

**THE RECONTEXTUALISATION OF THE TECHNICAL
VOCATIONAL EDUCATION AND TRAINING IN THE
LIMPOPO PROVINCE**

By

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AND TRAINING IN THE LIMPOPO PROVINCE**

DOCTOR OF PHILOSOPHY

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Declaration

I declare that this thesis “The recontextualisation of the Technical Vocational Education and Training in the Limpopo Province” hereby submitted to the University of Limpopo for Doctoral Degree in Education with specialisation in Adult Education, has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and execution, and that all the material content herein has been duly acknowledged.

..... Signed

.....Date

Dedication

This study is dedicated to members of my family (Mthanji) who welcomed this project with bated breath though with some glimmer of hope when it started. It is a great moment for them to witness its closure..

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Let me first give thanks to The Almighty God Who bestowed upon me the wisdom, the courage and the strength to have involved in this milestone project. I could not have successfully arrived at this point without His Blessings.

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Abstract

This study is motivated by the developments in the Post-School Education and Training in the new democratic South Africa. The transition from the apartheid segregationist education and training system to the new dispensation had profound influence and impacts on all aspects of the country, especially the education environment.

The political change in the country affected the socio-economic landscape consequently, the post-education and training provision. The need to transform the apartheid system of education provisioning to non-segregationist and inclusive one in terms of race, gender, beliefs and socio-economic and cultural inheritance required some radical policy change and implementations in the country.

The new administration developed new policies that were supposed to give expression to equity and equal access to Post-School school Education and Training. These efforts were confronted by a myriads logistics that manifested themselves as obstructions and hindrances to be surmounted in order to develop and implement the new policy frameworks.

There emerged in this instance the need to recontextualise the TVET Colleges system into flagship post-school education and training sub-sector. The TVET colleges' sub-sector was to be designed in the manner that it would resonate in all squares with the industry needs with the hope of bringing a relieve to the much maligned unemployment, inequality and poverty in the communities, much more to respond to the global needs.

The research question 'To what extent has recontextualisation taken place in the two selected TVET colleges in Limpopo Province, with reference to the NCV programme and related issues', is relevant. This research question explores the level at which the TVET colleges have transformed as motivated by political changes in the country to the extent that they are occasioned to meet the socio-economic needs of the new society.

The research undertaking would be preceded by the literature search to find out how the global community performs in comparison with the South Africa context. From the literature the findings were that the TVET colleges in the first world countries

seem to perform on a much better level than in developing countries, inclusive of South Africa. The overall finding seems to point to the fact that successful TVET sub-sectors do recontextualise their vocational knowledge.

The innovation of the NCV programme in South Africa's TVET colleges has become a focus for this study where it weighs in as a standard bearer for a successful Post-School Education and Training implementation in the new democratic dispensation. What is major is the focus on how the programme is being recontextualised to resonate with both the local and global socio-economic needs.

To keep the research process in line with the required findings The Bernstein theory of pedagogic discourse was selected for the study. This conceptual framework brings into the study the concept of constant communication and consultation and intense interaction between the policy makers and relevant stakeholders for successful policy design and creation of new knowledge for implementation.

- The qualitative research method is engaged to allow the researcher to interact with the participants sampled in their surroundings. It was in the interest of trustworthiness in the process or methodology of the research that data collected should be the product of the narratives about the lived experiences of the participants.

Thematic research approach supported by grounded theory method of analysis is applied to generate theory from the data analysed. The principle of iteration of data analysis process until data does no longer provide new finding (data saturation) is complied with in the generation of the themes and ultimately initial theory. In this research project the students, lecturers, business sectors, unions, SETAs, local governments and not for profit agencies served as the population where samples were selected. From the analysis and interpretation, the findings were that:

- The TVET colleges had not yet achieved much in terms of service delivery. Meaning not much communication and consultations are taking place for a successful recontextualisation to take place.
- There is need to engage in more intense recontextualisation of vocational knowledge in the post-school school education and training.

- The government should assist the TVET colleges in the areas of entrepreneur skilling, provision of infrastructure, curriculum design, alignment between theory and practice and empowerment of the personnel amongst others. Further research undertaking is still a matter of urgency.

ACRONYMS AND ABBREVIATIONS

ABM: Academic Board Member

CAPS: Competence and Placement

CBO: Community Based Organisations

CEDEFOP: European Centre for Development of Vocational Training

CHE: Council for Higher Education

COTVET: Council for Technical Vocational Education and Training

COSATU: Congress of South African Trade Unions

EPWP: Expanded Public Works Programme

ERD: Engineering and Related Design

ETF: European Training Foundation

ETDP: Education, Training and Development Practices

FET: Further Education and Training

FEA: Finance, Economics and Accounting

GG: Government Gazette

GEM: Global Entrepreneur Monitor

GET: General Education and Training

HET: Higher Education and Training

HEQC: Higher Education Quality Committee

HW SETA: Health and Welfare Sector Education and Training Authority

ICASS: Internal Continuous Assessment

ILO: International Labour Organisation

INDELA: Institute for the National Development Leadership Employment Skills and Labour Assessment

IT: Information Technology

IMF: International Monetary Fund

L4: Level 4

MOU: Memorandum of Understanding

NATED: National Accredited Technical Education Diploma

NCV: National Certificate Vocational

NCS: National Curriculum Statement

NDP: National Development Plan

NEET: Not in Employment or Education and Training

NGO: Non-Governmental Organisation

NGP: National Growth Plan

NPC: National Planning Commission

NQF: National Qualifications Framework

NSF: National Skills Fund

NSFAS: National Student Financial Assistance Scheme

NSP: National Strategic Planning

NSDL: National Skills Development Levy

OECD: Organisation for Economic Cooperation and Development

OPD: Official Pedagogic Discourse

ORF: Official Recontextualisation Field

POD: Point of Distribution

PRF: Pedagogic Recontextualisation Field

QCTO: Quality Council for Trades and Occupations

RNCS: Revised National Curriculum Statement

SACPO: South African Colleges Principals' Organisation

SAQA: South African Qualifications Authority

SAN-Parks: South African National Parks

SAIVET: South African Institute for Vocational and Continuing Education and Training

SBL: School-based Learning

SETA: Sector Education and Training Authority

SSS: Student Support Service

TREC: Turfloop Research Ethics Committee

TVET: Technical Vocational Education and Training

UMALUSI: Quality Council for General and Further Education and Training

UNESCO: United Nations Education, Science and Cultural Organisation

UNEVOC: International Centre for Technical and Vocational Education and Training

UL: University of Limpopo

WB: World Bank

WBL: Workplace Based Learning

WBE: Workplace Based Experience/Exposure

WR SETA: Wholesale and Retail Sector Education and Training Authority

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CHAPTER 1: BACKGROUND TO THE STUDY

1.1 Introduction

The history of South African education system is riddled with challenges emanating from the volatile political setting of the time. The challenges permeated the different spheres of life especially in the education, training and development of human resources. The development of human resources was based on the apartheid philosophy which perpetuated a biased education provisioning guided by individuals' colour and race. When the new government came to power in 1994 there was a need to develop a system that was supposed to satisfy the needs of the country within the new democratic setup. This led to the policy changes in the education system which included a move to transform the education and training system (Hoppers, Mokgatle, Maluleke, Zuma, Crouch, Lombaard, Lolwana and Makhene, 2000 and Akoojee, 2007 and Field, 2014).

The Bantu Education Act of 1953 (DOE, 1953) and the Education and Training Act of 1979 (DOE, 1979) which replaced it were legislations passed by the apartheid government which implemented a segregationist education policy that gave preference to the white youth above the indigenous blacks in the enrolment of students in primary, secondary and the post-school education and training institutions in the country (Christie, 1986, Akoojee, 2007, DHET, 2012 and Field, 2014). These adverse policy arrangements gravely compromised provision of the same quality vocational education and training to the majority of blacks in the post-school education and training sector. Consequently, the black communities were found to be deeply grounded in the poor, unproductive socio-economic situation due to the pervasive strain of inequality, unemployment and poverty (Kallaway, Kruss, Fataar and Donn, 1997, Hoppers et al, 2000, and Government Gazette (GG.) No. 37229 of 2014). The skills provided to the black majority were not in alignment with the needs of the labour market in the country.

Besides the negative local socio-economic circumstances, the impact of globalisation placed more demands on the economic development of the South African post-school education and training landscape. This has impacted heavily on the new government to develop the human capital vested with technical and technological skills that would afford the country an ability to respond to the global socio-economic

demands (Zeiza, 2003, Nafukho, Amutabi and Olunga, 2005, Asayehgn, 2009 and GG. 37229 of 2014). This development required that South Africa should improve her post-school education and training because this is the lifeline for socio-economic growth and a means to compete globally (Peano, De Bios, Atchoarena and Ursula, 2008, Falk and Surata, 2011, Meyer, 2012 and Bappah and Medugu, 2013). Consequently, South Africa was required to recontextualise her TVET sub-sector's productive capacity to align with the global demands as well as satisfy the South Africa's socio-economic needs locally (Hordern, 2014 and Avis, 2014).

