	0.00	3.73
Mphumalanga	29.56	2.39	46.04	22.02
Limpopo	8.78	0.37	82.24	8.61

(Source: Rural Development Framework, 1997:16)

Table 1.3. Distribution of poverty between rural and urban areas (1993)

	Poverty shares (%) (Where are poor people?)		Poverty rates (%) (What proportion of the population is poor?)	
	poor	Ultra poor	Poor	Ultra poor
Rural	74.6	80.7	73.7	43.5
Urban	15.7	14.1	40.5	5.8
Metropolitan	9.8	5.3	19.7	5.8
All	100.0	100.0	52.8	28.8

(source: Rural Development Frame work ,1997:17)

Notes: The share of poor refers to the percentage of all poor who live in a given area, e.g. 74.6% of the poor in South Africa live in rural areas. The poverty rates refers to the percentage of people in a given area who are poor, e.g. 73.7% of rural population is poor.

According to data in table 1.1, rural settlement including those in agriculture account for 45% of the total South African population. Of the total population of the Limpopo Province, about only 9%, is found in urban settlement and about 90% is found in rural areas. This implies that the Limpopo province is predominantly rural. Data in table 1.3, reveals that 74,6% of the poor and 80,7% of the ultra poor in South Africa live in rural areas, and 73.7% of the people in rural areas are poor while 43.5% of them are ultra poor.

The information from these three tables above, is indicative of the seriousness of the problem of poverty facing the new democratic government. The Rural Development Framework states that the poorest ten percent of South Africans, of whom 77 percent are Africans, living in rural areas is responsible for just one percent of the consumer spending in the country. The highly skewed distribution of incomes in rural South Africa goes hand in hand with highly inequitable levels of literacy, education, health, housing, and lack of access to water and fuel. Rural areas have far fewer services than the towns. All of these factors limit the ability of rural households to improve their standard of living.

3.2.3. HOUSING DELIVERY AND RELATED SERVICES

Most of the constraints to rural development stem from the long period of apartheid with its discrimination and forced removals of the African people from their ancestral lands and the neglect of these people. As Dewar (1996: 29) puts it, "as the settler economics became more diversified, policy shifts reflected attempts to resolve often conflicting settler requirements. On the one hand, there was an economic need for cheap labour reserves in towns and cities. On the other, there was a strong social and political will to prevent a build-up of African people in the urban areas". With the dawn of democracy in South Africa, apartheid discriminatory laws fell apart and left a very bad legacy which the new government inherited. Millions of people were forced to move from their ancestral places and are today claiming their land back under the new Land Redistribution Programme. This implies that new houses will need to be erected and accompanying infrastructure be installed. Closely linked housing delivery is the supply of fresh water and sanitation facilities, electricity, access roads. Some of these services need to be maintained. The building of capacity to carry out these roles will obviously be difficult.

The provision of these services include activities such as needs assessment, planning, budgeting, the appointment of consultants, the adjudication of tenders and awarding contracts, the commissioning of services, the employment of staff for administration operations and maintenance. Given the above scenario, it becomes evident of the extent of the challenges facing the new government in terms of

housing delivery and related infrastructure. The extent of these challenges is exacerbated by the fact that the new government got into power through a promise of 'a better life for all'. The electorate, many of whom suffered under the minority rule for a very long time, expected their living conditions to improve overnight.

3.2.4. JOB CREATION AND FIGHTING OF CRIME

One other big challenge facing the new government was brought about by the prevailing political conditions in the country towards the first democratic elections. This period was characterised by massive waves of serious political violence. This condition led to feelings of insecurity and fear of the unknown future among many South Africans, and in particular, the White section of the population. The majority of these people chose to leave the country. Among these people were super-rich and highly skilled persons. When they left the country, they left with their wealth, their skills, knowledge and experiences this country desperately needs for its reconstruction and development programmes. As many companies closed business, many of their African workers lost their jobs. This led to increasing levels of criminal activities, and an ever increasing atmosphere of insecurity that have a negative impact on the prospects of foreign investments.

Reddy reports that, some of the 35% of the country's population remain unemployed. The author further states that despite modest growth of the country's economy, it has shed some 500 00 jobs during the last five years (African Insight, 2000:1). The Report of the National Committee on Further Education and Training (1997:2) reveals that about 2 million 16 – 27 – year – olds have completed nine or more years of schooling, but lack employment or meaningful opportunities to improve their knowledge and qualifications. The scale and complexity of the problem become greater when seen in the light of the National Youth Policy determined by the National Youth Commission, which addresses young people aged 14- 35. Many are at risk of being permanently unemployed and forced to eke out a living on the margins of society (Education White Paper 4, 1998). The report of the National Committee on Further Education and Training (1998) warns that, in future, youth unemployment is likely to grow. The report further state that at present, more than

300 00 students obtain a standard ten certificate every year and by 2005 the number will increase to 800 000 and compound the high rate of unemployment.

The information above brings to the fore a picture of the environment in which the new democratic government had to operate: ever increasing levels of unemployment, and low levels of technically knowledgeable and skilled African people. To add to these challenges, the new democratic South Africa became a centre of attraction for people from different parts of the world, who came with the hope of better socio-economic conditions. The majority of these people are from poor and war-torn African countries.

One may be right to suggest that the new South Africa is facing a similar situation to that once faced by Britain during the Industrial Revolution and again by South Africa in the post war period. When realising the challenges facing Britain during that period, Gordon (1991: 18) noted that "England was to find herself as ill-equipped, in terms of many types of vocational training and education to face peace, as she had been to face the war". Today, given these myriad of challenges facing the new government, and its short-comings in its ability to deal effectively with them, one may be tempted to say, South Africa finds herself as ill-equipped in terms of many types of vocational training , technical skills and experience to face peace and democracy, as she had been to face apartheid.

3.2.5. HEALTH SERVICES AND SOCIAL WELFARE

Poor living conditions are high health risk. Millions of poor South Africans are living in squatter camps and other forms of informal settlements. In order to improve the health of residents in such areas, the government must provide fresh water, systems of refuse removals, waste management training and facilities, recreational open spaces and facilities, health centres and proper sanitation. Over and above the need for facilities for good health, shortage of school buildings is also a thorny issue. The provision of all these needs depend on the availability of funds and human capital, all of which are basically the responsibility of the state.

Another serious health problem is that of Aids endemic. This is one big problem that threatens the stability of the country and the continent's labour market. A lot of resources need to be channelled into Aids awareness campaigns and preventive measures. This is also to a large extent the responsibility of government.

3.3. GOVERNMENT POLICY INTERVENTION

It should be realised that the post-apartheid policy formulation responsible for aspects of the restructuring of social, economic, spatial and local governance administration had one major responsibility - to redress the historic legacy of apartheid in all spheres of human life (African Insight, May 2000:45). It is encouraging to note that the new democratic government has done a great deal in this regard. In voting for a better life for all, the people of South Africa set the government a mandate with three broad and interrelated goals, namely: (1) the establishment of a legitimate government that is democratic and an effective instrument for change, (2) nation building and reconciliation and (3) reconstruction and development (RDP, 1994: 4).

3.3.1. THE RECONSTRUCTION AND DEVELOPMENT PROGRAMME (RDP)

In deed, the most important document was the one released by the ruling party African National Congress (ANC) just after winning the first democratic elections of 1994, which is the Reconstruction and Development Programme (RDP). The RDP is the embodiment of the commitment of Government to eradicate poverty in a rapidly growing economy and in the context of an open, peaceful and democratic society (Rural Development Framework, 1997:19). For this vision to materialise, policies have been orientated towards the provision of basic needs, the development of human resources and a growing economy which is capable of generating sustainable livelihoods in rural as well as urban areas. This vision of the RDP calls for an integrated approach to solving the problem. This approach calls for all the government departments in all the three levels of governance to co-ordinate their plans and strategies (Rural Development Framework, 1997:19). If this is done, then

it would be relatively less difficult to tackle the development problems cost-effectively.

Focussing on all facets of transformation, the RDP is based on six fundamental principles: (RDP, 1994:8)

- An integrated and sustainable programme.
- A people driven process.
- Peace and security for all.
- The eradication of a separate society.
- The linkage of reconstruction, development, growth and redistribution so that the processes will not contradict each other.
- A democratisation process in which society, especially those affected by past injustices, will contribute to change.

In summary the RDP is an integrated programme based on the people that provide peace and security for all and builds the nation, links reconstruction and development and depends on democracy. The RDP provided a base upon which policy on national skills development plans and education and training were developed. The first two principles of the RDP became the basic guiding factors in the new Government's initiatives to develop new strategies of addressing the thorny questions of skills shortages, unemployment, poverty and crime. It was for this reason that the National Training Strategy Initiative Working Group was set up. One of the most outstanding outcomes of the activities of the Working Group was the development of the National Qualifications Framework (NQF) document, that advances an integrated approach to education and training. This is regarded as a catalyst policy framework, ever produced, that has given direction for the Skills Revolution.

3.3.2. THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

According to the South African Qualifications Authority (SAQA) Bulletin (1992: 3) the idea of the National Qualifications Framework for South Africa arose in the ferment of debates, research and policy formulation for education and training in the early

1990s. The idea was mooted in many forums, but it was developed notably in the quadri-partite National Training Strategy Initiative, which involved representatives from labour, business, government and providers of education and training. The working groups of the National Training Strategy Initiative incorporated the thinking of business interests, unions and political think-tanks, the Centre for Education Policy Development (CEPD), and education Non Government Organisations among many other influences (SAQA Bulletin, 1992:3).

Through extended contestations and refinement, agreement was reached on “the concept of transparent national standards, understood as specific description of learning achievements agreed on by all major stakeholders in the particular area of learning” (SAQA Bulletin, 1992:3). The key role of a NQF became apparent when it was officially endorsed in the RDP White Paper (1994). This official endorsement becomes critically important to the aims of this study as it strives to align the principles of the RDP with the objectives of transforming education, training and labour systems of the country. The Inter-ministerial Working Group was established to draft the NQF Bill which was passed into Law as South African Qualifications Authority Act (4 October 1995, Gazette No. 16725). The functions of the NQF are as follows:

Firstly, to oversee the development of the NQF by formulating and publishing policy and criteria for the registration of bodies responsible for establishing educational and training standards, and for accreditation of bodies responsible for monitoring and auditing achievements. Secondly, it oversees the implementation of the NQF by ensuring the registration, accreditation and assignment of functions to the bodies referred to, as well as the registration of national standards and qualifications. It must also take steps to ensure that provisions for accreditation are complied with and that standards and registered qualifications are internationally comparable. Thirdly, to advise the Ministers of Education and Labour. Lastly, to consult with all the affected parties, and to comply with various rights and powers of bodies in terms of the Constitution and Acts of Parliament (Education Information Centre, 1997:7).

The objectives of the NQF as laid out in the Act are to create an integrated national framework for enhancing quality in education and training (Understanding the NQF,

1997:7). Attention is given to the speedy redress of the past discrimination in education, training and employment. Through these objectives, the NQF contributes to the full personal development of each learner and the social and economic development of the nation at large.

The important thing to remember about the NQF is its intention to bring about change. Access, mobility and progressions are key objectives, as is the need transformation. The structure of the NQF is made up of three bands and eight levels (See table 2).

Table 2
THE STRUCTURE OF THE NQF

NQF	BAND	Types of qualifications	Locations of Learning for units and qualifications			
8	Higher Education and training	Doctorates Further Research Degrees	Tertiary \ Research \ professional institutions			
7		Higher Degrees professional Qualifications	Tertiary \ Research \ Professional institutions			
6		First Degrees Higher Diplomas	Universities \ Technikons \ Colleges \ Private \ Professional institutions \ Workplaces, etc			
5		Diplomas, Occupational certificates	Universities \ Technikons \ Colleges \ Private \ professional Institutions \ Workplace, etc			
FURTHER EDUCATION AND TRAINING CERTIFICATE						
4	Further education and Training	School\College\Trades certificates Mix of units from all	Formal high schools\	Technical Community	RDP and Labour market	
3		School \ college \ trade certificates Mix of units from all	Private\ state schools	police Nursing\ Private colleges	schemes\Industry Training boards\Unions\workplace etc	
2		School \ college \ trade certificate Mix of units from all				
GENERAL EDUCATION AND TRAINING CERTIFICATE						
1	General Education and training	Senior Phase	Abet level 4	Formal schools (Urban/Rural/Farm/special)	Occupation/Work –based training/ RDP/ Labour market schemes/ upliftment /community programmes	NGOs/Churches/ Night schools/Abet programmes/ Private providers/ Industry training boards/ Unions/ work place
		Intermediate Phase	Abet level 3			
			Abet level 2			
			Foundation Phase			
		Pre school				

(Source: Understanding the NQF,1997:11)

The National Qualifications Framework (NQF) provides the organising framework for the development of a new integrated education and training system. This serves as a good success indicator of the new Government's commitment to eradication of illiteracy, ignorance, and to equip the majority of South African people with skills that will enable them to participate meaningfully in the processes of change in their communities and the nation as a whole, thereby eradicating poverty and crime.