Following are the details of the history of post-school education and training presented in two phases. These are the Post-School Education and Training prior to 1994 and the introduction of the Further Education and Training (FET) and later the TVET sub-sector with its landmark NCV programme.

1.2 Post-School Education and Training Prior to 1994 in South Africa

The TVET sub-sector in South Africa is born of the unpleasant experiences of the previous apartheid government prior to 1994. This apartheid government propagated the policy of separate existence in the use of amenities in all spheres for different race groups (Kallaway et al., 1997). The apartheid government, as it was notoriously known, had established 152 segregationist technical colleges that gave access predominantly to white students (Kallaway et al., 1997). Black students attended rural and township colleges which were poorly funded, with limited infrastructure and other amenities and gave what was termed 'low level' technical and commercial subjects which opened limited chances for the benefit of becoming artisans or entrepreneurs (Chisholm, 1992 and Kraak, 2004).

These technical colleges gave access to students who were unable to complete secondary education and also those who passed matriculation and studied for N4 to N6 courses of National Accredited Technical Education Diploma (NATED) programmes to qualify for the National Diploma upon completion of 2 000 hours of related work experience (DHET, 2012). These programmes were mostly selectively provided to the white students to gain access to apprenticeship training and consequently special employment opportunities as artisans (Kallaway, 1997 and Akoojee, 2010).

When the new government came to power in 1994 it was faced with a vocational education and training system which was segregationist against a poor stigmatised township trade school education system which was meant for the black students only. The new government was confronted with a challenge of developing a new post-school vocational education and training system which was non-racial in orientation and accessible to students from different socio-cultural persuasions (Chisholm, 1992, Kraak, 2004, Palmer 2007, Wedekind, 2009, Norrag, 2011 and DHET, 2012).

1.3 The Inauguration of the Further Education and Training Colleges in South Africa

Through the efforts of the National Training Strategy Initiative (NTSI) under the wings of the National Training Board (1994) there was an effort to develop policy that was meant to focus on the new or recontextualised post-school education and training. This policy initiative shifted the balance of who benefitted most from the state funded colleges in the new democratic government. The erstwhile technical colleges started to lose the mettle and significance as major institutions that served the needs of the industry (Kraak, Paterson and Boka, 2016). The White Paper 4:1998 was a precursor to the passing of legislation that would introduce the Further Education and Training legislation by the parliament of South Africa (GG. No. 19420 of 1998).

In 1998 the new democratic parliament passed the Further Education and Training (FET) Act 98 of 1998 to transform and restructure the post-school education and training system in the country. This Act stood out as a milestone towards giving vocational education and training a renewed focus. The previous apartheid technical colleges were to be renamed Further Education and Training (FET) Colleges. In the year 2002 the restructuring of the post-school education and training took a further move when the 152 previous apartheid era technical colleges were collapsed into 50 FET colleges (GG. No. 19421 Vol. 401 of 1998, University of Limpopo (UL), 2010 and Kraak et al., 2016).

The inauguration of the FET colleges was meant to systematically and progressively improve the provision of post-school education and training system to the level of bringing a balance to the socio-economic development for the various racial groups in the country as spelled out in the FET mission (GG. No. 19421 Vol. 1998, UL, 2010 and Kraak e al., 2016).

1.3.1 The FET mission and objectives

Based on the FET mission, and objectives efforts were made to transform the post school education and training system still further. The FET colleges would serve as catalysts for socio-economic development in the country (GG. No. 19421 Vol. 1998 and Hoppers et al., 2000).

The mission of FET includes:

- Fostering and promoting the development of high quality skills
- Laying the foundation for open access
- Facilitating the transition from school to the world of work
- Developing a well-educated, autonomous citizenship
- Providing opportunities for continuous learning through the articulation of education and training programmes
- Providing flexible and responsive programmes for the workplace
- Developing key performance indicators alongside other key legislations and improving efficacy and accountability through well-defined structures (Hoppers et al., 2000 and DHET, 2012).

The objectives of the FET Act are:

- To pursue excellence
- To promote the full realisation of the student potential
- To embrace the spirit of tolerance of ideas while appreciating diversity
- To be responsive to labour market demands
- To respond positively to the needs of the Republic of South Africa
- To provide service that relates to the community needs and aspirations
- Furthermore, the FET pursued its objectives through the values of redress, equality, equity and transformation (Hoppers et al., 2000 and GG. No. 37229 of 2014).

The FET Act could be regarded as a highly ambitious policy initiative whose crafters might have overlooked the highly elusive and inestimable contextual challenges confronting the implementation in the form of concomitant policies and logistics requirements (Kallaway et al., 1997, and GG., No. 37229 of 2014).

The new South Africa's immediate problem has been the urgent need for infrastructure provisioning. The unavailability of space and additional programmes in the colleges which were previously meant to accommodate fewer white enrolments and had to suddenly give enough access to the immense number of students from other racial groups, especially the blacks (GG. 37229 NO. of 2014). What compounded this challenge was that by 2007, South Africa already had 2 812 471 the not in employment or education and training (NEET) youth of ages between 18 and 24 (GG. No. 37229 of 2014 and Chisholm, 2004). This was an instant serious challenge in the socio-economic environment inherited by the new government.

Despite the logistic, financial and intellectual support from the National Business Initiative (NBI), the efforts at a merger seemed to be insurmountable. The department was faced with the challenge of creating new management and governance structures with a new orientation to a transformed Post-School Education and Training environment. The design of the new curriculum would render the existing staff (black and white) obsolete and hostile to the merger. The provincial administrations in the nine provinces of South Africa were found not to be professionally and managerially ready to give guidance and direction to the merged institutions (Sooklal, 2004 and Kraak et al., 2016). Rogers (2010) in Kraak et al. (2016:78) has explained this complicated situation thus:

In South Africa, key decisions regarding the TVET colleges rested with the national and provincial governments without much participation at institutional level. Interviewees feel that this authoritarian attitude supported by an oversized bureaucracy results in stagnation of change processes and the alienation of lecturers as professionals and critical role-players in the diffusion of innovation.

This extract from Kraak et al. (2016) gives an elaboration of the confusing circumstance to the new government filled with the challenges of the design and

implementation of the transformed Post-School Education and Training in South Africa. This scenario gives an impression that there was need to bring together all stakeholders in a collaborative engagement to participate in the design and implementation of the new Post-School Education and Training. The recontextualisation process was required for the new government to design a transformed Post-School Education and Training sub-sector that must resonate with the local and global socio-economic developmental demands (Nafukho et al., 2005 and Hordern, 2014).

Within this new and uncertain contextual environment, the new colleges were to find a footing. However, the need for further transformation was necessary and inevitable. Through struggle, in 2005 the colleges were given an allocation of R1, 9 billion by the National Treasury for recapitalisation process. From this allocation the FET colleges were expected to vastly improve on the infrastructure, programme design, staff development including governance. There was a need for colleges to negotiate for learnerships programmes and engagement with the SETAs and other relevant stakeholders. At this juncture the idea of the National Certificate Vocational (NCV) programme was brought to the table but never given immediate approval (DHET, 2004/5).

It was the Further Education and Training Colleges Act No.16 of 2006 (GG. No. 29469 Vol. 497 of 2006) that brought changes to the sector. The FET institutions were renamed FET Colleges and were granted autonomous status. The college councils were empowered to take responsibility for appointing their own staff. The last two responsibilities have since caused a great deal of discord between the colleges' management and council structures on one side, and the staff on the other (Kraak et al., 2016 and DHET, 2012).

The FET Act of 2006 again brought with it the challenge regarding the migration of the FET colleges to the DHET. This resulted in the signing of a protocol to give effect to the transfer of management and authority of the FET colleges from Department of Basic Education (DBE) to the DHET. The agreement was meant, in most probability to reduce tensions between the two administrations (Kraak et al., 2016).

1.3.2 The legislations and strategies affecting FET developments

Before engaging in further developments in the FET sub-sector, a discussion of the legislations passed, followed by strategies and plans put in place in recent times to support provisioning of programmes in the FET colleges, merits attention:

- The key legislative document is the Constitution of the Republic of South Africa Act No. 108 of 1996. Section 29 which provides for the provision of “basic education” and “further education which the state through reasonable measures must make progressively available and accessible...” to the community of South Africa (GG. No. 17678 of 1996:14).
- The National Education Policy Act of 1996 provides for the Minister to be responsible for the development of education and to regulate the relations between national and provincial education provisioning, among others (GG. No. 39827 of 1996).
- South Africa Qualifications Authority Act 58 of 1995 provides for the formulation and publishing of policies and criteria for establishment of bodies for generating and establishing national standards and qualifications (GG. No.19231 Vol. 399 of 1995).
- The Employment Equity Act No. 55 of 1998 prohibits unfair discrimination in the workplace and the implementation of affirmative action (GG. No. 19370 Vol. 400 of 1998).
- The Skills Development Act 98 of 1998 was amended in 2008 to provide also for the National Skills Agency, as a support structure to the TVET sub-sector (GG. No. 19420 of 1998)
- National Skills Development Levy Act No. 9 of 1999 provides for the imposition of skills levy of 1% from the employers' payroll (GG. No. 19984 Vol. 406 of 1999). This levy is lodged with the National Skills Fund (NSF) to finance skills training of the employees.
- The National Qualifications Framework (NQF) Act No.67 of 2008 provides for a comprehensive system approved by the Minister regarding the classification, publication, registration, articulations and quality assured national qualifications (GG. No. 31909 Vol. 523 of 2008).

- The Continuing Education and Training Act No. 16 of 2006 would guide developments towards the introduction of the TVETs in the post-school education and training system (GG. No. 29469 Vol. 497 of 2006).

1.4 The Dawn of the Technical Vocational Education and Training Colleges

The use of the concept Technical Vocational Education and Training (TVET) originates from the UNESCO-UNEVOC organisation conference in Seoul, South Korea in 1999. The objectives of the TVET colleges were to provide general education, technologies, sciences, acquisition of practical skills for various economic sectors and social advancement (UNESCO-UNEVOC, 1999).

By the year 2012 the 'TVET college' nomenclature was already in use in the corridors of the education system environment. In the same year (2012) the Minister of DHET brought the term into use as reference to the former FET colleges (DHET, 2012). What is important is that it was found not difficult for the FET colleges to embrace the TVET college concept. This was because South Africa FET colleges were already engaged in most functional provisioning meant for the TVET colleges (Odendaal, 2017).

In 2014 the FET colleges were changed to Technical Vocational Education and Training (TVET) for South Africa to be in line with the international nomenclature for the post-school education and training (GG. No. 37229 of 2014). The other acts of parliament relating to the developments of TVET sub-system shall be discussed when indicating their contextual implementation and significance in the post-school education and training.

1.4.1 The strategies and plans

The TVET colleges were created to play a significant role in the socio-economic development of the country, as such the government made efforts to develop strategies and plans to accelerate their performance to improve delivery to achieve stated goals and objectives:

- The New Growth Path and the Industrial Policy Action Plan 2 were meant to develop the performance and growth of the economy through TVET sub-sector (DHET, 2012).
- The Human Resource Development Strategy for South Africa 2010-2030 aims at increasing enrolments at colleges to 4 million by 2030. (DHET, 2012 and UNESCO-UNEVOC, 2014b).
- The National Skills Development Strategy 3 (NSDS 111) which is the strategy devised to involve various stakeholders in dealing with matters relating to TVETs developments and initiate also alignment between institution and labour market (Elliot, 2010, Gail, 2010 and UNESCO-UNEVOC, 2014b).

It is noteworthy that despite efforts to pass legislations and develop strategies and plans to facilitate successful implementation of the TVET colleges to meet stated objectives, not much has been achieved to that effect (Akoojee, 2007, Dumon, 2013 and Rasool and Mahembhe, 2014). This challenge is noted also by Gamble (2003) and Field (2014) who advised that the TVET sub-sector programmes in South Africa needed to have a logical and systematic arrangement for successful implementation.

The present research project brings into focus how the new government in South Africa created the 'new knowledge' (NCV programme) for the TVET sub-sector for the socio-economic development of the country. Consequently, the focus is on the recontextualisation of the TVET sub-sector with special focus on the NCV programme and related issues, through the application of the Bernstein theory of pedagogic discourse (Bernstein, 1996, Singh, 2002 Bourne, 2006 and Hordern, 2014).

1.4.2 The National Certificate Vocational programme

South Africa regards the TVET colleges as "institutions of choice" that provide skills training to the youth and unemployed adults for the labour market and community needs for the country's socio-economic development. Principally, the TVET colleges provide academic and theoretical education for apprenticeships and general vocational education (Kraak et al., 2016). From the theory that guides this study the creation of 'new knowledge' would involve stakeholders' collaboration to render it appropriate for implementation for the intended purpose. This principle is explained

in the Solomon's interview with Bernstein (Bernstein and Solomon, 1999:266). The principle states:

The story (new knowledge) systematically encompasses and connects in one device, different contexts of experiences, such as work, family and education, and different levels of regulations: from class relations and the state, through curriculum and pedagogy, down to the level of individual subjects.

The TVET sub-sector together with other stakeholders to the post-school education and training are presumed to have played a significant role in the design of the NCV programme guided by government policy, pedagogic and symbolic controls. In that recontextualising process the NCV programme is expected to have appropriated and transformed into viable pedagogic vocational knowledge in context (Bernstein, 1999, Singh, 2002 and Hordern, 2014).

In profiling of the NCV programme it has been placed on the level 4 of the NQF which amounts to an equivalence to the National Senior Certificate (NSC) and N1, N2 and N3 of Report 191 programmes... The new arrangement is that the NCV programme would progressively replace the old or previous Report 191 programmes for vocational qualifications (Akoojee, 2007 and GG. 37229 of 2014). The intention is that students who pass the NCV qualification could join the workplace or continue to obtain higher academic qualifications at higher education institutions or make an entry into the entrepreneurial world (Gail, 2010, DHET, 2012 and UNESCO-UNEVOC, 2014).

The NCV programme in the TVET colleges sub-sector is regarded as a programme that could alleviate the scourge of high failure rates or dropout at the universities, TVET colleges and in the secondary schools. From the research study undertaken by the Centre for Higher Education and Transformation (CHET) and the Further Education and Training Institute (FETI) a severe uncomfortable revelation is made. The finding is that in 2007 there were 2.8 million people between the ages of 18 and 24 who were not in employment, not in education and training and not severely disabled. This result was regarded as just a glimpse of a bigger picture of what was obtaining in the country (Cloete, 2009, DHET, 2012 and Field, 2014). This is the chronic socio-economic condition obtaining in South Africa and needs to be mitigated

by the TVET colleges sub-sector through the NCV programme (DHET, 2012 and Field, 2014).

1.4.3 The NCV programme qualification and National Qualifications Framework

The National Qualifications Framework (NQF) is a structure for the qualification system based on principles, guidelines, vision and philosophical base of the South African education and training system. The NQF is a framework which provides the levels of learning achievements in respect of training and career path. The NQF provides for the registration of ten levels of achievements. The South African Qualifications Authority is a statutory body that oversees the implementation of the NQF.

The NQF has three sub-frameworks which are higher education, general and further education and trades and occupations. The three sub-frameworks fall under the responsibilities of three Quality Councils which are Council on Higher Education, Umalusi and the Quality Council for Trades and Occupations respectively.

The NCV qualification is placed at level 2, 3 and 4 of the NQF. Students would qualify for NCV programme upon going successfully through the following education and training processes: The student must have satisfied requirements for Internal Continuous Assessment (ICASS) which entails the successful compilation of Portfolio of Evidence which carries 25% weight on fundamental subjects and 50% weight on vocational subjects. Furthermore, external assessment known as Integrated Summative Assessment (ISAT) which carries 50% weight of vocational subjects and 75% weight of fundamental subjects. To obtain the certificate the student must have passed level 2 and 3 programmes, ICASS and ISAT as follows: obtain 40% in two fundamentals, 30% in mathematics and 50% in all vocational subjects. Finally, a student must pass a trade test administered by the Institute for the National Development of Leadership Employment Skills and Labour Assessment (INDELA) (Gail, 2010 and UNESCO-UNEVOC, 2014).

Some of the challenges faced by the South Africa NQF which could be mitigated by the recontextualisation of vocational knowledge are:

- Already there is a serious problem in clarifying the difference between apprenticeship and learnership substantively (DHET, 2012).
- The NCV programme Learnerships are not well received by most of the seasoned employers who have gone successfully a long way with apprenticeship arrangements. This causes a delay in the completion of the study by students who require gaining workplace experience through learnership (DHET, 2010 and (DHET, 2012). This delays completion of the study.
- To date there is poor acceptance of the equivalence of National Senior Certificate (NSC) and NCV at level 4 qualification of the NQF (DHET, 2010 and DHET, 2012).
- The NQF gives an impression that success from one level qualification is a move upwards, whereas there are qualifications that allow only horizontal mobility e.g. NCV to NSC, and vice versa (DHET, 2010 and DHET, 2012).
- The NQF regularisation of qualifications through equivalence has confused the regulatory system especially regarding quality assurance. This is still a sticking problem in the education system (DHET, 2010, DHET, 2012 and, GG. No. 37229 of 2014).
- The NQF still has to resolve a situation where individuals qualify for recognition of prior learning for level 4 qualifications but without foundational learning which could be core subjects or fundamentals (GG. NO. 37229 of 2014).
- The NQF has been implemented as a mechanism meant to facilitate transformation and development in all facets of socio-economic life of the people of South Africa despite inherent challenges experienced in the process. However, some of the challenges listed could rather have been circumvented through the recontextualisation of the TVET sub-sector (Gail, 2010, , Hordern, 2014 and Avis, 2014 and UNESCO-UNEVOC, 2014)