While it is the responsibility of every employer to take care of the development of their employees, the Departments of Education and Training and the Department of Labour are directly responsible for national education and skills development collectively. The Department of Education and Training takes care of national education and training interests and activities outside workplaces, while the Department of Labour takes care of those of the employed and the unemployed.

Since the official endorsement of the NQF, a lot of progress has been done to make it functional. Both the Departments of Labour and Education are directly responsible for the human resource development in the country and they play intimate and complimentary roles in this regard. It is on the basis of this that government policy interventions of the two departments be looked into.

In a foreword when releasing the Education White Paper 4 (1998:iii), the former Minister of Education, Bengu stressed that "this White Paper, and the White Paper on Higher Education, are the companion strategies of the Skills Development Strategy of the ministry of Labour, all three of which are central features of our national human resource development strategy". The Minister (Education White Paper 4, 1998:iii) further indicated that the White Paper provides 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 of placement, and sharing information on tracer studies of graduates

In his message when releasing the Department of Labour Career Guidance Manual, MY CAREER (1996:2), Pityana, the former Director-General of Labour, indicated the government's commitment to creating opportunities for all people of South Africa and

thereby improve their own quality and standard of life as well as the development prospects of the country. He indicated that the RDP was conceptualised with this in mind. More emphasis was put on the fact that the RDP is not the responsibility of Government alone. To this Pityana said "In order to improve the quality of life of the people, they must become productive and creative. The nation exploit their talents and potential by channelling them to vocations in which they would be used to the optimal..."(My career, 1996:2). It is further stated that "the RDP advocates the culture of learning, training and work to encourage our people to be more productive and responsible. This means that our people must begin to think more positively about learning, training and work" (My Career, 1996:2).

3.3.3. THE DEPARTMENT OF EDUCATION AND TRAINING POLICY INTERVENTIONS

There are many Acts of parliament, policies, frameworks and strategies in the Department of Education and Training, but only few of them, and in particular, those that are closely linked with technical colleges are highlighted.

3.3.3.1. FURTHER EDUCATION AND TRAINING WHITE PAPER 4

The development of the Education White Paper 4 (August 1998) - a programme for the transformation of Further Education and Training by the Education Department is an important milestone. This was later followed by one important piece of legislation, the Further Education and Training Act (1998).

FET is a broad and inclusive concept that is designed to promote integration of education and training, to enhance learner mobility and progression, which are at the heart of the NQF (Education White Paper 4). FET includes learning programmes that will be registered on the NQF from level 2 to 4, and that will correspond with the present grades 10, 11 and 12 in the school system and N1, N2 and N3 in the technical college system. It is anticipated that when fully developed, the new FET system which will offer a wider range of learning options to a diverse range of learners, including school-going people, out of school youths, young adults and the

larger adult population (Education White Paper, 1998 :111). The Education White Paper (1998:111) further states that: "Apart from the sheer scale and complexity of the FET system, its importance stems from the fact that learners are situated at the cross-roads between General Education and Training (GET) and entry to HE and the world of work. FET is seen here as an important allocator of life chances. As such, it provides both initial and second chance opportunities to young people and adults.

A successful FET will, according to the Education White Paper (1998: 6), "provide diversified programmes offering knowledge, skills, attitudes and values South Africans require as individuals and citizens, as life-long learners and as economically productive member of the society. It will provide the vital intermediate to higher-level skills and competencies the country needs to chart its own course in the global competitive world of the 21st century".

The Education White Paper on Further Education and Training (1998) has become an important new policy framework, that covers critical areas such as new institutional governance, and new funding framework. Technical Colleges and other public FET institutions/providers are favoured with these policy documents to facilitate transformation of their education and training. In the White Paper on Education and Training (1995), the ministry takes a view that FET lies at the heart of the integration of the education and training system.

The then Minister of Education, Hon. S.M. Bengu, stressed that: "A well developed FET sector in South Africa has a major contribution to make to the economic growth and development of the country" (White Paper on Further Education and Training 1998:iii). The Minister further noted, "that the FET sector is situated at the intersection of a wide range of government policies that are crucial to the construction of the new South African society, to the requirements of the new information based economy and to the promotion of personal and social development. These include macro-economic, industrial, labour market and human resource development policies underpinning the principles of life long learning, employability and increased productivity" (White Paper on Further Education and Training 1998:iii). This policy document contains aspects on quality assurance,

quality promotion, and assessment; recognition of prior learning (RPL); support services and counselling.

The ministry expresses the desire for FET to be planned and co-ordinated as a comprehensive, interlocking sector, that provides meaningful educational experiences to learners at the post-secondary phase. According to the Education White Paper 4, (1998: 6) the FET constitute, conservatively, for a national investment of public and private funds of over R10 billion annually. Technical Colleges are located in this band, and that is why the researcher is tempted to investigate the level of transformation in the curriculum they offered.

3.3.3.2. THE NATIONAL CURRICULUM FRAMEWORK FOR FET

The NQF provides the framework for the development of new integrated FET curriculum, which will offer a flexible, mix of fundamental, core and elective learning to meet the needs and the requirements of learners, employers and higher education institutions. As a result of this provision, the draft document on National Curriculum framework for FET (May 2000) has been developed.

The National Curriculum Framework for Further Education and Training “is a policy statement that covers learning, teaching, assessment and qualification of all learners in grade 10 to 12 in the school system and N1 to N3 in the technical college system (National Curriculum Framework, 2000:ii). According to the Ministry of the Department of Education and Training, the Framework represents the first policy statement in the country that integrates qualifications in the school and college systems. It replaces Report 550, a policy document for schools, and Report 191, a policy document for technical colleges (National Curriculum Framework, 2000:2).

The purpose of the framework is to act as a guide for further development of programmes and learning materials. It spells out goals and principles of curriculum development within the FET Band. It also provides guidance for organising teaching and learning activities. Finally, it provides the framework within which all evaluation

and assessment of outcomes will be done. (National Curriculum Framework for Further Education and Training, 2000:2).

- This policy framework contains important national curriculum goals which will be documented herein as they form part of the basis for data analysis in this study. It should be remembered that the policy framework for curriculum development is based on the principles that have arisen out of the need for redress, access, equity and quality. The following are the national curriculum goals (National Curriculum Framework for Further Education and Training, 2000: 12).
- To prepare our citizens for the challenges of the 21st century.
- To promote the social, cultural and personal development of the citizenry.
- To understand and appreciate South Africa in the context of the continent and the world.
- To promote understanding and respect for our languages and cultural diversity.
- To improve the quality of education and training.
- To improve learners performance and achievement.

To accomplish the above national goals, there are specific goals that should be achieved. But for the purpose of this study, only two of these specific goals will be mentioned. They are: (i) the development of a curriculum that will offer a flexible combination of fundamental, core and elective learning within the NOF, (ii) that the programmes and curricula for the FET band should be drawn from the twelve organising fields. To facilitate the accomplishment of these national curriculum goals, the ministry of education has committed itself to an outcomes-based approach to curriculum transformation. This move was made of course “due to growing concern about the ineffectiveness, non productivity and wastefulness of the previous education system, which was largely content-based and teaches centred” (National Curriculum Framework for Further Education and Training, 2000: 3).

3.3.4. THE DEPARTMENT OF LABOUR POLICY INTERVENTIONS

There is a remarkable progress in the Department of Labour since the passing of the new South African qualification Authority Act (4 October 1995) with regard to the development of new Skills Development policies, frameworks and regulations. Some of these catalyst documents will be considered.

3.3.4.1. THE SKILLS DEVELOPMENT ACT OF 1998

Some important contributions and efforts by the Department of Labour will include the passing of the National Skills Development Act of 1998, through which the National Skills Authority and the Skills Levies Act (1999) were established. The Skills Development Act (1998) and its partner - legislation, the Skills levies Act (1999), are government's answer to the challenge to meet the skilled labour needs of an economy wanting to expand. Achieving this should be seen as a joint venture between the government, the Sector Education and Training Authorities (SETA's) and industry (Sowetan, 15 March 2002:9).

The aim of the Skills Development Act (1998) is to improve the working skills of South Africans so that the economy can grow and all South Africans can live a better life (National Skills Authority, July, 2001:25). While SAQA Act (1995) is about the quality of learning, the Skills Development Act (1998) is about the relevance of that learning to existing jobs and new jobs, and to the country's economic and employment growth and social development (National Skills Authority, 2001:25).

Progress in the implementation of the skill development policies is well at advanced stages. In April 1999, the National Skills Authority was established. On 20 March 2000, 75 Sector Education and Training Authorities (SETA'S) came into being (National Skills Authority, 2000:5). From 1 April 2000 a pay roll levy was introduced to fund the new skills development framework and to provide grants to encourage employers to invest in training and the development of their staff.

The National Skills Authority (1999) proposes the following mission statement to encapsulate the goals of the National Skills Strategy : “To equip South Africans with the skills to succeed in the global market and to offer opportunities to individuals and communities for self-advancement to enable them to play a productive role in society” (National skills Authority, 2000: 5). In March 2002 the Department of Labour announced that R1, 6 billion, already paid into the Sector Education and Training Authority accounts by the South African Revenue Services up to 31 March 2002 had not been spent. The department also estimated that the figure of untouched levy increase may have grown to R3, 2 billion by the end of March 2002. The blame for this unspent Skills Development Levy may partly be put on the door steps of learning institutions, including technical colleges.

The grants deriving from the skills levy are specifically “to assist unemployed people and communities to which they belong to become economically active and enjoy rising standard of living. They are also to provide those who previously suffered from discrimination with special help to enter the labour market. These grants are also there to encourage employers to do more training - not just training but to enhance productivity and competitiveness” (Sowetan, 15 March 2002: 9).

The two pieces of legislation introduced new institutions, programmes and funding policies designed to increase investment in skills development for enhancing quality in education and training. Attention is given to the speedy redress of the past discrimination in education, training and employment. Through these objectives, the NQF contributes to the full personal development of each learner and the social and economic development of the nation at large (National Skills Authority, 2000:5).

Technical colleges are better positioned among other education and training providers to benefit from the legislative efforts of the Department of Labour. This is so when considering the question of learnerships and the Skills Development Fund, which call for closer links between technical colleges, industries and the Department of Labour.

3.3.5. THE LAND AFFAIRS AND LOCAL GOVERNMENT POLICY INTERVENTION

To facilitate the realisation of the government vision as stated in the RDP principles, another important piece of legislation has been developed. This is the Development Facilitation Act (DFA), no. 67 of 1995, formulated by the Department of Land Affairs. This legislation is aimed at guiding planning and reconstructing the legacy of apartheid planning. The principles of the DFA may conveniently be grouped into five categories (African Insight, May 2000: 46):

- Restructuring of spatial environment aimed at correcting the racial settlement pattern.
- General city-building principles that encourage the emergence of compact cities to prevent further urban sprawl and encourage mixed land use and integrated land development.
- Promoting the creation of sustainable cities.
- Promote transparent stakeholder involvement.
- Capacity building which would involve active public participation.

It would be important to also mention two of the most important strategies that are developed to facilitate the realisation of the vision of the new Government as contained in the RDP document (RDP, 1994: 8). These are the Urban Development Framework (UDF) of 1997, by the Department of Housing, and the Rural Development Framework (RDF) of 1997, by the Department of Land Affairs. With regard to the UDF, the aim of development framework is "to promote a consistent urban development policy approach for effective urban reconstruction and development, to guide development policies, strategies and action of all stakeholders in the urban development process and to steer them towards the achievement of collective vision" (African Insight May 2000: 49). The department anticipates that the aims of the UDF will be achieved by 2020, through four key programmes: integrating the city, improving housing and infrastructure, promoting urban economic development and creating institutions for delivery.