1.4.4 Quality assurance

Quality assurance has to do with professional standard settings in regard to curriculum design, assessment, quality provisioning of learning programmes, certification of qualifications and accreditation of service providers, among others (DHET, 2012, Baumgardt, 2013 and UNESCO-UNEVOC, 2014b). The quality

assurance system is found to be one of the most complicated aspects in the post-school education and training establishment in South Africa. This is caused by several qualifications declared to be of equal value and standing on the NQF and over 11 thousand unit standards that are meant to create occupational qualifications (DHET, 2012 and Baumgardt, 2013). This situation has resulted in the creation of numerous quality assurance bodies such as, Quality Council for General and Further Education and Training (Umalusi), Quality Council for Trades and Occupations (QCTO) and Higher Education Quality Committee (HEQC) (DHET, 2010 and DHET, 2012). Perhaps with the exception of Umalusi the rest of the quality assurance bodies are still faced with the monumental task of establishing themselves to perfect all aspects relating to assuring quality within their domains (UNEVOC, 2014 and GG. N0. 37229 of 2014). The Council on Higher Education (CHE) provides advice to the Minister of the DHET in respect of policy development (DHET, 2012 and UNESCO-UNEVOC, 2014b). The NCV programme with its diversified programmes offerings implied that new quality assurance bodies are supposed to be created for the purpose.

The challenges confronting the post-school education and training in the development of quality assurance mechanisms seem much more complex than it could be imagined. Phillips, Freeman and Wicks (2003) and Baumgardt (2013) explain that quality assurance involves coalition of standards and implementation of policies, structures and procedures from the global level, down to the national and lastly to local level provisioning, which is a highly exacting proposition. This is an imperative that should render the TVET sub-sector relevant to the demands of the global labour market needs and sustainable socio-economic development of a country achieved through cooperative stakeholder engagement.

Baumgardt (2013) further states that much as the processes and procedures to effect convincing and credible standard to create quality assurance mechanisms could be satisfied, a major challenge would still be the quality of students capable of competitive performance after training. This study assumes that this situation could appear less complex should the process of recontextualisation of the TVET colleges have taken place successfully.

1.4.5 The TVET colleges' coherence and articulation with other institutions

The post-school education and training system is inherently supposed to have links with other institutions to facilitate articulation and students' mobility or progress (DHET, 2010 and UNESCO-UNEVOC, 2014b). The arrangement is that the TVET colleges should strive and cohere and link with other institutions such as universities and other professional institutions to facilitate students' intellectual and vocational development. The admission of students who qualified for the level 4 qualification at universities is a challenge that requires resolution. Some students have obtained negotiated admissions to universities (DHET, 2010, UNESCO-UNEVOC, 2014 and GG. No. 37229 of 2014).

At other levels arrangements are made for the universities to offer programmes for the capacitation of the TVET colleges' lecturers, and to participate in the TVET colleges activities to guide both students and lecturers on site. What also needs to be consolidated is the provision of programmes to capacitate TVET colleges' management and governance structures (DHET, 2010 and Kraak et al., 2016).

Colleges have a duty to link and collaborate with the labour market to be informed of the demand and supply equations. Secondly, the TVET colleges-workplace articulation could create a favourable environment for apprenticeships and learnerships programmes to provide workplace-based experience or exposure (WBE) for both students and teachers (GG. No. 37229 of 2014 and UNESCO-UNEVOC, 2014b). What has become an unpleasant experience to the students is that in most cases students who complete the NCV programmes at colleges remain unemployed because of lack of space in the workplace to undergo the WBE which forms part of the curriculum imperatives for qualification and certification (DHET, 2012). This is the situation that led to the DHET to encourage the colleges, the employers and Sector Education Training Authority (SETA) to work closer together to facilitate coherence and articulation for students' placements for WBE.

Papier, Needham, Prinsloo and McBride in Kraak et al (2016:85) express this need thus:

This change has been brought about by the formation of the DHET within which both education providers Sector Education and Training Authorities reside, together with the associated skills funding mechanisms. Statements

emanating from the office of the Minister have strongly urged employers, SETAs, and colleges to work together to create on-the-job learning spaces for TVET students in order to improve youth employment prospects and thereby contribute to the economic upliftment of communities.

The SETAs would have to actively connect and fund the learnerships and apprenticeships of the NCV programmes in the labour market where the institutions serve as service providers. The new National Skills Development Strategy III could encourage the National Skills Fund and the SETAs to facilitate linkages between institutions and labour market (DHET, 2012 and GG. No. 37229 of 2014).

The institutions such as National Economic Development Labour Council (NEDLAC), Human Resources Development Council of South Africa (HRDCSA) and National Skills Authority (NSA) are making attempts to coordinate the activities of the TVET sub-sector to serve successfully as an embodiment for socio-economic development in South Africa (South Africa, 1994 and DHET, 2012). These institutions are also involved in efforts to establish the TVETs relationship with the relevant stakeholders, which is a long-standing challenge to foster alignment between theory and practice. In many research undertakings related to the TVET colleges as catalysts for socio-economic development, poor articulation between institutions and labour market stands out as a serious challenge experienced (Fester, 2006, Wedekind, 2009 and Field, 2014). To reinforce the college and labour market linkages, the Economic Sector and Employment Cluster was established to provide information on the economic demands in South Africa's socio-economic environment (DHET, 2012).

1.4.6 Programmes and qualifications

The TVET colleges are designed to provide skills training for the youth (16 to 24 years old) and adults who require vocational training to secure reemployment or promotion in the workplace (South Africa, 2000, DHET, 2012 and UNESCO-UNEVOC, 2014b). The TVET colleges are expected to provide low and middle level skills training for occupations such as engineering, construction, tourism, hospitality, business administration, early childhood educare (UNESCO-UNEVOC, 2014b). The TVET colleges are expected to provide skills training fundamentally through the NCV programme introduced in 2007. This is a qualification designed to be an equivalence of NSC or N1, N2 and N3 of the Report 191 (Cosser, Kraak and Winnaar, 2011,

UNESCO-UNEVOC, 2014b and Government Gazette, No. 37229 of 2014). Students would qualify to register for NCV programme upon passing Grade 9, however, those who qualified for Grade 12 are also given admission upon agreement with the college authorities (DHET, 2010).

The TVET colleges are supposed to offer theory on general vocational qualifications (NCV programme), occupational specific programme and practice through simulation. Furthermore, students should obtain different WBE in the workplace (Hoppers et al., 2000, DHET, 2010 and UNESCO-UNEVOC, 2014). The NCV programme constitutes three fundamental subjects (language, Mathematics or Mathematics Literacy and Life Skills), three core vocational subjects chosen from one of the 14 sub-fields and one elective subject that runs through NQF levels 2, 3 and 4 (DHET, 2012, UNESCO-UNEVOC, 2014b).

Challenges that have lingered on TVET colleges regarding qualifications and programmes are listed as follows:

- The registration of students who have passed grade 9 and 12 for the same programme is fraught with complications. The Green Paper for Education and Training proposes 3 levels of NCV programme because of this occurrence. While this suggestion derails the initial arrangement for the establishment of TVET colleges, it is also found unwholesome when one considers the enormous number of the not in employment, education and training (NEET) who must be taken on board for skills training (DHET, 2012 and GG. No. 37229 of 2014). Registration of students who have passed matric prompt a suggestion of escalating NCV programme to level 5 on the NQF which is another exacting commitment (DHET, 2012 and Government Gazette, No. 37229 of 2014). Added to the above, the decision to replace Report 191 N courses with NCV programme is a proposition regarded by several experts as premature. Indeed, to date, National Accredited Technical Education Diploma (NATED) programmes are still taught in TVET colleges even if there has been a notice for their gradual removal (Wedekind, 2009, Edigheji, 2010, DHET, 2010, DHET, 2012, GG. No. 37229 of 2014 and Field, 2014).

Another proposition from the Round Table Document for Discussion (DHET, 2010) which could rather be regarded as complementary but compounding the challenges

states that, there could be four levels of NCV programme provisioning by the TVETs namely:

- First the TVET colleges that offer NCV programme only and quality assured by Umalusi. Second, the TVET colleges that offer NCV programme and post NQF level 4 trade occupationally specific programmes which are quality assured by Umalusi, QCTO and HEQC. Third, the TVET colleges that offer NCV, post NQF level 4 trade and occupationally specific programmes and HE programmes quality assured by Umalusi, QCTO and HEQC. Lastly, TVET colleges that offer NCV programme, and limited HE programmes, quality assured by Umalusi and HEQC (DHET, 2010). These propositions are an effort to resolve the challenges in the NCV programme provisioning and to improve articulation and certification. However, the proposed four levels of NCV programme could be too demanding in regard to material and human resources needs, let alone the organisation of these institutions (DHET, 2010 and DHET, 2012).
- The issue of NCV programme qualifications articulation with higher education institutions and the workplace has been a daunting challenge for the TVET colleges (Wedekind, 2009, Field, 2014 and UNESCO-UNEVOC, 2014b). It is important to note that since the new democratic dispensation is an outcome of the political struggle against apartheid and segregationist government, the politicians will play a role in the transformation of the country into a democracy. The development of 'new knowledge' for the TVET sub-sector in South Africa will also assume a political influence as asserted by Bernstein theory of pedagogic discourse. This is the area that would influence the recontextualisation of the TVET sub-sector (Bernstein, 2000, Avis, 2013 and Hordern, 2014).

1.4.7 The TVET colleges and lecturers' capacitation

The need to design new programmes for the TVET colleges had an impact on the lecturers in terms of related qualifications. This development had a significant influence in the selection of lecturers. The TVET colleges are guided by the document Policy of Professional Qualifications in the TVET (DHET, 2013) regarding

choice of lecturers. In terms of classroom performance lecturers are expected to teach disciplinary knowledge, pedagogy and workplace integrated learning, which implies that they should serve as agents of theory provisioning and preparation for workplace (practice) demands (DHET, 2012 and UNESCO-UNEVOC, 2014b). The culture of the past apartheid government had created an environment which made it difficult to adequately capacitate the lecturing staff in the post-school education and training (DHET, 2012 and GG. No. 37229 of 2014). Lecturers are either equipped with workplace knowledge and experience without pedagogic training or have pedagogic training with teaching qualification without workshop technical experience. This mismatch of capabilities in the college lecturers' demands of them to receive organised and focused training programmes for their capacitation (DHET, 2010, DHET, 2012 and GG. No. 37229 of 2014). The NCV programme required the lecturers to be qualified in classroom pedagogic and workshop skills provisioning, a qualification which most of the lecturers never had. This situation has brought to the fore the focus on recontextualisation of vocational knowledge in the post-school education and training regarding the level of teacher qualification and training required for the lecturers.

To intervene in this shortfall, the university experts offered to provide empowerment workshop programmes at regular intervals to TVET colleges' lecturers. The in-house arrangements for coaching and mentoring of the lecturers as well as regular lecturer–workplace staff meetings are encouraged to achieve alignment between theory and practice (DHET, 2010, DHET, 2012 and GG. No. 37229 of 2014). The SETAs should be given more leverage to facilitate lecturer-trainer collegiate meetings for discussions of subjects of common concerns in the programmes offered for skills training (DHET, 2012 and UNESCO-UNEVOC, 2014b).

Furthermore, the lecturers are sceptical about their conditions of service since the implementation of the FET colleges Act No. 16 of 2006 which provides for the appointment of lecturers by the College Councils (GG. No. 29469 Vol. 497 of 11 December 2006). This development was said to be well- -intentioned regarding local staffing challenges in the TVET colleges. In retrospect, it yielded some negative unintended consequence among the lecturers in terms of security of employment. Most lecturers had to leave colleges for other government appointments under Public Service Act No. 103 of 1994 and GG. No. 32549 Vol. 531 of 1994).

The temporary appointment of staff also caused consternation and uncertainty of employment security amongst the lecturers. The prospective capable candidates were caused to turn down recruitment for appointment at the TVET colleges (GG. No. 37229 of 2014). The disparity between the lecturers in the employ of the college council and the DHET was regularised through the Agreements 2 and 3 in the FET Colleges Bargaining Unit of the Education Labour Relation Council.

It could be mentioned that the SETAs' involvement in improving college-workplace relations, the engagement of universities in the empowerment of college lecturers, the Teacher Development Chief Directorates efforts and the regularisation of service conditions of lecturers are positive steps to empower the lecturers in the colleges. However, all these mitigating efforts could succeed within the recontextualised environment of the TVET colleges' sub-sector.

1.4.8 The TVET colleges and management and administration

Much as the TVETs are experiencing lecturer capacitation challenges, the case was almost similar to the execution of management and administration activities (Gewe, 2010) The TVET colleges' management structures are confounded by new responsibilities regarding democratic leadership dynamics, the experience of the NCV programme with its attendant complications, financial management, stakeholder involvement, recruitment, admissions and on the whole corporative leadership. Most of the management activities and responsibilities have become foreign to newly appointed managers in the TVET colleges. The empowerment of TVET colleges' management and leadership personnel is regarded as work in progress by the DHET within the new post-apartheid environment (Gewe, 2010, DHET, 2010 and GG. No. 37229 of 2014).

1.4.9 The TVET colleges and governance

The governance in the TVET sub-sector is found to be wanting in most of the colleges. The DHET found it rather difficult to give autonomy to the governing councils of the entire community of the TVET sub-sector in the country (DHET, 2012). The governing councils of most TVETs are experiencing the most challenges in the control of finances, appointment of staff, relationship with management, engagement with stakeholders and the implementation of the prescriptions of

legislations among others (DHET, 2010, DHET, 2012) These are the governing councils that must oversee the implementation of the NCV programme.

In the course of the granting of autonomy to the governing councils, the unions and the South African College Principals' Organisation (SACPO) expressed a strong low opinion on the councils' capacity to carry out the responsibilities and accountabilities coupled with the status (DHET, 2010). In the most probability the TVET sub-sector experiences the most challenges in its development because of lack of recontextualisation process (Avis, 2014 and Hordern, 2014).

1.4.10 The TVET colleges and increased learner enrolments

As stated earlier in the introduction, the 50 FET colleges that emerged from 152 previous apartheid separatist technical colleges were to be developed into "institutions of choice" that would offer primarily the NCV programme (DHET, 2012: 20) to provide the required skills to young school leavers for the labour market and community needs (DHET, 2010 and UNESCO-UNEVOC, 2014b). The South African government, through the Human Resources Development Strategy for South Africa 2010-2030 and South Africa Ten Year Innovation Plan, aims to raise the enrolment at TVET colleges and other adult learning colleges to 4,000,000 by the year 2030 (UNESCO-UNEVOC, 2014, HRDCSA, 2014a). Indeed the registration of students with Grade 9 qualifications from the Department of Basic Education in the NCV programme would facilitate the realisation of this objective (DHET, 2010 and DHET, 2012).

It has been determined that increased enrolments in the TVET colleges go together with other costly and difficult implementation logistics. The TVET sub-sector would require additional programmes, improved and additional infrastructure, appointment of extra lecturers, additional workshops and equipment, empowered management and leadership. For successful provisioning of the NCV programme, all these should be embarked on after an appropriate recontextualisation of the TVET colleges sub-sector (DHET, 2012, Avis, 2013 and Hordern, 2014).

1.4.11 The TVET colleges and funding

Funding policy for post-school education and training has become more complex to implement in the new democratic dispensation in South Africa (Akoojee, 2010, DHET, 2010 and DHET, 2012). The government has declared that it has become a serious challenge to fund TVET sub-sector comfortably from the state revenue only. The budget for funding the TVET colleges originates from an allocation from the fiscus, levy grants from employers, students' contributions and subsidies from the private sector, however funding from these sources has been found not enough to meet the education needs of students (GG. No. 29469 of 2006, Cloete, 2008, Akoojee, 2010, Elliot, 2010 and UNESCO-UNEVOC, 2014b).

The National Student Financial Assistance Scheme (NSFAS) has been declared obsolete as a mechanism for students' funding. There emerged an urgent need to relook at the present funding mechanism to provide for the immense increased number of the present student community. The matter relating to student funding has assumed a highly volatile dimension since the entire post school student body embarked on the "fees must fall" campaign that grounded the university education to a devastating halt for the most period of the 2015-16 academic period. At this point this matter is receiving high profile attention for resolution (Rautenbach, 2017). There is at present no clear funding policy for post school education and training.

1.4.12 The TVET colleges and Students Support Service

Students from secondary schools are in most cases in need of the support to adjust to the demands of a new education environment in the TVET colleges. Adams (2011) has conducted a Competency and Placement (CAP) test study to assist in giving direction to the new entrants in the TVET colleges regarding the choice of programmes. The CAP test revealed some deficiencies in the students' capability to adjust to the TVET colleges (Adams, 2011 and DHET, 2012). This is proof that there is need for different types of support to students with different capabilities in their early entrance in the TVET colleges. The following services are required in the TVET colleges to give support to students:

1.4.12.1 The academic support

The TVET colleges are expected to give students the necessary students support services (SSS) to enhance their ability to live up to the demands of the programmes offered. Bridging courses in foundational subjects such as mathematics, languages or other core subjects are required. The fact that some students are given access to the TVET colleges upon passing grade 9 is good reason to offer such assistance (DHET, 2012 and GG. NO. 37229 of 2014). Academic support is varied, and this would include; financial aid, induction, choice of programmes, provision of learning materials and interventions in learning difficulties. Extracurricular students' activities should include team sport, individual sport, traditional sport and cultural sport (DHET, 2012).