As indicated before, the Department of Land Affairs developed the Rural Development Framework (1997), the aims of which are to achieve a rapid and sustainable reduction in absolute rural poverty. "In building local economic development and rural livelihoods, job creation programmes for rural areas must tackle employment generation through the promotion of as wide a range of activities as possible" (Rural Development Framework 1997: 9). The wider the range of jobs and activities, the higher the demand for services locally, the more local markets will grow, and the more money will circulate in rural areas.

Local economic development can therefore be achieved by building on and utilising the local natural resource base and the opportunities provided by actual and potential trade links within the area. Technical Colleges can play a vital role in meeting the human resource needs of their localities if their curriculum is transformed to be an effective tool to alleviate poverty.

One other important piece of legislation is the Local Government Transition Act (LGTA) of 1993, which gave rise to the White Paper on Local Government (1998). Recognising that millions of people are living in abject poverty with poor services, the government has identified Developmental Local Government as a vehicle that municipalities need to use in order to find sustainable ways in which community needs can be met and their quality of life improved. The key objectives of the Developmental Local Government are provision of household infrastructure and services, creation of liveable, integrated cities, towns and rural areas, local economic development and community empowerment. The White Paper on Local Government (1998: 17) argues that, to meet these needs and achieve economic growth, municipalities will need a clear vision for local economic development and to work in partnership with local business and community stakeholders to maximise job creation and investments

The policy interventions by both the Departments of Land and Local Government are the expression of the new government's commitment to eradicating poverty. The policies provide a landscape for activities that the new government plans to engage in and the strategies to be employed in order to create jobs, reduce unemployment,

poverty and eradicate crime. Technical colleges may use this enabling landscape in their localities to develop their curriculum that will respond to the local and national development needs.

3.3.6. THE NEW GOVERNMENT POLICY INTERVENTION AND OPENING OF OPPORTUNITIES

Whilst the new democratic government has developed these new policy guidelines for the transformation of the society and its activities, on the one side, it has created and opened opportunities for the majority of the previously disadvantaged groups, on the other, to actively and meaningfully participate in the processes of providing a better life for all. Over and above these, new laws, policies and strategies that are developed to facilitate and guide transformation, there are other Acts of parliament that are specifically aimed at specific sections of the previously disadvantaged people, for example, women youth and disabled, to facilitate their active and meaningful participation in the socio- economic activities of the country.

The following are some of such policies: Affirmative Action, new Procurement Rules and Regulations, with special reference to the tender system and the Preferential Procurement policy (1999). When presenting the budget in Parliament on the 5th March 2002, the Limpopo Province (then Northern Province) finance MEC, Thaba Mufamadi, allocated R1,4 billion of his R17,6 billion for capital projects, half of this to small, medium and micro enterprises and to the previously disadvantaged as dictated to by the Preferential Procurement Act. These are some of the opportunities that will need relevant knowledge and skills for the majority of the South African people to be able to gain from them. And Technical colleges are well placed to develop new programmes to meet the training needs of these people.

Besides new policy interventions and economic opportunities accruing from them, there are other opportunities resulting from the natural resource endowment of particular geographic regions. The Limpopo Province, which is the area under this study, has comparative advantages in the fields of mining, agriculture and tourism. Speaking in the donor conference in the province, the Limpopo Province Premier,

Ngoako Ramathodi, said that “the Northern Province is the world’s richest deposits of the platinum group of minerals as well as vast resources of iron, copper, base minerals and diamonds” (Great North News, April 2001:5). In the field of agriculture, the province is said to be the biggest producer of tomatoes, citrus and subtropical fruit, and the emphasis for this sector is agro-processing and the development of down stream industries (Great North News, April 2001:5)).

The opportunities that are highlighted in this work may not be open equally to everyone around. It is only those members of the society with the necessary knowledge and skills that will benefit more from these opportunities that are brought about by change. It should therefore be the responsibility of technical colleges to re-orientate their education and training resources in order to produce qualified learners able to respond positively to the current socio-economic challenges facing the new government and seize the opportunities open to nation.

3.3.7 THE NEW GOVERNMENT POLICY INTERVENTION AND CAPACITY BUILDING NEEDS

The RDP is the embodiment of the commitment of the new South African Government to eradicate poverty in a rapidly growing economy and in the context of an open, peaceful and democratic society (Rural Development Framework, 1997:19). To facilitate this, the Developmental Local Government have been put in place. But for the new government to realise the vision as contained in the RDP document, (RDP, 1994:4), the majority of the people, and specifically, the previously disadvantaged groups will have to be equipped with knowledge and skills equalling the challenges of the day.

To illustrate the technical knowledge and skills needs for a building project, say a health centre costed at R1,5 million, the services of the following technical professionals and trade persons will be needed: Architectures, Engineers (civil, structural electrical and mechanical), contractor, site supervisor, excavators, concreters, bricklayers, carpenters, roofers, joiners, plasterers, drain layers, painters, glaziers, electricians, internal workers, contract manager and clerk of works. For

such a project to be successfully completed in time, it will depend on the quality of leadership, management of the project and the level of appropriate technical skills, knowledge and experience of the trades people involved. To be able to co-ordinate the activities of so many trade persons within a given time frame will depend further on proper planning, good management, proper control, discipline, motivation and good communication skills. The above areas constitute the core business of technical colleges in the fields of Engineering and Business/Commercial studies.

With regard to the above cited example of a building project, the ideal situation would be where more than 90 per-cent of human resource is derived from the surrounding neighbourhoods. In this way, taking into account the possibility of local supplies of materials, money that accrues from this project will circulate in the neighbourhood. This can be facilitated through wages, and payments for material supplies and go a long way in alleviating poverty, reducing crime and improving the quality of life of the surrounding communities.

The real situation in most of the communities where many of these development projects are implemented is far from ideal. It is a fact that except in labour intensive sections of the projects, which usually pay less, one would find the locals in great numbers. But most of the strategic good paying positions and duties in the project are usually manned by people, other than the locals. The reason may not be far fetched. South Africa is still battling with acute skills shortages - a costly hang-over of apartheid days and the stigma of inferiority that is attached to technical education

As a result of this, development projects that are implemented in various communities and villages create job opportunities to the local people who lack the necessary technical knowledge, skills and experience to exploit them. In such a case, outsiders who have the required knowledge, skills and experiences come in and do the job. And much of the monetary benefits end up in their pockets, but never spend much of this money locally, a development that negates the principles of the RDP. This picture may serve as an important pointer that a lot of work is still to be done by institutions responsible for country's human resource development, including technical colleges.

The Rural Development Framework (1997:61) state that, to take charge of their own areas, rural people need:

- appropriate basic education, for children and adults;
- access to National Qualification Framework that will allow individuals to build on earlier education and acquired skills and facilitate life-long learning;
- training for organisation, decision-making and for involvement in local government and other community organisations;
- skills in planning, managing, monitoring and evaluating projects;
- information for effective decision-making;
- discretionary funds, on the basis of which to plan and organise;
- facilitation and mediation skills;
- technical or entrepreneurial skills;
- technical and entrepreneurial training in agriculture and income earning activities;
- knowledge of appropriate technologies;
- financial and other support services;
- information on the rights under the Constitution and Bill of Rights and access to legal assistance;
- information on the conservation of the environment ;
- a transparent bureaucracy, accessible in their own language.

Technical colleges may consider using these capacity building needs to complement other resources they use in their respective curriculum development processes.

3.3.8. SUMMARY

The election of a new government set South Africa on path of renewal and transformation (RDP, 1994:5). Faced with a massive legacy of apartheid in all spheres of life, the new democratic government adopted an integrated approach to the processes of renewal, transformation and development. As such, all the government departments have developed new policies that are complementary to

one another, a factor that augurs well for and facilitates implementation of the new policies. The main question in the study is, to what extent do technical colleges make use of these new policies, laws and strategies to effect the required changes in their respective environments in order to respond positively to the development challenges facing the country?

It has already been indicated in this work that the RDP is the embodiment of the commitment of the new government to the eradication of poverty in a rapidly growing economy and in the context of open, peaceful and democratic society (RDP,1994:19). To realise this vision would mean that the new neighbourhoods that are created should espouse these ideals. The new infrastructure development programmes that are currently being implemented across the country, constitute a package of related services such as the provision of water and sanitation, electricity, access roads, telecommunication and maintenance thereof. To meet these requirements would depend to a considerable extent on availability of technically knowledgeable, skilled and experienced persons. This would include technical knowledge and skills in civil, electrical and mechanical engineering accompanied by communication and management skills.

From the above information, it is hoped that a better picture has been painted to appreciate the challenges facing this new democratic country, the new policy interventions aimed at addressing these challenges and the concomitant opportunities brought about by these policy interventions. The role that technical colleges are to play as public providers of technical knowledge, skills and experiences needed for the reconstruction and development programmes, has also be illustrated.

Any learning institution worth its salt must have a vision and mission statements that support and compliment the national and regional policy objectives. The vision and mission statements are expression of values, ethos and culture of the institution and give direction to where the institution is moving to, and how. Complementary to these statements, learning institutions plan their curriculum as a vehicle through which they will realise their stated vision. In the proceeding chapter, an investigation will be

done on the efforts done by targeted technical colleges to transform their curriculum in line with the laws, policies and strategies of the Department of Education and Training.

CHAPTER FOUR

4. PRESENTATION OF COLLECTED DATA

4.1. INTRODUCTION

The aims and objectives of this study are well documented in the first chapter. To be able to achieve them, as much information as possible on the topic of the study needed to be collected. In the other previous chapters of this work much information from literature has been given about technical education - its origins and development in time and space. In this chapter, data that had been collected from respondents will be presented.

Questionnaires were used as a method of collecting data from the respondents. As indicated before, the historically Black technical colleges in the Limpopo Province were identified as units of analysis in this study. Using purposive sampling method, the following technical colleges were sampled: Make Technical, Sir Val Duncan Technical and Northern Province Community . Surveys were conducted at these colleges, using questionnaires as the main instrument of data collection. The questionnaire was structured in such a way that it covered those sections of the college community regarded in this study as central stake-holders in college curriculum development processes. The following were targeted as survey respondents in this study : the rectors, heads of departments (both theoretical and practical sections), the teaching staff and the Students Representative Councils (SRC) (see appendix 1).

The questions in the questionnaires were selected in such a manner that would enable the researcher to get as much information as possible on the colleges activities relating to the transformation of their respective curriculum.

4.2. THE NATURE OF QUESTIONS PUT TO SURVEY RESPONDENTS

4.2.1. RECTORS OF COLLEGES

The questions that were raised with rectors of colleges relate to the following aspects

- The fields of study their respective colleges cover.
- Planning of curriculum at college level.
- Curriculum review processes.
- Knowledge of new education policies.
- The relationships and linkages of their respective colleges with like institutions, local industries, government departments, the SETAs etc, that share common vision.
- Their awareness of the economic development potential of the province in various areas.

4.2.2. THE HEADS OF THE THEORETICAL SECTION

The questions raised with this group of respondents relate to the following :

- College curriculum planning and review processes.
- The impact of the curriculum on qualified learners.
- Financial assistance to deserving learners.
- Sources of funds for curriculum development.

4.2.3. THE HEADS OF THE SKILLS TRAINING SECTION

This group of respondents were asked question relating to the following curricula issues :

- The relationship between theory teaching and technical skills development at colleges.
- The quality of the skills training workshops.

- Assessment, evaluation and certification of learners in workshop practices.
- The relationships between the colleges, governments, local industries, business and communities.

4.2.4. THE TEACHING STAFF

The teaching staff had to respond to questions that relate to :

- The admission requirements.
- Course enrichment programmes.
- Knowledge and understanding of new education and labour policies.
- Their involvement in the college curriculum development and review processes.

4.2.5. THE LEARNERS

The questions that learners had to respond to relate to the following :

- College provision of career and vocational guidance services
- Opportunities to enjoy financial assistance by deserving learners from the colleges.
- Opportunities to engage in sports and cultural activities.
- Opportunities to take part in the college management structures - dealing with curriculum and other educational matters.
- The college interaction with business and industries that are engaged in economic activities and processes that relate to the colleges training activities.
- Existence of programmes at the colleges that are designed to assist completing learners to get jobs or to be self-employed.
- Questionnaires were prepared and sent to the colleges under study by fax and hand. Discussions were held telephonically with the rectors of the colleges under study, or their representatives. The rectors were requested to assist in administering the questionnaires at their respective colleges. They were also

requested to play a liaison role between their respective colleges and the office of the researcher in case the need arose. The administration of questionnaires at all the colleges under study went exceptionally well. The completed questionnaires were all hand delivered to the researchers's office by respective college representatives.

4.3. THE PRESENTATION OF DATA

Data collected from various colleges under study is presented for each college, following the order as adopted in the questionnaires. Thus, data collected from the colleges is presented as follows:

4.3.1. MAAKE TECHNICAL COLLEGE

4.3.1.1. THE RECTOR

The Rector of Maake Technical College has responded to all the questions in the questionnaires. In the response, the following information was gathered:

- The college offers lessons in the engineering and commercial fields of study. The last time the college did its curriculum review was more than five years back.
- During the time when the college was engaged in its curriculum review process, there were no changes to the college curriculum.
- The reason given for the failure to come up with any change to the college curriculum was that the college relied and still rely on the provincial Department of Education for directives, which are never given.
- The college is said to be having a working relationship with communities, business and learning institutions.
- The rector agreed that the majority of learners at Maake Technical College were slow learners who could not make it in a school system, many of whom have attempted grade 12. In order to address this problem of failing to attract

learners of all categories, "Our intake is often for all who have passed std 10", the rector indicated.

- According to the rector, the college is much aware of the economic development potential of the Province in areas such as mining, agriculture and eco-tourism.
- On the question of what the college is doing to position itself in line with these economic advantages in the province, the rector was not specific in his response.

4.3.1.2. THE HEAD OF THE THEORETICAL SECTION

Hereunder follows the data gathered from the Head of the theoretical section:

- Maake Technical College curriculum review is done every year.
- The college management is the one that is responsible for this task (curriculum review).
- The role that the provincial Department of Education is playing with regard to Maake Technical College curriculum review is that of a facilitator.
- The provincial Department of Education facilitates the organisation of meetings, workshops, seminars etc, where information with regard to curriculum is disseminated, shared and exchanged.
- When there are proposed changes to the curriculum by the college, the college council must first give the approval before implementation.
- The college never experienced any delay in having any change to the curriculum approved, as the college council is readily available.
- The college is able to check the impact of these changes on the quality, employability and further learning opportunities of the qualified learners.
- The impact of these new changes to the curriculum can be done "through results", the Head of the Theoretical Section said.
- The college does not offer any financial assistance to any learner.

4.3.1.3. THE HEAD OF THE SKILLS TRAINING SECTION

The following is the data collected from the Head of the Skills Training Section:

- The college offers practical lessons to all learners doing theoretical trade subjects.
- The main problem with their workshops is that they are not well equipped with the necessary tools and machinery.
- The other set back is that the workshops are not accredited.
- The college is responsible for workshop practice examination, and awards the college certificates to successful learners.
- The Head of the Skills Training Section thinks that it is not advisable for colleges to admit learners in theoretical trade subjects, when there are no practice workshops for those subjects, or when there is no other places to assist such learners with relevant skills training.
- The college sometimes admits learners in the theory sections where there are no training facilities for such subjects.
- The reason given is that the college can only offer services that it can.
- **4.3.1.4. THE TEACHING STAFF**

The teaching staff provided the following data:

- The minimum admission requirement for entry level (N1) is National Certificate (NC).
- The teaching staff agreed that there is a programme in place at the college aimed at assisting learners who wish to pursue higher education.
- The college is said to be providing language lessons to interested learners. The college is also said to be offering entrepreneurial lessons, but not to all the learners.
- The staff members indicated that they are aware of the following new policies released by the Departments of Education and Labour:

- Education White Paper 4: A programme for the transformation of FET (1998),
 - National curriculum Framework for Further Education and Training (2000),
 - Skills Development Act (1998),
 - Skills Development Levies Act (1999),
 - Further Education and Training Act (1998),
 - National Strategy for Further Education and Training 1999-2001 (1999).
- They have had sufficient time to discuss and try to understand what the respective policies mean to the college.
 - The college had tried to review the curriculum in view of these newly released policies.
 - The staff members think however that the curriculum that the college is offering is not good enough to equip their learners with the relevant knowledge and skills that will enable them to face the challenges and to exploit the opportunities brought about by political change.
 - To address the above short coming, the staff members feel that more staff and educators should be trained and employed.

4.3.1.5. THE LEARNERS

The learners at Maake Technical College provided the following data:

- The college does not provide career and vocational guidance services. Learners do not enjoy any financial assistance from the college.
- The college provides opportunities and proper facilities for cultural and sports activities the learners.
- They are provided opportunities to take part in the college management structures that deal with college educational matters, like the college curriculum review.
- They never had opportunities to visit places of work (industries) that are related to what the learners do at the college.
- They also do not have any programme at the college that is designed to assist the qualifying learners to get jobs of or be self-employed.

4.3.2. NORTHERN PROVINCE COMMUNITY COLLEGE

4.3.2.1. THE RECTOR

The following is data collected from the college rector:

- The college is offering lessons in the Engineering field of studies only.
- The last time the college has done a review of its curriculum is reported to be last year (2001).
- During the time of reviewing the college curriculum, the college was able to come up with some changes to the curriculum offered.
- The National Ministry of education was the one that provided guidance to the college when curriculum review was done.
- During the time when the college was doing its curriculum review, they were able to come up with some changes.
- Some of the examples, cited by the rector, of the curriculum change that were brought about in process of reviewing the college curriculum are “FET curriculum e.g. learnerships and technical programmes”, the Rector stated. The college is reported to be having some good working relationships with the surrounding communities, business and other institutions.
- The nature of this relationship, as stated above, was explained by the rector to be related to ‘partnerships and sharing of community projects’.
- The college also has a working relationship with other government departments. The following government departments were cited as those with which the college enjoys healthy working relationship: health, public works, and education.
- The nature of the relationship between the college and these government departments is ‘partnership’, as the rector indicated.
- NPCC rector does not agree with the general perception that the majority of learners at technical colleges are slow learners who could not make it in a school system.
- The rector indicated that this does not apply at NPCC.

- The rector has indicated that he is aware of the economic development potential of the province in areas such as mining, agriculture and tourism. Given this awareness, the rector indicated that the college is currently in the process of restructuring its curriculum to position itself in line with these opportunities.

4.3.2.2. THE HEAD OF THE THEORETICAL SECTION

The Head of the Theoretical Section provided the following data

- The response of the Head of the Theoretical Section to the question of 'how often does your college do curriculum review', was that "Learnerships require a total review of curriculum".
- The Provincial Department of Education is responsible for reviewing and changing the college curriculum.
- The role that the Provincial Department of Education plays in the process of reviewing the college curriculum is that of organising workshops and seminars, at which information on the curriculum and other educational matters is shared and exchanged.
- The National Education Department is the one that is responsible for approving any proposed changes to the college curriculum.
- The college does not have any mechanism of checking the impact of the college curriculum on quality, employability and further learning opportunities of the qualified learners.
- The college is able to assist deserving learners financially.
- The source of this fund is reported to be donors.
- This money is sufficient enough to assist all the deserving learners at the college.
- The money that can be given to a deserving learner is the amount that can cover part of the college fees.

4.3.2.3. THE HEAD OF THE SKILLS TRAINING SECTION

The following is the data collected from the Head of the Skills Training Section:

- The college is able to offer practical lessons to all learners who have registered for the theory subjects.
- The college workshops are not well equipped with the required tools and machinery.
- The college workshops are also reported to be not accredited.
- The college is the one that is responsible for workshop practice examinations, issuing practical examination certificates to qualified learners.
- In cases where the college registers learners in trade subjects that do not have the corresponding workshop practice at the college, other arrangements are made to close the gap.
- Arrangements were made between the college and employers in the relevant fields of work.
- The Head of the Theoretical Section thinks that it is not a problem if the college admits learners in theoretical trade subjects when there were no practice workshop for such subjects.
- The college does admit learners and offer them only theoretical classes where there were no corresponding practice workshops.
- This, the Head of the Theoretical Section stated, is done because it has always been the normal college practice.

4.3.2.4 THE TEACHING STAFF

- The teaching staff did not indicate what the minimum admission requirement at entry level (N1) is.
- There is no provision at the college to assist learners with language lessons. There is also no programme in place to assist learners who wish to pursue higher education.
- The college offers entrepreneurial lessons to some learners in certain classes.

- The teaching staff are not aware of the following new policies released by both the Department of Education and the Department of Labour :
 - Education White Paper 4: A programme for the transformation of FET (1998),
 - National curriculum Framework for Further Education and Training. (2000),
 - Skills Development Act (1998),
 - Skills Development Levies Act (1999),
 - Further Education and Training Act (1998),
 - National Strategy for Further Education and Training 1999 –2001 (1999).

- The teaching staff also indicated that they never had any time at the college to discuss any of the above-mentioned pieces of legislation.
- As a result of lack of knowledge of the new policies as indicated above, the teaching staff indicated that the college never tried to review the curriculum the college offers
- They, however, are of the opinion that the curriculum that the college offers is good enough to equip the learners with relevant knowledge and skills needed to face the challenges and to exploit the opportunities brought about by political change.

4.3.2.5. THE LEARNERS

The data gathered from the learners is as follows:

- The Learners do not enjoy any financial assistance from the college for their studies.
- They also do not enjoy any career and vocational guidance services as the college does not provide them.
- The college offers very little opportunities for cultural and sports activities, as the facilities for these activities are also poor.
- The learners also feel that the college does not provide them with opportunities to take part in management structures dealing with college educational matters, including curriculum review processes.

- They however, agree that they sometimes have opportunities to visit places of work that are related to their different fields of study.
- The college does not have in place any programme aimed at assisting completing learners in finding jobs, or in creating opportunities for self-employment.

4.3.3. SIR VAL DUNCAN TECHNICAL COLLEGE

Data collected from Sir Val Duncan Technical College is presented hereunder.

4.3.3.1. THE RECTOR

The rector provided the following information:

- The college offers lessons in the engineering, commercial and utility fields of study.
- The college has a programme of reviewing the curriculum every year.
- In the last time when the college was doing its curriculum review, it was able to come up with some changes to the curriculum offered.
- In the process of doing the college curriculum review, the college was able to introduce Agriculture and Food Services, whilst phasing out Human Resource Management, Financial and Management Assistant to the curriculum.
- This was done after fruitful discussions with their sister college, Phalaborwa Technical, in their collective strategic planning meetings.
- The college is having working relationships with the surrounding communities, business/industries and other learning institutions.
- A good example of this working relationship was given of the college partnership with Foskor Mining Company in ABET Programmes. The college is also having a working relationship with other government departments.
- A similar relationship to that of Foskor does also exist between the college and the provincial Department of Public Works.
- The Public Works Department sends their qualifying workers to the college, and make financial arrangement with the college for those learners.

- The rector does not agree with the general perception that the majority of learners at the technical colleges are slow learners who could not make it in a school system, and this is not the case with the college.
- The reason for not agreeing with the above general perception was that learners at the college are required to do Mathematics, Science and Drawing in 10 weeks time, and they usually succeed in their examinations.
- The rector further indicated that if the majority were slow learners, they would need more time to do the same work before they could pass their examinations.
- The rector indicated awareness of the economic development potential of the province in areas such as mining, agriculture and tourism. The college is reported to be undergoing a restructuring process to position itself in line with the potential of the province in the above-mentioned areas.

4.3.3.2. THE HEAD OF THE THEORETICAL SECTION

Data collected from the Head of the Theoretical section is presented hereunder.

- The college does review its curriculum every year.
- This task is the responsibility of the college management.
- The provincial Department of Education plays a role in this process (curriculum review) by organising workshops, seminars and meetings to discuss, share and disseminate information relating to, among others, curriculum issues.
- The provincial Department of Education can also order the college what to offer.
- The college council is said to be the body that gives approval when there are proposals on college curriculum changes.
- It may take up to about three months for the proposed changes to the college curriculum to be approved.
- The college has in place mechanisms to check the impact of the new changes to the college curriculum on the quality, employability and further learning opportunities of the qualifying learners.
- This is done through tracer services in place at the college.