1.4.12.2 The student counselling and wellness services

The TVET colleges are confronted with a need to appoint professional counsellors to give advice to students on various important issues of their social, academic and healthy living. There should be regular guidance on career pathways in relation to the students' programmes of choice. The matter regarding healthy living should also be given priority in respect of students' avoidance of unhealthy sexual life and drug abuse. The office of SSS requires a highly professional staff that would cope with the recontextualising of the vocational education (DHET, 2010, DHET, 2012, UNESCO–UNEVOC, 2014 and GG. No. 37229 of 2014).

1.4.13 The TVET colleges and supportive institutions

The most important institutions which have been created to support TVET colleges are but not limited to the National Skills Authority (NSA), the Human Resources Development Council for South Africa (HRDCSA) and the Sector Education and Training Authority (SETA) (DHET, 2012 and Hoppers et al., 2010). It is important to note that much as the government has initiated the involvement of these institutions as partners in the educational development in general and TVET colleges in particular, there are still numerous shortfalls that still persist in the post-school education and training (DHET, 2010, DHET, 2012 and Field, 2014). A short survey of the significance of each institution follows:

1.4.13 1The National Skills Authority

The National Skills Authority (NSA) was established through the National Skills Development Act No. 98 of 1998. The NSA comprises representatives from labour, government, employers and community organisations. These are the components that form a board that advises the Minister of Higher Education and Training on matters relating to required skills for socio-economic development. The NSA also keeps an eye on the developments in SETAs in regard to linking the colleges with the workplace for learnerships and apprenticeships (South Africa, 2000, DHET, 2012 and HRDCSA, 2014c). Additionally, there is the 'skills consultative forum' constituted by relevant stakeholders to assist the NSA board on matters relating to skills development (DHET, 1998 and DHET, 2012). It is important for the NSA to give support to the TVET colleges because its activities fall within the area of the 'field of production' in the theory of pedagogic discourse. This is the area where policy is formulated, curriculum and books are authored in the Bernstein's model of pedagogic discourse which is the theory that guides this research activity (Bernstein, [Sa] and 1996).

1.4.13.2 The Human Resource Development Council for South Africa

The Human Resources Development Council for South Africa (HRDCSA) has been established as an effort to redress the socio-economic imbalances inherited from the previous apartheid government (DHET, 2010). This institution has the duty to accelerate progress in the socio-economic development of the country through partnering with the TVET sub-sector. To succeed in its mission the HRDCSA comprises representatives from the government, labour, business, academics, Non-Governmental Organisations (NGOs) and international experts (HRDCSA, 2014c). The HRDCSA's activities are directed towards reduction of the scourge of inequality, poverty, unemployment and fostering social injustice in the country (DHET, 2010). Consequently, the HRDCSA has formed networks of activities to mitigate successful TVET colleges' vocational skills training for the labour market and the community needs (DHET, 2012 and HRDCSA, 2014b).

The HRDCSA (2012) engages in numerous research activities involving; historical background of the TVET sub-sector, the intervention strategies to accelerate TVET colleges' performance, assessment and evaluation of the impact of interventions

toward improving TVETs provisioning (HRDCSA, 2012 and HRDCSA, 2014c). It is hoped that the HRDCSA activities would bear fruit in the development of TVET sub-sector over time (Palmer, 2007 and Edigheji, 2010 and UNESCO-UNEVOC, 2014).

The HRDCSA plays a significant role at the level of the 'field of production' which is the area of policy formulation and production of 'new knowledge' as indicated in the Bernstein pedagogic discourse, a theory that guides this research process. The HRDCSA's activities overlap into the 'field of recontextualisation' which is the level of activities in the Bernstein's theory of pedagogic discourse that involves the curriculum formulation and book writing (Bernstein, 2000, Palmer, 2007, Avis, 2013 and Hordern, 2014).

1.4.13 3 Sector Education and Training Authority

The Sector Education and Training Authority (SETA) was established in 2000 by the Department of Labour (DoL) to cater for the development and operations of the then existing 23 economic sectors in the country. The SETA representation comprises government, labour, capital, professional bodies and relevant bargaining councils (University of Limpopo (UL), 2009).

The SETAs are expected to perform the following functions in regard to skills provisioning:

- *Develop qualifications for the economic sectors*
- *Implementation of the learnerships and skills development programmes*
- *Funding of various training programmes*
- *Monitoring of skills training development programmes*
- *Issuing of certificates to qualified learners*
- *Ensuring alignment between training and NQF standards (HW SETA Career Guide for learners. [Sa]:5).*

From the above exposition, it could be rightly determined that the SETAs in their diversity form the critical and necessary partnership with the TVET colleges and the workplaces for the different economic sectors. What is most concerning is that SETAs should get returns on investment. The TVET colleges are encouraged to

improve on skills provisioning to be in line with the socio-economic needs so that the SETAs derive benefits from investing in the learners and staff. It therefore should be assumed that this caution is loaded with strong recontextualising undertones. Additionally, there are still agencies in South Africa in the form of National Youth Development Agency and Limpopo Economic Development Agency that play a stakeholder role in the TVET sub-sector development.

The above discussion has provided some insights into the policies, structures and processes that are at play in the development of the TVET sub-sector in South Africa.

There have also been some influences from different stakeholders both local and global in the design of the TVET sub-sector in South Africa, most importantly experts from developed countries. The following is an attempt to give a concise discussion on the situation of the TVET sub-sector in other countries for the sake of comparisons and benchmarks. This section would probably give motivation on how to further develop the South African TVET colleges' background. Countries selected represent the regions of the world.

1.5 The TVET Sub-sector in Other Countries

The need for recontextualisation of TVET sub-sector may not be apportioned solely to South Africa; in fact, it has become a global reality. What is evident is that recontextualisation is context related (Hordern, 2014). However, in one situation countries may experience similar causes for recontextualisation of TVET sub-sector while in others the opposite may be the case. Before the discussion of the recontextualisation of the TVET sub-sector in the South African context, it could serve a good purpose to understand the concepts as it happened in other countries. An illustration of the developments and challenges in the TVET sub-sector in other countries that resulted in the need for recontextualisation can also better facilitate gaining a better understanding of the context of this study (Oketch, 2007, Majumbar, 2009, Hartl, 2009, Oloruntegbe, Agbayewa, Adodo, Adare and Laleye, 2010 and Nazir, 2014).

In Europe, Germany, Sweden and the Netherlands claim to have developed progressive TVET sub-sector (OECD, 2010b, OECD, 2012, CEDEFOP, 2012, OECD, 2013a and Fazekas and Litjens, 2014). The German dual system is hailed as

among the success stories in the world (OECD, 2016). The Swedish TVET sub-sector is highly acclaimed by the UNESCO-UNEVOC as a living example of a TVET sub-sector to be emulated by other nation-states (CEDEFOP Refernet, 2012 and OECD, 2013a). The Netherlands boasts of a successful TVET sub-sector with strong stakeholder participation (CEDEFOP, 2012 and Fazekas et al., 2014).

On the contrary, Germany with a competitive TVET sub-sector still needs to standardise her career guidance, contends with poor academic qualifications and resolve the demographic change caused by the intake of migrants (OECD, 2016). Among others, Sweden TVET colleges declare poor articulation, limited space for part-time adult earners and poor standardization of NQF as challenges (OECD, 2013a). The Netherlands has to recontextualise to solve dropout and poor college workplace connection (UNESCO-UNEVOC, 2012). The above discussion of the shortfalls exposes recontextualisation as a phenomenon which needs to exist even in developed countries that have a strong hold on the global economy.

In the Americas the United States of America (USA) has a developed TVET sub-system made possible by a high research capacity (Rauner and Maclean, 2008). Despite her socio-economic strength the USA still has to recontextualise her TVET colleges in developing common standards and assessment criteria for all states. The USA also still has to effect articulation between all the levels of her education system (USA, 2010, Stone III and Lewis, 2010 and UNESCO-UNEVOC, 2014a). Brazil still has to find a strong grounding for her post-school sub-sector most likely because of her developing world status. Brazil has a great number of youths without professional education and poor youth completion rate at TVET colleges' level (Maclean and Wilson, 2009, UNESCO-IBE, 2011, UNESCO-UNEVOC, 2012 and Almeida, Amaral and Felicio, 2015). To facilitate intervention in the shortfalls Brazil initiated the National Programme for Access to Technical Education and Employment (PRONATEC). This is a document which gives guidance on job creation, skills training and enhanced productivity in the labour market (World Bank, 2001, OECD, 2010a and Almeida et al., 2015). This is an indication that recontextualisation of the TVET sub-sector would be an on-going process depending on the dynamics of the socio-economic circumstances of the world.

The Republic of Korea is a shining example of a third world country with a vibrant TVET sub-sector. The country has a high success level of youth development

(Edigheji, 2010, UNESCO-UNEVOC, 2013 and Cho, 2013). Within this glittering success, Korea still has to improve on her human capital for global competitiveness and college-workplace alignment (OECD, 2013b and Jung, 2013). The Neilbaum Voucher System and the Employment Success Package are some of the interventions implemented for recontextualising the TVET sub-sector (UNESCO-UNEVOC, 2013 and Cho, 2013 and Jung, 2013).