- The college is offering financial assistance to the deserving learners.
- The source of the funds for this purpose is mainly outside donors.
- The money raised for assisting learners at the college is very little and, therefore, can not cover the needs of all the deserving learners.
- It is only about a quarter of the deserving learners that can be assisted from this fund.
- Even then, the amount that can be given to any deserving learner from the fund can only cover college fees.

4.3.3.3. THE HOD OF THE SKILLS TRAINING SECTION

The following is data collected from the Head of the Skills Training section:

- The college offers practical lessons in all the theoretical trade subjects they offer.
- The college said to be having well equipped workshops with the required tools and machinery.
- The workshops are not accredited.
- The college is responsible for workshop practice examinations and certification.
- In cases where the college has to admit learners in areas where there would be no practice training, the college assists such learners by negotiating with companies for practical training.
- With regard to the question of colleges admitting learners in theoretical trade subjects where the college does not have workshops for such trades, the Head of Skills Training section indicated that he saw no problem as long as the college and/or the learner makes arrangement with the relevant places of work for practical work.

4.3.3.4. THE TEACHING STAFF

The teaching staff provided the following data:

- The minimum academic requirement at entry level (N1) is grade 9, with maths and science.
- Learners with higher grades, but without maths and science are also admitted at entry level.
- The college is said to be having a programme in place to assist learners who wish to pursue higher education at universities or/and technikons.
- The college does not offer any language lessons to learners who need them. The college does offer entrepreneurial lessons to some of the learners doing business studies.
- This group of respondents indicated that they are aware of the following new policies released by the Departments of Education and Labour :
 - Education White Paper 4: A programme for the transformation of FET (1998),
 - National curriculum Framework for Further Education and Training (2000),
 - Skills Development Act (1998),
 - Skills Development Levies Act (1999),
 - Further Education and Training Act (1998),
 - National Strategy for Further Education and Training (1999).
- The teaching staff have not had sufficient time to discuss and try to understand what the respective policies mean to the college.
- The college has never tried to review the college curriculum in view of those new policies.
- The teaching staff do not think that the curriculum offered by their college is good enough to equip the learners with relevant knowledge and skills needed to enable them to respond positively to the challenges and to exploit the new opportunities brought about by political change.
- A strong feeling was expressed that “the college workshop should be accredited, as only a few of them are relevant to the new dispensation.”

4.3.3.5. THE LEARNERS

- The learners at Sir Val Duncan agree that the college offers them career and vocational guidance.
- The learners also indicated that the college has permanent staff and proper space for these services.
- Deserving learners enjoy financial support from the college.
- The learners agreed that they do enjoy opportunities provided by the college and proper facilities for cultural and sports activities.
- The college does not provide learners space to participate in management structures dealing with the college educational matters, including college curriculum review.
- The learners do sometimes have opportunities to visit places of work related to their respective fields of study.
- The college, however, does not have in place programmes to assist completing learners to get jobs or to be self-employed.

4.3.4. SUMMARY

In this chapter, the data that was collected from the colleges under study was presented. Questionnaires were used as the main tool used for data collection. Some informal interviews with the colleges rectors and reading of colleges prospectus provided additional information. Three technical colleges were sampled as units of analysis in this study. They are Maake, Sir Val Duncan and Northern Province Community.

It was the aim of this study to collect as much relevant information as possible, to enable the researcher to have an overview of and insight into the nature and extent of curriculum change in historically Black technical colleges.

Questionnaires were structured in such a way as to cover all aspects of a curriculum and with due consideration of the important constituencies of a learning institution,

such as, the learners, the teaching staff and the management. The methods of that were used to collect data have been effective.

In the next chapter, the data that was collected is analysed to prepare the grounds for the findings of the study and finally the recommendations, that will be informed by the study findings.

CHAPTER FIVE

5. DATA ANALYSIS

5.1. INTRODUCTION

In this study it is assumed that technical colleges are still offering outdated curriculum, in the face of the new legislation and policies of the Department of Education. In other words, it is assumed in this study that the following weaknesses and deficiencies that are associated with the previous fragmented education system are still common in technical colleges:

- A separation of theory and practice.
- Poorly articulated programmes and qualifications
- Programmes differing widely with respect to quality.
- Learners exiting the system and having to repeat passed subjects when they re-enter the system, leading to high levels of inefficiency.

According to the FET Act (1998), there are eleven objectives that the ministry of education wishes to accomplish. Five of these are directly related to the aims and objectives of this study, and they will be listed here as they form the basis of analysis of this study. They are to:

- establish a national co-ordinated Further Education and Training system which promotes co-operative governance and provides for programme- based Further Education and Training,
- restructure and transform programmes and institutions to respond better to the human resources, economic and development needs of the Republic,
- provide optimal opportunities for learning, the creation of knowledge, and development of intermediate to high level skills in keeping with international standards of academic and technical quality,
- respond to the needs of the Republic, the labour market and of the communities served by the institutions,

- complement the Skills Development Strategy in co-operation with the Department of Labour, and lastly,
- advance the strategic priorities determined by national policy objectives at all levels of governance and management within the FET sector.

Given the above policy objectives, and the strategies developed to achieve them, the following will be used as a guide and criteria for data analysis in this study:

- The new education policy and technical colleges curriculum transformation process.
- Provincial education department's role in technical college curriculum transformation processes.
- The relationship between technical colleges and other institutions and other government departments.
- Admission requirements and the quality of learners.
- Learners support services and counselling.
- Quality assurance, Quality promotion and assessment.

The approach to data analysis in this study was to pick one college at a time and analyse the collected data using the above mentioned criteria.

5.2. MAAKE TECHNICAL COLLEGE

5.2.1. THE NEW EDUCATION POLICY AND THE TRANSFORMATION OF TECHNICAL COLLEGES CURRICULUM

From the data collected, Maake Technical College had done its curriculum review more than five years ago, that is in 1997. It should be remembered that the FET Act was passed in 1998. This implies that, since the release of the new education policy, this college has never tried to apply it. Even during the time when the college was conducting curriculum review, they could not come out with any change to the curriculum they were offering. The reason given for not effecting any desired change was that the provincial Department of Education never gave any directives in so far as the curriculum offered at technical colleges is concerned.

The above information gives one an impression that the provincial Department of Education had since the release of the new education policy, never had any plan to facilitate the implementation thereof. Data collected from this college seem to be contradicting as per groups of respondents. Whilst the rector of the college indicated that the college has since reviewed its curriculum in 1997, the Head of the Theoretical Section indicated that the college curriculum review is conducted every year. One may be tempted to suggest that neither the provincial Department of Education, nor the technical colleges themselves do not have in place a plan to implement the new education policy. If such a plan was there, as a guide to college transformation, then the two senior officials at the college would have referred to it and avoid imparting contradicting information.

The teaching staff were said to be aware of the new legislation and policies of the Department of Education and Labour. They also agreed that they had enough time to study and try to understand what the new education and labour policies mean to their college. It is highly surprising to note that this group of respondents indicated that they do not think the curriculum their college is offering is good enough to equip their learners with relevant knowledge and skills that will enable them to respond positively to the new challenges and to exploit the opportunities brought about by political change.

It is highly surprising to note that there is a feeling of irrelevance of the college curriculum by the college educators even at this point in time. It is surprising because the new policy, as said before, is there to facilitate change for the better. Still again, it is a feeling of the staff members that the solution to this problem of having unsatisfactory curriculum, is to have more FET educators to be trained and employed. But here the problem is not shortage of the teaching staff, but that of transforming the college curriculum, the new legislation and policy aim to address.

5.2.2. THE ROLE OF THE PROVINCIAL DEPARTMENT OF EDUCATION IN COLLEGE CURRICULUM REVIEW PROCESSES

According to the new FET of 1998, FET institutions are the responsibility of provincial Department of Education. This also include technical colleges. The National Strategy for Further Education and Training (1999-2000) is a product of a joint planning between the national and provincial Departments of Education. One of the expected outcomes of the strategy was that “thirty percent of programmes are responsive to the needs of individuals, industry, communities, and particularly the youths” (National Strategy for FET, 1999-2001: 14).

From the above information one is able to appreciate the role that should be played by of the provincial Department of Education in facilitating the implementation of the new education policy (FET). But this can only be possible if the provincial Department of Education has in place a strategic plan similar to that of the National Ministry of Education, to assist, guide and support technical colleges through the transformation process. The rector indicated that the college relies on the provincial Department of Education for directives, “which are never given” (rector).

The Head of the Theoretical Section indicated that the provincial Department of Education acts merely as a facilitator of meetings or any gathering where information from the National Ministry of Education is disseminated, discussed and shared. It is the right thing for the provincial Department of Education to facilitate meetings in order to share new information, but it is not good enough to do so without a plan of action with articulated, expected outcomes within given time frames.

5.2.3. THE COLLEGE RELATIONSHIPS AND LINKAGES WITH OTHER INSTITUTIONS

The education and training sector and the employment system in this country are linked in many ways. In the market for education and skills, the Ministry of Labour operates on demand side, while the Ministry of Education operates on the supply side. The Skills Development Strategy of the Ministry of Labour provides a framework for determining the training needs in the labour market and the funding mechanisms for training. The FET policy framework provides, in the main, a strategy for providers of education and training in order to respond to the labour market needs as identified by the private and public employers.

From the above information it becomes imperative that technical institutions should establish close ties with government departments, and in particular, the Department of Labour, other learning institutions, local industries and communities. Maake Technical College is said to be having a relationship with the Department of Works only. The nature of their relationship is said to be “in terms of maintenance only”, the rector said. Data collected from learners, reveals that the learners are never given opportunities to visit places of work doing business related to the fields of study the learners are engaged in .

5.2.4. ADMISSION REQUIREMENTS AND QUALITY OF COLLEGE LEARNERS

The minimum admission requirements at entry level (N1) at Maake Technical College is said to be National Certificate. It should be remembered that N1 is an equivalent of grade 10 or standard 8 in a school system. The minimum admission requirement at this college poses a serious question with regard to the policy objectives of the Department of Education. The Policy Framework for Curriculum Development (2000) is based on the principles that have arisen out of the need for redress, access, equity and quality. Therefore, the admission requirements at this college seem to exclude the majority of learners who might

want to register with it. And this would mean defeating the new policy objectives of the Department of Education.

The information on the minimum admission requirement also implies that those newly admitted learners with grade 12 qualification have to repeat grade 8, 9 and 10. This is so because N1 equals grade 10, N2 equals grade 11 and N3 equals grade 12. The respondents at Maake Technical college never mentioned anything about recognition of prior learning (RPL) in their admission requirements. It is a fact that because of various factors, mainly social, economic and political, many people had to leave schooling earlier. And it is mostly by recognising their work experiences and informal training they might have got at various work environments, that such people can be accommodated in the main stream of the education system.

It was assumed in this study that the majority of learners at technical colleges are those that could not make it in a school system. This assumption is true with regard to Maake Technical College according to data collected. To alleviate this problem “our college gives priority to new learners with grade 12 certificate” (rector). This might not be a good solution as the strategy works against government policy of recognising prior learning and making the learning institutions to be easily accessible.

5.2.5. LEARNER SUPPORT SERVICES AND COUNSELLING

Support services cover a range of opportunities that are afforded to learners to ensure access to education and training, and a holistic development of individuals. According to the National Curriculum Framework for FET (2000), the ministry is committed to learner support systems such as those that will:

- ◆ support academic development,
- ◆ offer guidance and counselling on smooth transition to learners entering, leaving or re-entering the system,

- ◆ meet the needs of all learners through regular orientation programmes,
- ◆ provide for exceptional learners or learners with special needs, and
- ◆ assist in placement for work and further learning.

The data collected from Maake Technical College reveals that the college does not provide learner support and counselling services. This is so despite the legislative efforts aimed at addressing this issue and other problems related to education and training. There is no programme in place at the college to assist exiting learners to get job, or to be self-employed.

5.2.6. QUALITY ASSURANCE, QUALITY PROMOTION AND ASSESSMENT

Technical colleges offer both theoretical and practical lessons to learners. Whilst much of the theoretical work is externally controlled (National Department of Education), the workshop practice (practical work) has been, traditionally, left under the control of the individual institutions. The trend today is to form partnerships, linkages and so on with interest parties. This means that colleges should strive to have their workshops and trainers accredited by the relevant accreditation boards. In this case the accreditation board will be in charge of the whole training process and facilitates the issuing of qualifications that will be internationally recognised.

According to the HOD in the skills training section, the college workshop and trainers are not accredited. There is no sufficient and quality machinery and tools for learners who are training. The college is responsible for workshop training examinations, assessment and certification. This may imply that qualifications obtained at this college for workshop practice may not be internationally recognised by employers. And this practice rob qualified learners the opportunity to earn competitive wages, compared with qualified learners from colleges with accredited training facilities.

5.3. THE NORTHERN PROVINCE COMMUNITY COLLEGE

5.3.1. THE EDUCATION POLICY AND THE TRANSFORMATION OF COLLEGE CURRICULUM

The data collected from NPCC reveals that the college is offering education and training in the field of engineering studies only. The information was given by the rector. When checking the college prospectus, it was found that the college offers education and training in the fields of engineering, business and social studies. On enquiring why incorrect information was given, it was indicated that the rector was new to the college, but this does not justify providing incorrect information about the institution, and it thus raises some questions as to how the college is managed.

The college is said to have done the latest curriculum review last year in 2001. As indicated before, according to the FET Act of 998, FET institutions are the competence of the provincial Department of Education. Collected data show that the college was guided by the National Ministry of Education when they were doing the college curriculum review. It is not clear as to what kind of guidance was given to the college for this purpose by the ministry of education. According to the rector, the college was able to effect some changes to the curriculum. Examples of such changes were given as "FET curriculum, e.g. learnerships and technical programmes" (Rector)

It is believed that the process of transforming college curriculum must include a wide spectrum of stakeholders and interest groups. It is an inclusive and consultative effort that should involve educators among others. While the college rector indicated that the college has already effected changes to the college curriculum as a result of the new education policies, the college educators indicate that there is no change to the curriculum they have long been offering.

From data collected at this college, educators indicated that they never had any opportunity to discuss any of the new policy document.

The college rector made an indication that he is aware of the economic potential of the province in the fields of mining, agriculture and tourism. The college is said to be in the process of transforming the curriculum offered in order to position itself in line with these opportunities. But it is not clear as to exactly what the college is doing that would be termed the process of transforming the college curriculum.

5.3.2. THE ROLE OF THE PROVINCIAL DEPARTMENT OF EDUCATION IN COLLEGE CURRICULUM TRANSFORMATION PROCESSES

The rector who indicated that the college has already effected changes to the curriculum offered, further stated that the college was guided by the national Ministry of Education in their efforts. The kind of guidance is not clear. But again, one should remember that according to the Further Education and Training Act of 1998, FET band is the responsibility of the provincial education departments. Therefore, one wonders why colleges have to be guided by the National Ministry of Education when provincial Department of Education should, according to the new Further Education and Training policy (1998), be in control.

The Head of the Theoretical Section at NPCC gave a similar response to that of Maake Technical College on the question of the role of the provincial department in colleges transformation processes, that they only organise meetings and workshops to discuss and share information. There is again no talk of a provincial implementation plan for college transformation. From this information, the provincial education department does not have a plan in place to facilitated the transformation of technical colleges curriculum. If this is the case, then it may mean that transforming, or not transforming technical colleges curriculum is the choice of individual college rectors. But according to the new policy,

transformation of education and training is not a choice, but an obligation. As such there should be a clear plan and strategy like the one developed by the National Ministry of Education, that is the National Strategy for Further Education and Training 1999-2001 (1999).

Acting in line with this national strategy, provincial Department of Education department should have long given a reports on what technical colleges in their respective provinces have done with regard to their curriculum transformation. But data from NPCC and Maake gives a negative impression that the National Strategy for Further Education and Training was never implemented in the Limpopo province.

5.3.3. THE COLLEGE RELATIONSHIPS AND LINKAGES WITH OTHER INSTITUTIONS

The college is said to be having working relationships with the following provincial government departments: health, public works and education. There is no mention of the most important department in so far as skills development is concerned, and this is the Department of Labour. Without linkages with this department, there is no much positive change the college can do regarding the relevance of the curriculum offered. This is the department that provides vital information on the national skills needs, funding training, placement of exiting learners and labour market trends.

It is also learnt from the collected data that the college has working relationships with local communities, business and other institutions. The nature of these relationships is said to be related to 'partnership and sharing of community projects. 'It is not clear as to what partnership and sharing of community projects mean. While the relationship between the college and the local communities and business is reported to be existing, it should be underpinned by the new

education policy directives, which must be accessible to all for common understanding and implementation.

5.3.4. ADMISSION REQUIREMENTS AND QUALITY OF LEARNERS

The respondents at NPCC did not indicate what the minimum academic admission requirements at entry level were. But according to the college prospectus, the minimum admission requirement is grade 9 certificate with maths and science. Like Maake Technical College, NPCC respondents never indicated, recognition of prior learning (RPL) as a criterion for admission. The admission requirements at this college seem to be closed to the extent that the majority of learners wishing to enrol may be excluded, which is something that runs against the spirit of the new education policy.

With regard to the quality of learners at technical colleges, the rector indicated that he does not buy into the perception that the majority of them are slow learners who have been forced by circumstances to choose technical colleges.

5.3.5. LEARNERS SUPPORT SERVICES AND COUNSELLING

Traditionally, technical colleges are used to offering a combination of four trade related subjects and issue a certificate if at least three of them are passed, a system that was aimed at preparing the learners for direct employment and subservient positions. Some people may not just want to train for immediate employment, but may wish to further their studies at higher learning institutions. Today's challenges require multi-skilled people to be positively responded to. It is for this reason that colleges should develop strategies aimed at supporting such learners by offering language and communication, entrepreneurial and computer literacy lessons.

With regard to NPCC, there are no language lessons offered. The college can only offer communication and entrepreneurial lessons to some classes, where it is, traditionally, part of that curriculum, and not that the college sees a need for it. If this was not the case, the subject could have been made compulsory, as this is the daily song of the new government of equipping people with entrepreneurial skills so that they can run their own businesses, create jobs, and assist in alleviating unemployment.

Data collected from the HOD (theoretical section) indicates that the college is able to assist deserving learners financially towards their studies. The main sources of this money is said to be donors. And the money is said to be sufficient enough to assist all the deserving learners. But data collected from NPCC learners shows a contradicting picture to that of the HOD. Learners at this college indicated that they do not enjoy any financial support from the college towards their studies.

Given this contradiction one would assume that if the college is really able to assist the needy learners financially, but learners, who should be the beneficiary, do not know about it, then there is a very serious problem of communication in the college. Learners also indicated that there are no vocational, career or counselling services at the college. This may mean that new learners may end up being registered in programmes that they do not have enough information about, and this may lead to lack of progress and frustration on the part of the affected learners.

Learners however indicated that they do have opportunities to visit places of work similar to the fields of study they engage in. There is no plan at the college to assist exiting learners with jobs or self-employment.

5.3.6. QUALITY ASSURANCE, QUALITY PROMOTION AND ASSESSMENT

Theoretical subjects at NPCC, like all other technical institution, offer theoretical lessons that are registered with the National Department of Education. The quality assurance, quality promotion and assessment are done externally. Again, like other technical colleges, the problem of workshops is common: no sufficient, quality tools and machinery, no accreditation of workshops and trainers. This may mean that the integrity of qualification issued for workshop practice may be negatively affected.

It is encouraging, however, to note from the data collected that the college has some arrangements made with employers to accommodate college learners to be more exposed to real work situation. Data collected from the Head of the Skills Training Section indicate that it is a normal college practice to admit learners in theory class where the corresponding workshop practice is not available. This is again one of the weaknesses and deficiencies of the previous education system, and it is still practised at NPCC.

5.4. SIR VAL DUNCAN TECHNICAL COLLEGE

5.4.1. THE NEW EDUCATION POLICY AND COLLEGE CURRICULUM TRANSFORMATION PROCESSES

The data collected from Sir Val Duncan Technical College reveals that the college is offering education and training in the traditional fields of engineering, commercial and utility studies. Since the release of the new education policy, the college has started a programme for reviewing the curriculum every year. Data collected from the HOD in the theory section, concurs with that of the rector in this regard. Since this process started, there have already been some changes to the curriculum offered at the college, like the introduction of a more needs driven subjects, like agriculture.

It is also understood that Sir Val Duncan and her sister college, Phalaborwa Technical, do frequently hold combined strategic planning meetings whereby there is an arrangement made to avoid duplication of services. From the collected data, it is clear that the college rector is aware of the economic development potential of the province in areas such as mining, agriculture and tourism.

The college, according to the rector, is in the process of restructuring the curriculum to position the college in line with the new opportunities opening in the province. The staff members indicated that they are aware of the new policy documents, but they never had sufficient time to learn about them and to understand them.

5.4.2. THE ROLE OF THE PROVINCIAL EDUCATION DEPARTMENT IN COLLEGE CURRICULUM TRANSFORMATION PROCESSES

The role that the Department of Education in the province plays in the process of the college curriculum is said to be the same in all the colleges under study. There is no mention of the availability of a plan of action similar to the one developed by the National Ministry of Education. Their role is said to be only confined to convening meetings and workshops where information of the new policies, and how they would affect the colleges, is shared. If the provincial department of Education had such a plan, then the respondents would have referred to it in their responses in the questionnaires.

5.4.3. THE COLLEGE RELATIONSHIPS AND LINKAGES WITH OTHER INSTITUTIONS

The data collected at Sir Val Duncan shows that the college has strong links with local business, other learning institutions and the local communities. The college offers learning opportunities to local mining company employees, and in turn the

mine provides opportunities to the college learners to engage in practical work as part of their training. This is a factor that is encouraged by the new education policy.

The college is also said to be having relationship with other government departments, but again there is no mention of that most important department, that is the Department of Labour. It has already been indicated how important this department is to education and training institutions, in so far as labour market, funding, learnership related information is concerned . The Sector Education and Training Authorities ((SETA'S) are also the competence of the Department of Labour and these are the structures that all technical colleges must have constant contact with.

5.4.4. THE MINIMUM ACADEMIC ADMISSION REQUIREMENTS AND QUALITY OF COLLEGE LEARNERS

The minimum academic admission requirement at entry level is said to be grade 10 with maths and science. This is the same with that of the NPCC. Again, like other colleges under this study, the college did not mention recognition of prior learning (RPL) as a criterion for admission. Again here, the new education policy is not well applied. With regard to the general public perception that the majority of technical college learners are those that could not make it in the school system, and that technical education is their second or third choice, the rector does not believe in it. The college is said to be having the majority of learners as motivated and committed with clear educational direction.

5.4.5. LEARNERS SUPPORT SERVICES AND COUNSELLING

The data collected from the HOD reveals that the college is able to offer financial assistance to deserving learners. This was confirmed by the learners. Like the other colleges in this study, Sir Val Duncan Technical College does not have in

place any plan to support the learners who wish to further their studies at institutions of higher learning. One of the most important subject today, entrepreneurship, is not offered to all learners, but to some. The college learners, however, indicated that the college is able to provide them with career and counselling services. There are permanent staff and proper space for these services. The learners also do have some opportunities to visit workplaces related to their fields of study to familiarise themselves with conditions of the real work situation. The major problem learnt from data collected is that the college does not have any programme or plan to assist exiting learners to find jobs, or to be self-employed. This is a deficiency that is associated with the previous education system.

5.4.6. QUALITY ASSURANCE, QUALITY PROMOTION AND ASSESSMENT

Like other colleges Sir Val Duncan offers theoretical subjects that are registered with the National Ministry of Education. The skills training section is the responsibility of the college. The workshops for practical work and the trainers are not accredited.

This means that the trainees at the college are internally assessed and are given college qualifications which may not be recognised by employers. This is regarded in the new education policy document as wasteful investment and should be avoided as soon as possible. The Head of the Theoretical Section indicated that the college is able to assess the impact of the curriculum they offer by using tracer services that are in place at the college.