In Africa almost all the nation-states are still struggling to develop their TVET sub-sectors to live up to the levels achieved by the European Countries (Norrag, 2003, Nyerere, 2009 Olonruntegbe et al., 2010 and Nazir, 2014). In Kenya the government implemented Vision 2030 to alleviate poverty, inequality and inequity (Norrag, 2003, Nyerere, 2009 and Waruru, 2015). Ghana had a fragmented, unproductive and stigmatised TVET sub-sector (Gondwe and Walenkamp, 2011 and Darvas and Palmer, 2014). To intervene in this shortfall Ghana implemented the Council for Technical Vocational Education and Training (COTVET). Ethiopia is one of the African countries declared to have had the weakest post-school sub-sector because of her strong rural orientation (Krishnan and Shaorshadze, 2013 and Ethiopia, 2008). Therefore, Ethiopia experienced severe shortage of skills, mismatch between skill and labour market and poor socio-economic development (Ethiopia, 2008, Edukans, 2009, Joshi and Verspoor, 2013). Ethiopia's Plan for Accelerated and Sustainable Development to End Poverty (PASDEP), a copycat of the German 'dual system', was able to significantly develop her TVET sub-sector to a competitive level in the African standards.

The summary of the developments of TVET colleges in the countries sampled indicates that the recontextualisation is a universal challenge. It is important to note that in one instance challenges are man-made while in others are systemic if not structural in origin (Oloruntegbe et al., 2010). Furthermore, recontextualisation could be a product of either global or contextual factors or both (Beck, 2000, Gouthro, 2000, IMF, 2001, Zelza, 2003 and Johanson, 2004). The following are discussions of numerous studies that reveal different circumstances and factors that obtain within and outside a country with a consequence for post-school education and training recontextualisation.

1.6 The Impact of Globalisation on TVETs Developments

The need to discuss the influence of globalisation on the TVET sub-sector development is motivated by the socio-economic imbalance that exists between the European States with strong economies, and other developing nation-states with lowly placed economies attributed to their poorly performing TVET sub-sectors. Globalisation has revolutionised the world in various aspects of human life specifically, socio-economic, cultural, education and political, to indicate some (Beck, 2000, Seleti, 2004 and Nafukho et al., 2005).

Globalisation has instigated integration and interdependence of nation-states globally in all dimensions of life especially where it involves capital, goods, knowledge, services and technological developments. These exchanges with their concomitant economic competition at global level had significant implications for the development of education in general and the TVET sub-sectors in particular in the various nation-states (Korsgaard, 1997, Walters and Waters, 2000 and Zelza, 2003).

The TVET sub-sectors globally, are therefore compelled to create human capital with new technical and technological skills for local and global socio-economic development and competitiveness. South Africa having joined the global competitive scenario because of her new democratic dispensation was affected by these demands (Meyer, 2000, Shanker and Sha, 2001, Nunnenkamp, 2002 and Nafukho et al., 2005).

To understand the implications of globalisation on humankind in general and on the TVETs recontextualisation might need an exposition of some definitions thereof (Beck, 2000). Edigheji (2003) indicates that the actual period within which globalisation emerged is not clearly definable, however, it became prominent towards the latter

part of the 20th century. Ake (1995:22-23) defines globalisation as:

...growing interdependence across the globe, it is about the emergence of global mass culture driven by mass advertising and technical advances in mass communication.

Beck (2000:20) defines it in terms of borders when he states that globalisation means:

... borders become markedly less relevant to everyday behaviour in the various dimensions of economic, information, ecology, technology, cross cultural conflict and civil society.

Stiglitz's (2002:2) approach to globalisation is based on its integrative force. He indicates that globalisation is..:

... the closer integration of countries and people of the world which has brought about enormous reduction of costs of transportation and communication, and the breaking down of artificial barriers to the flow of goods, services, capital, knowledge and people across borders.

Held and McGrew (2002), in Bam and Dyer (2004:98), define globalisation in terms of transformation. According to them globalisation is:

... a shift or transformation in the scale of human organisation that links distant communities and expands the reach of power relations across the world regions and continents.

Looking at the different definitions, different issues do emerge but at the ultimate evaluation they all outline a common course that is integration and interdependence of nation-states (Ake, 1995, Beck, 2000, Stiglitz, 2002 and Held et al., 2002). The definitions express integration and interdependence of nation-states based on the socio-economic, political, cultural and technological dimensions (Ake, 1995, Beck, 2000 and Stiglitz, 2002).

These exchanges as regard socio-economic dimensions would benefit mostly the developed north against developing south (Walters and Waters, 2000, Zelza, 2003 and ILO, 2004). These exchanges in the field of economic competitiveness at global level had significant implications for the development of education in general and TVET sub-sector specifically in nation-states (Korsgaard, 1997, Gouthro, 2000 and Nafukho et al., 2005). The neo-liberal concept of marketism emerged with liberalisation and privatisation of the global economic environment. Consequently, the nation-states had to initiate changes or transformation in their post-school education and training. The TVET colleges' curriculums and programmes were required to undergo vast changes to avoid misalignment between theory-based

education and the new local and global labour market needs (Gouthro, 2000 and Nafukho et al., 2005).

Nation-states had to create “high performance enterprises” for global competitiveness in regard to quality service and provisioning (Fawcett, Jawi and Allison, 2014). The ILO (1999), Johanson (2004) and Konayuma (2007) argue that globalisation motivates the local governments to bring transformation in their TVET sub-sectors regarding the design, pedagogic innovations and resources mobilisation to align provisioning with local and global labour market needs. These create a burden around innovation and funding in respect of policy making, new knowledge creation, curriculum changes, subject delivery, management and governance. The challenges that confront the nation-states about the socio-economic development border on the need for the recontextualisation of their TVET sub-sector (Avis, 2014). In this instance it is important to find out what role could this study contribute towards proposing an intervention in dealing with some of the challenges facing the TVET sub-sector in South Africa.

1.7 Finding a Niche for this Study in the South Africa Context

Going through the literature that clarifies a diversity of academic works by different authorities it becomes evident that there are challenges in the TVET sub-sectors that require resolutions. Both local and international literature spells out the challenges facing the TVET colleges. In the discussion of the South Africa TVET sub-sector situation it suggests that there is need to focus on the recontextualisation in selected colleges with reference to the NCV programme and related issues. The previous sections discussed in this chapter are revealing of the need for the present focus in the study.

Taking this discussion further there is need to focus on both generic and contextual factors that impact on TVET colleges provisioning for the socio-economic development of the country. Where there are challenges in respect of TVET colleges provisioning appropriate intervention strategies should be developed. The work of Akoojee, 2007, Chisholm, 2009, Wedekind, 2009, USA, 2010, Goura 2012, USA, 2012, Field, 2014 and Nazir, 2014 are meant to find interventions into poor TVET sub-sector provisioning.

South Africa's education system in general and TVET sub-sector in particular, is struggling to secure the human capacity qualified to offer the science and technical subject. The consequence of this shortfall is failure to produce the intellectual capital relevant to successful participation in the global knowledge economy (World Bank, 2009, OECD, 2001, Mubangizi, 2010 and Blankley et al., 2011).

The Round Table Talk which comprises a Technical Task Team and the South African Colleges Principals' Organisation (SACPO) are making an urgent appeal to equip lecturers with the required pedagogic and labour market skills and experience to enhance the performance of the TVET colleges. Furthermore, the failure and dropout rates among students in the Natural Sciences, technical and technology programmes have become a common and a worrying factor (DHET, 2010). This shortfall which has become some form of a refrain in the field of education could find a measure of intervention in the recontextualisation of the TVET sub-sector.

There is a need for more literature on topics relating to TVET sub-sector in South Africa by research institutes. Local universities must lead in developing the innovations to improve the post-school education and training levels in the TVET colleges (Wedekind, 2009). Research activities have the effect of increasing publications, patenting, industrial development and ultimately foreign direct investments in the country (Nunnenkamp, 2002, Wedekind, 2009, Blankley et al., 2011 and Weber, 2011). The present research activity is a part initiative to develop interventions to improve TVET colleges provisioning to meet the required level of competitiveness at the global labour market. Perhaps the recontextualisation of the TVET colleges could serve as part process towards finding appropriate intervention strategies.