5.5. SUMMARY

The aim of this study is to investigate whether technical colleges have started reorienting their education and training resources to respond to the urgent needs of the country. To move closer to the achievement of this aim, the data that was

gathered from the colleges under study was analysed. The analysis of the data was guided by the factors which are based on the legislative imperatives and the challenges facing the country. The guiding factors for the data analysis are as follows, the new education policy and college curriculum transformation processes, the role of the provincial Department of Education in college transformation processes, the college relationships and linkages with other institutions, the college admission requirements and quality of learners and quality assurance, quality promotion and assessment.

From the analysis of this data, a better understanding of the nature and extent of curriculum change in the historically Black technical colleges has been gained. A clear picture of the nature and extent of curriculum change in the technical colleges under study is given in the next chapter where the findings of the study are presented.

CHAPTER SIX

6. THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

6.1. INTRODUCTION

The researcher aimed to gain an overview and insight into the nature and extend of curriculum change in historically Black technical colleges in the Limpopo province. The researcher tried to trace and analyse this against the directives of the new laws, and policies of both the Department of Education and Training and the Department of Labour. The analysis and conclusions in this work were based on the conviction that transformation should be guided and informed by the broader social and economic trends, and by other developments in education and in particular, the Further Education and Training policy and legislation.

Currently, there are a number of imperatives of the Further Education and Training level SAQA Act of 1995, Further Education and Training Act of 1998, the Employment Equity Act of 1996, the Skills Development Act (1998) of the Department of Labour and others dealt with in chapter four of this work. Two of the imperatives demand that colleges change their modes of operation and become more responsive, effective, accessible and financially viable institutions. The recommendations in this work aim to give effect to the legislative requirements and are put forward to the technical colleges and the provincial Department of Education to determine how best they can respond to the development challenges facing the country.

6.2. FINDINGS

The pointers that were used in this study as the basis for data analysis were used as a guide in presenting the findings.

6.2.1. THE NEW EDUCATION POLICY AND TECHNICAL COLLEGES CURRICULUM TRANSFORMATION PROCESSES

The analysis of collected data from the colleges under study indicate that although all the technical college rectors are aware of the availability of the new education and training policies, the main observation on this issue in all the colleges under study is that there are serious problems with regard to the implementation of these new policies. While the National Ministry of education, in collaboration with provincial education departments, had gone so far as to the drawing of a national strategy for FET, the provincial Department of Education in Limpopo seems not to have done anything beyond the national strategy to facilitate the implementation of the new policies and to give support to the leadership at institutional level.

The absence of the implementation plan at the provincial level, leaves individual technical colleges in an unfavourable position where each college does what they want, what they can do, and at any time suitable to them. Such a situation may lead to a serious compromise of the quality of transformation at technical colleges. The colleges could not initiate any change to their curriculum as national programmes are under rigid control of the National Department of Education and Training. This gives an impression that technical colleges in the Limpopo province are still using the old Technical Colleges Act of 1981 as a guide to their curriculum activities.

6.2.2. THE ROLE OF THE PROVINCIAL EDUCATION DEPARTMENT IN COLLEGE CURRICULUM TRANSFORMATION PROCESSES

Under the first pointer for analysis it was learnt that the provincial Department of Education does not have any strategy in place to guide and support technical colleges through the transformation process. From the data that was collected it was learned that the provincial Department of Education could only convene

meetings and workshop in which the new policies were discussed and information shared. This may not be enough, because after having addressed the question of understanding the new policies, the next question would be what to do with this information in order to facilitate change in the colleges under their control?

From the information gathered, it was found that the provincial Department of Education lacks effective guidance and leadership in the transformation process. Strategic planning at institutional level requires a clear vision and the provincial strategic plan that can guide transformation at institutional level.

6.2.3. THE COLLEGE RELATIONSHIPS AND LINKAGES WITH OTHER INSTITUTIONS

Education and training in this country is one of the most important areas of attention. To achieve the economic growth expected in this country, to eradicate poverty and to create more jobs will depend on what the people know and can do. For this reason, education and training in this country has become the responsibility of all the government departments, business sector and the communities. Central to all of these interest groups are the Departments of Education and Labour. As such, technical colleges are expected to have functionally strong links with the Department of Labour and the business sector for support.

Partnership and linkages with business, local government, local communities were not established in all colleges under study, and where they are said to be established (Sir Val Duncan Technical College) they are of informal nature. Again, these colleges do not have strong linkages with each other and / or other education institutions, like local technicians or universities.

6.2.4. THE MINIMUM ADMISSION REQUIREMENTS AND THE QUALITY OF TECHNICAL COLLEGE LEARNERS

All the colleges under study were found to be still using the old admission criteria that were used in the previous education system. The new approach to admission is underpinned by the desire to redress the past imbalances and to facilitate access to the main stream of education and training. For this reason, the new policy calls for recognition of prior learning (RPL) to be used as one of the criteria for admission at learning institutions. None of the colleges under study is said to be applying this method. With the admission requirements used by these colleges, some of the new legislative imperatives, such as accessibility by non- traditional learners may be compromised.

6.2.5. LEARNERS SUPPORT SERVICES AND COUNSELLING

The new democratic order in South Africa has brought with it new challenges that need to be addressed through educating and training the majority of the people who never had these opportunities before. For these people to be successful in their studies and to be productive in their different workplaces, they need to be afforded the necessary support in their studies in many ways, including financially.

The new government has developed a new system of collecting money from employers for the sole purpose of facilitating and supporting education and training of the people of this country. This money is the skill development levy. None of the colleges under study had made any mention of this levy, for which they are potential beneficiaries. Surprisingly they all indicated that they do not have sufficient funds to support their learners. Other sources of learner support services may be obtained from the various Sector Education and Training established by the Department of Labour. None of the colleges under this study have a relationship or linkages with these structures.

6.2.6. QUALITY ASSURANCE, QUALITY PROMOTION AND ASSESSMENT

The national ministry of education has developed a new policy framework for curriculum development, which clearly sets out how quality education and training can be assured, promoted and assessed. Data collected from the colleges under study reveals that all of the responding colleges have practical workshops but none of them is accredited, including the trainers.

Given the fact that all the colleges under this study do not have partnership and linkages with business, industries and the Sector education and Training Authorities, their training is an internal matter. This implies that the qualifications in skills training may not be recognised by employers. This constitutes a waste of resources and time of the learners, the majority of which are from poor families.

6.3. CONCLUSIONS

The analysis of the collected data gives a bleak picture of the curriculum that is offered at the historically Black technical colleges in the Limpopo Province. The conclusions arrived at in this work are informed by the study findings. In this study it is concluded that:

- Historically Black technical colleges in the Limpopo Province are still offering old programmes as was done under the Technical colleges Act of 1981.
- The teaching staff in general, did not have a serious awareness of the legislative efforts made by the Department of Education and Training and the Department of Labour, and as such they were ignorant of the implications of these efforts on their institutions.
- Historically Black technical colleges have not started reorientating their education and training resources to respond positively to the urgent needs of the country.

- There is still a long way before the curriculum at these learning institutions can be transformed, unless something very drastically can be done by the provincial Department of Education and the leadership at the colleges.

A glance at the progress made in schools with regard to the implementation of the new education policies, e.g. the Outcomes-Based Education, shows a stark difference when compared with the progress made in technical colleges in the Limpopo Province. Technical colleges in the Limpopo Province are far much backward with the implementation of the new education policy, hence the curriculum they offer remains much the same as before the new dispensation.

6.4. RECOMMENDATIONS

The following recommendations are based on the findings of this study, and personal experience, as an educator in the field of technical education and training.

6.4.1. THE NEW EDUCATION POLICY AND TRANSFORMATION OF TECHNICAL COLLEGES CURRICULUM

There is a strong evidence that the government of the day has acknowledged the importance of technical knowledge and skills with regard to the development challenges facing this country. The passing of the new FET Act of 1998, the Skills Development Act of 1998 and other related policies frameworks and implementation strategies attest to this. This acknowledgement must be translated into real action by:

- ensuring a political will by the provincial leadership to see that the new education policy is accompanied by implementation strategy,
- committing sufficient resources to make sure that the strategy is well and fully supported,

- adopting staff recruitment strategies that will target candidates with a background of technical education and training, good understanding of the development challenges facing the country and development opportunities in the local environment, and with vision to ensure quality leadership at all levels of FET administration,
- ensuring that the leadership at the institutional level fully engages all relevant interest groups in discussing and sharing information on the new policies that are to be implemented, ensuring common understanding, acceptance of what is to be done and a commitment to do that which must be done, and
- making it mandatory to monitor the implementation of the new policy, report back to interest group principals, give support and take corrective action where the need arises.

6.4.2. THE COLLEGE RELATIONSHIP WITH OTHER INSTITUTIONS

The task of developing skills among the majority of the people in this country is a joint responsibility of the government, organised labour, business and communities. To show commitment to this course government has introduced Skills Development Levies Act of 1999, that is paid by employers. The fund is aimed at assisting in the training of people inside or outside of work, to enable them keep pace with changes, to look for job or to be self-employed, and even to be employers.

Partnerships and linkages may have direct impact on an institution's ability to the social and economic educational and skills needs in a sustainable manner. New programmes designs, learnerships, graduate placement, all demand linkages and partnerships with local government structures, business, industries, other educational institutions and local communities. It is therefore recommended that technical colleges establish formal partnerships, linkages, memorandum of understanding and working agreements.

It is therefore recommended that:

- Technical colleges make themselves available and ready to train employees of companies that perform functions and duties related to the fields of study offered by the college, as colleges' core business is to offer education and training. In this way colleges will be able to claim training funds from relevant Sector Education and Training Authorities (SETAs) and that will go a long way in developing the college in totality.

- The department of education made it mandatory for all technical colleges to have formal links with the nearest Department of Labour for the following reasons:
 - To get relevant and update information on labour market.
 - To familiarise themselves with activities of various Sector Education and Training Authorities (SETAs).
 - To familiarise themselves with the various Standard Generating Bodies with the aim of working together in terms of developing new curricula for the 21st century.

- To make it mandatory to have formal links with the nearest or local government, organised labour and business for various advantages including:
 - making arrangements for learnerships,
 - further training of employees,
 - tendering for jobs related to college studies, and
 - placement of exiting learners financial support .

Lastly, one of the key documents developed by the Department of Education and Training to facilitate curriculum transformation is the National Strategy for Further Education and Training, 1999-2001. This document sets out a multi-level programme of action for the medium term of three years. The national strategy

provides a national framework for the implementation of FET policy and outlines areas of collaboration with key stake-holders in line with the new policy and legislation, namely, Education White Paper 4 (1998) and the Further Education and training Act of 1998.

6.4.3. THE ROLE OF THE PROVINCIAL DEPARTMENT OF EDUCATION IN COLLEGES CURRICULUM TRANSFORMATION PROCESSES

As provided in the Constitution, the Minister of Education will determine national policy, norms and standards for FET. Provincial MECs for Education will be responsible for the provision of FET in FET institutions under their jurisdiction and for the funding and administration of institutions (Education White Paper 4, 1998:19). The control of technical colleges, according to the new FET Act of 1998, is the competence of provincial Department of Education.

It is therefore recommended that:

- The FET Directorate in the provincial Department of Education provides effective guidance and leadership in the transformation processes.
- That the provincial FET Directorate makes use of the Provincial Skills Plan, an initiative of the Department of Labour, to develop a strategic plan for technical colleges transformation.
- That the Department of Education make regular visits to colleges to provide support, assist in capacity building.
- That the provincial Department of education should establish competent, dedicated and able FET Directorate

6.4.4. THE MINIMUM ADMISSION REQUIREMENTS

The admission requirements at all the colleges under study appear to be restrictive and therefore tend to defeat one the legislative imperatives of open access to public learning institutions.

It is recommended that:

- The colleges should strive to apply the new admission instrument of Recognition of Prior Learning (RPL), in addition to the instrument the currently use. This is to ensure that “..those who have been denied formal opportunities for learning and who have developed their knowledge and skills through self-study or work experience, can be assessed, given credit where due and proceed to obtain a qualification without unnecessary duplication of effort, expense or waste of time” (Education White Paper 4, 1998:33).

6.4.5. LEARNERS SUPPORT SERVICES

One of the findings of this work was that the colleges did not provide effective career guidance and financial support services. It should be realised that the long time stigma that is attached to technical education may have led to ignorance of the importance of technical knowledge and skills by the majority of South African people. Given the complexity of challenges facing the country, a strategy is needed to change this mindset. It is important to note that the government has taken a lead in this regard. One of the challenges identified and acknowledged by government is: “Building a culture in changing current negative attitudes and encouraging employers and individuals to accept skills development as an integral investment rather than a cost” (National Skills Development Strategy, 2001:11).

It is recommended that:

- The colleges should strive to find ways of exploiting the new legislative and policy avenues provided by both the Departments of Labour and Education.
- The study proposes for a strong college relationships and linkages with the different SETSs for the following possible benefits;

- development and provision of new training programmes,
- learnerships agreements
- access to funds through Skills Levies, Skills development Strategy, National skills Fund, Sector Skills fund as well as doner funding.

The National Skills Development strategy (2000), amongst other benefits, provides the colleges with opportunities to target 'non-traditional learners such as the unemployed, the disabled and adults, to broaden access and participation through such targeting.

6.4.6. QUALITY ASSURANCE, QUALITY PROMOTION AND ASSESSMENT

It was found that all technical colleges under study do provide skills training but none of them are not accredited. Quality Assurance provides a means of benchmarking programmes and qualifications against one another and against world-class standards. It provides basis for recognition of credits and for articulation and transfer within FET and between FET and HET. It plays a vital role in ensuring that programmes and qualifications have a currency with employers (National Qualifications Framework, May 2000:32)

It is recommended that:

- The colleges develop strong linkages and partnerships with the different SETAs to get more information and be able to take informed decisions.

6.5. SUMMARY

The apartheid education system was characterised by the following deficiencies and weaknesses.

- Separation of theory and practice.
- Poorly articulated programmes and qualifications.
- Programmes differing widely with respect to quality.
- Learners exiting the system and having to repeat passed subjects when they re-enter the system, leading to high level inefficiency.
- Education that is divorced from the socio-economic realities of the country.

When the new democratic government came into power in 1994, it was faced with a mammoth task of redressing the historic legacy of apartheid in all spheres of human life, including education and training. To be able to do this, new laws have been passed, new policies and implementation strategies developed. It was in the light of the above when the former President, Mr Nelson Mandela, reported in 'The State of the Nation' address (The Building Has Begun) that "as government, we are confident of progress being made to meet our mandate. We are resolved to build on the solid foundation that has been laid over the past three-and a half years" (Government Communication and Information System, February 1998: 6). The former president further stated that "no-one can challenge the fact that on all the major questions that South Africa has to address, this government has the best possible policies, strategies, and laws for the country's needs. But now the challenge is not just good policies - we have them. The foundation has been laid, and we are well into a phase of implementation and clearing problems that we find on the way (Government Communication and Information System, February 1998 : 5).

It is on the basis of these new laws, policies and implementation strategies that the study was done. The researcher was of course motivated by the realisation of the importance of technical education in developing economies and the way this type of education seems to be neglected by the authorities and shunned by the parents and children alike.

From experience in teaching at technical colleges, the researcher observed a set of developments.

On the one side the following were observed:

- That the origins of technical and vocational education in the early years left a bad legacy of being associated with poverty, child delinquency, and low intelligence quotient.
- That, because of this legacy, technical and vocational education has never been taken seriously by both the authorities, parents and children alike.
- That, because this type of education was not taken seriously by the authorities, the following became the norm:
 - No enough budget was allocated to learning institutions, for institutional development and learner support.
 - Not much attention was given to the quality of leadership at both the provincial and college levels.

On the other side, the researcher observed the centrality of the importance of technical and education and training in developing economies. The legislative efforts of the new democratic government aimed at transforming the education and training system in this country prompted the researcher to embark on this study in order to achieve the aims and objectives clearly stated in chapter one of this work.

The findings of this study, which are based on the analysis of data collected from the colleges under study, informed the conclusions made in this study. The general picture of the state of affairs in historically black technical colleges shows that these institutions are still far from making a meaningful contribution to the national efforts of reconstruction and development.

6.6. Appendix 1.

Box 4761
Polokwane
0700
06 June 2002

The Rector

Madam / Sir

**REQUEST TO FACILITATE ADMINISTERING OF MY RESEARCH
QUESTIONNA**

I am a student at the University of the North, and I am currently doing research work, the report of which is to be submitted in partial fulfilment of the requirements for the degree of Master of Development in the Graduate School of Leadership, Faculty of Management Sciences and Law, University of the North.

The topic of my research work is: The nature and extent of curriculum change in the historically Black technical colleges in the Limpopo Province.

The objectives of the research are:

- To investigate the nature and extent of curriculum change, if any, in the colleges under study.
- To investigate if there are obstacles to the transformation of the curriculum in the colleges under study.
- To make knowledge available that would promote a better understanding of technical education and support the efforts aimed at destigmatising this type of education.

The final approved report will be accessible to the public and a copy will be forwarded to your college.

Thanking you in anticipation.

Yours truly

BOPAPE M. Z.
Student Number: 8500143

GUIDE TO COMPLETING THIS QUESTIONNAIRE

1. Use a cross (X) in the appropriate box for your responses.
2. The questionnaire consists of Five sections

SECTION A = To be completed by the rectors

SECTION B = To be completed by the Heads of the Theoretical Sections

SECTION C = To be completed by the Heads of the Skills Training Sections

SECTION D = To be completed by staff members

SECTION E = To be completed by SRC

3. Kindly be sincere and objective when responding.
4. Complete the questionnaire to the best of your ability.

SECTION A (BY THE RECTOR OF THE COLLEGE)

1. In what fields of study does your college offer lessons?

Engineering	
Commercial	
Other (specify	

2. When last did your college do curriculum review?

A year back	
Two years back	
More than five years back	

3. During the time when your college was doing curriculum review, did you come out with some changes to the college curriculum?

YES	NO
-----	----

4. If your answer in (3) above is Yes, what guided you in your changes?

The new government policy documents	
The provincial department	
The national ministry of education	
Other (specify)	

5. If your answer in (3) above is Yes, what changes to the curriculum did you effect? Give few examples.

.....

.....

.....

.....

.....

6. If your answer in (3) above is No, why could you not come up with any change in the curriculum?

There was no yet new policy in place	
New policy had to be well understood first	
We waited for the department to tell us	

7. Does your college have any working relationships with the communities, business sector and other learning institutions?

YES	NO
-----	----

8. If yes, briefly explain the nature of the college relationships with the bodies above.

.....

.....

.....

.....

.....

9. Does your college have any working relationships with other government departments?

YES	NO
-----	----

10. If your answer in (9) above is Yes, which are those departments?

.....
.....
.....
.....
.....

11. If your answer in (9) above is Yes, what is the nature of your relationship with these departments?

.....
.....
.....

12. There is a general perception that the majority of learners at technical colleges are slow learners who could not make it in a school system. Is this a fact with your college?

Yes	No
-----	----

Your comment if any:

.....
.....
.....

13. If your answer in (12) above is Yes, what is your college doing to attract learners of all categories of capabilities?

14. Are you aware of the economic development potential of this province in areas such as mining, agriculture and tourism?

Yes	No
-----	----

15. What is your college doing to position itself in line with these economic development potential of the province?

Busy restructuring curriculum	
Waiting for the departmental directives	
Nothing	
Others (specify)	

SECTION B (BY THE H.O.D.- THEORETICAL SECTION)

16. How often does your college do curriculum review?

Once every year	
Once every two years	
Once every five years	
Never	
Other (specify)	

17. Who is responsible for reviewing and changing your college curriculum?

The Principal	
The Provincial departments	
College management	
Other (specify)	

18. What is the role of the provincial department in curricula matters of your college?

No role	
Organising workshops, seminars etc	
Ordering what is to be taught	
Other (specify)	

19. When there are proposed changes to the college curriculum, who or which structure or institution gives the approval to the proposed changes?

College council	
Provincial education department	
Nation education department	
Other (specify)	

20. How long does it usually take for proposed changes to the curriculum to be approved?

Never tried before	
3 months	
One year	
Other (specify)	

21. If there are due delays in approving the proposed college curriculum, what does the college do?

We do frequent follow up	
We wait until approval	
We implement the changes	
Other (specify)	

22. If there have been any changes to the college curriculum in recent times, does the college have any way(s) of checking the impact of the changes on the quality, employability and further learning opportunities of the qualified learners?

YES	NO
-----	----

23. If your answer in (22) above is Yes, how does the college do the checking?

Tracer services	
College convocation	
Other (specify)	

24. Does the college offer financial assistance to deserving learners?

YES	NO
-----	----

25. If your answer in (24) above is Yes, then what are your college sources of funds to assist deserving learners?

Earmarked college funds	
Department of education	
Donor funds	
Other (specify)	

26. If your answer in (24) above is Yes, how many deserving learners can benefit from this?

All the deserving learners	
Half of the deserving learners	
Less than a quarter of deserving learners	

27. What is the maximum amount that can be given to a deserving learner?

The amount to cover all college fees and accommodation	
The amount to cover college fees only	
The amount to cover part of the college fees	
Other (specify)	

SECTION C (BY H.O.Ds – SKILLS TRAINING SECTION)

28. Does the college offer practical lessons to all theoretical trade subjects offered?

YES	NO
-----	----

29. If your answer in (28) above is Yes, are your college workshops well equipped with the required tools and machinery?

YES	NO
-----	----

30. If your answer in (29) above is Yes, do your college workshops accredited?

YES	NO
-----	----

31. Who is responsible for your college workshop practice examination?

The college	
Relevant training boards	
Department of education	
Other (specify)	

32. In theoretical trade subjects where the college does not offer practical training, what is your college doing to help your learners to acquire that training?

Nothing	
Negotiate with employers on their behalf	
Other (specify)	

33. Do you think it is advisable to admit learners in theoretical trade lessons when there are no workshops for them, and no other place to help them with skills training?

YES	NO
-----	----

34. If your answer in (33) above is No, and if your college offers theoretical trade lessons without the accompanying?

We do not have a choice	
It has always been the normal practice	
We can only provide services than we can	

SECTION D (BY TEACHING STAFF)

35. What is your college's minimum admission requirement at entry level (N1)?

.....

36. Do you have any programme in place to assist learners who wish to pursue higher education?

YES	NO
-----	----

37. Does your college provide language lessons to learners?

YES	NO
-----	----

38. Does the college provide entrepreneurship lessons to the learners?

YES	NO
-----	----

39. If your answer in (38) above is Yes, does your college offer these lessons to all college learners or to some classes?

To all		To some classes	
--------	--	-----------------	--

40. Are the college staff members aware of the following new policies released by the Departments of Education and Labour?

FET Act of 1998

Yes	No
-----	----

Education White Paper 4: A programme for the transformation of further Education and Training?

Yes	No
-----	----

National Curriculum Framework for further Education and Training?

Yes	No
-----	----

Skills Development Act, No. 97 of 1998

Yes	No
-----	----

Skills Development Levies Act No. 9 of 1999

Yes	No
-----	----

41. If your answers in (36) above are Yes, have you as staff members had sufficient time to discuss and try to understand what the respective policies mean to the college?

Yes	No
-----	----

42. Have you as a college tried to review your curriculum in view of the new policies released by the departments of education and other departments?

Yes	No
-----	----

43. Do you think the curriculum that your college offers is good enough to equip your learners with the relevant knowledge and skills that will enable them to face the challenges and to exploit the opportunities brought about the political change?

Yes	No
-----	----

44. If your answer in (43) above is No, what do you think should be done?

.....

SECTION E (BY LEARNERS)

45. Does your college provide career and vocational guidance service to you?

Yes	No
-----	----

46. If your answer in (45) above is Yes, does the college have permanent staff and space for these services?

Yes	No
-----	----

47. Do deserving learners enjoy any financial assistance for the college for their studies?

Yes	No
-----	----

48. If your answer above in (47) above is Yes, what is the maximum amount that the college is able to offer to deserving learners?

That cover all fees and accommodation	
That covers only college fees	
Half of the required college fees	
Less than half of the required college fees	

49. Does the college provide the learners with opportunities and proper facilities for cultural and sports activities?

Yes	No
-----	----

50. Does the college provide learners the opportunities to take part in management structures dealing with college educational matters, e.g. Curriculum review?

Yes	No
-----	----

51. Do you ever have an opportunity to visit places of work related to your field of study?

Never	
Sometimes	
Once after a while	

52. Does the college have in place any programme to assist completing learners to get jobs or to be self-employed?

Yes	No
-----	----

END

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