Some of the relevant research activities relating to the TVET sub-sectors are among others, Tripney and Hombrados (2013) empirical research review and analysis of the impact of the TVET colleges on youth in the middle and low income countries of Latin America; Aldred's (2010) dissertation on the effect of contextualised technical courses within the mathematics background; Ngure's (2013) study of the alignment of theory and practice in the skills training in Kenya; Fester's (2006) research on the academic staff perceptions of learnerships programmes in South Africa TVET colleges sub-sector; Akoojee's (2007) study of the private sector TVET colleges in South Africa; Aseyehgn's (2009) research involves the significance of the TVET

colleges sub-sector in Kenya, Botswana, Malawi and Mauritius to the exclusion of South Africa; Adams' (2011) study relates to the placement of new entrants in the TVET colleges in South Africa; Pillay (2012) engages in the need for effective mentoring of the staff in the post-school education and training systems; Powell and McGrath (2014) focus on the productivist approach of TVET sub-sector in South Africa; while Powell (2013) in a separate study concentrate on students' narratives on why they enrol in the TVET colleges; Dambudzo's (2013) study relates to collaboration between Open Distant Learning and the workplace for alignment in Zimbabwe TVET colleges.

Regarding recontextualisation of vocational knowledge, Clark (2005) applied Bernstein's theory of pedagogic discourse in the English teaching; Bertram's (2008) study focuses on the implications of recontextualisation on the Life Orientation as a learning area and the pedagogic communication. No other study has focused on the present topic. It is within this context that this case study was undertaken focusing on the recontextualisation of the TVET sub-sector in the two selected colleges in Limpopo Province, with reference to the NCV programme and related issues.

1.8 Statement of the Problem

The innovation of the TVET sub-sector and its accompanying NCV programme in South Africa yielded poor unintended results regarding the skills provisioning for the youth and unemployed adults. This unfortunate outcome had a negative impact on the envisaged socio-economic development of the country.

The GG. No36844 of 2013 and GG No.37229 of 2014 indicate that the FETs have failed to give the Grade 11 and 12 students a second chance in learning. Learners who are poor performers are not provided successful work-based training. The Green Paper for Post-school Education and Training (DHET, 2012) remarked that the performance of learners in the NCV programme is generally poor and this is demonstrated by 4% throughout rate in the 2009 cohort. The dropout rate is estimated at between 13% to 25%. This poor performance is supported by Rasool and Mahembe (2014), the National Planning Commission (NPC) and (DHET) 2010 who indicate that most graduates, almost 65% do not receive learnerships to complete the qualification.

The HRDCSA Report (2014) mentions that issues such as ineffectiveness and irrelevance of the programmes, unqualified educators, poor management and governance and stigmatisation are prevalent in the TVET sub-sector. The HRDCSA (DHET 2010 and 2012) indicate that there is need to reassert the TVET sub-sector provisioning. This proposition prompts the need for recontextualisation of the TVET sub-sector and related issues.

Wedekind (2009) King (2012) and Field (2014) indicate that there is a dearth of research activities regarding the TVET sub-sector in South Africa universities and research institutions. This has encouraged the innovation of this research project.

1.9 Aim of the Study

The aim of the study is to determine whether there has been a process of recontextualisation in the two selected TVET colleges in Limpopo Province, with reference to the NCV programme and related issues.

1.10 Main Research Question

To what extent has the recontextualisation taken place in the two selected TVET colleges in Limpopo Province with reference to the NCV programme and related issues?

1.11 Sub-questions

- What are the factors that play a role in the recontextualisation process in the TVET colleges' sub-sector, with reference to the NCV programme and related issues?
- What are the challenges that confront the process of recontextualisation in the TVET colleges, with reference to the NCV programme and related issues?
- What are possible intervention strategies to address existing challenges to the successful recontextualisation process in the TVET colleges, with reference to the NCV programme and related issues?

1.12 Significance of the Study

- This study should add value to the knowledge base in the post-school education and training system primarily in regard to recontextualisation of vocational knowledge as an effort to align TVET sub-sector with the local and global labour market and community needs.
- The TVET sub-sectors' relevant stakeholders could gain insight into the nature of the processes to be involved in the recontextualisation of vocational knowledge.
- To contribute in a modest way towards proposals to develop appropriate intervention strategies where there are challenges in the recontextualisation process in the TVET colleges.

1.13 Theory Applicable to the Study

This study focuses on the implementation of the NCV programme 'new knowledge' in the two selected TVET colleges in Limpopo Province. The Bernstein theory of pedagogic discourse guides the application of the recontextualisation which is central to the implementation process. The recontextualisation process is based on the principle that, successful implementation of new knowledge is facilitated by communication and consultation among relevant stakeholders. Failure to comply with this requirement results in a faulty or failed implementation process.

1.14 Clarification of Key Concepts

There are several concepts that may appear peculiar to the reader in this study. However, there are a few that were found to merit clarification and explanation to the readers. The concepts selected for clarification are:

1.14.1 Recontextualisation

Bernstein (2000: 33) specifies that:

Recontextualisation is a principle that selectively appropriates, relocates, refocuses and relates other discourses to constitute its own.

Bernstein sees recontextualisation as a process that relates to the competing discourses by different agencies. There is a selection of discourses in terms of which one suite the existing education setting. This happens in the space of communication

and interaction between these agencies at macro, meso and micro level. This communication and interaction result in a viable pedagogic practice.

Hordern (2014:23) states that:

Recontextualisation here is understood as socio-epistemic process which is influenced by the inter-relations between distinct structures of different knowledge types and the social dynamics of vocational education infrastructure.

Hordern (2014) sees recontextualisation as interaction between structures with different views about socio-pedagogic developments. These structures are involved in determining the socio-economic needs to develop the required education for practice domain.

Barnett (2006:146) asserts that:

Pedagogic recontextualisation is the process of making knowledge more readily teachable and learnable in particular educational context.

Barnett explains recontextualisation as a process that should develop education that is suitable for the context or socio-economic needs of the community.

Evans, Guile, Harris, and Allan (2010) state that:

Recontextualisation involves transformation of theoretical knowledge, discipline and curriculum through pedagogy, and finally to vocational education practice.

Evans et al. (2010) view recontextualisation as a process that changes discipline knowledge from its theoretical base and take it through appropriation and transformation to curriculum level for implementation at pedagogic practice context.

In this study recontextualisation is explained with regard to the Bernstein and Hordern approach in terms of their explicit collaborative engagement in the design of the new knowledge. The effect of selecting the relevant discourses from different competing structures to create a relevant curriculum is significant for this study.

Barnett (2006) inclination to the "teachable and learnable" is in line with this study since such a curriculum shall have been properly negotiated by relevant parties and

comprised of relevant elements of different discourses to meet implementable standards.

For this study recontextualisation involves the collaborative engagement in the development of the new knowledge, with due consideration of the socio-pedagogic needs of the socio-economic environment. The process should involve the appropriation and transformation of discipline knowledge into acceptable curriculum for pedagogic practice.

1.14.2 Pedagogic Discourse

Bernstein (1990:181) expresses pedagogic discourse as:

a principle for appropriating other discourses and bringing them into specific relation with each other for purpose of their selective transmission and acquisition.

Clark (2006:33) States that:

Bernstein in his pedagogic discourse turned his attention to the ways in which discourses function in the societies and the part it plays in maintaining social order, especially discourse concerned with education.

In this study pedagogic discourse relates to a principle that commands a form of communication among the different groupings of the societies on a special idea especially education. Communication at this level amongst the different agencies is meant to establish a common and acceptable position for socio-economic development of the community.

1.14.3 Alignment

The Collins Paperback Thesaurus (2004:29) gives synonyms to alignment as:

... alliance, affiliation, agreement, association, cooperation, sympathy, union, lining up, adjustment, arrangement, coordination, regulating, sequence and straightening up.

The Oxford Paperback Dictionary and Thesaurus (2009:24) explain the verb 'align' which derives from the noun alignment as: *arrange, place in straight line or into*

correct relative position, align one with, ally oneself with, and come together in alliance.

Virtanen, Tynjala and Atelapelto (2012:56) express 'alignment' as, *integration between school learning and workplace learning ...* and this relates to aligning theory to practice.

In this study alignment shall refer to the adjustment of vocational education provisioning to the labour market practice needs for the socio-economic development of the communities.

1.15 The Research Methodology

The research approach is determined by the nature of research inquiry to be undertaken. The three research approaches are: qualitative, quantitative and mixed methods research. In this study the qualitative paradigm is chosen because of the inductive and abductive nature of the research inquiry (Gall, Gall and Borg, 2010 and Bryman, 2012).

The qualitative research approach has the advantage of listening to the silent voice (Mauthner and Doucet, 2003 and Byrne, Canavan, and Miller, 2004); elimination of power relations (Pink, 2001, Punch, 2009, and Miles, Huberman and Saldana, 2014); empowerment of participants (Yardley, 2000, Chilisa and Preece, 2005 and de Vos, Strydom, Fouche' and Delpont, 2011); effecting reflexive turn (Bloor, 1999, Pink, 2001, Mauthner et al., 2003 and Byrne et al., 2004) and triangulation or trustworthiness (Marshall and Rossman, 2011, Cresswell, 2013 and Springer, 2014).

1.15.1 The design of the study

Design of the study relates to a plan developed to carry out the activities of the research process. This covers the strategy, conceptual framework, subjects or objects involved in the research process (Wolcott, 2008 and Punch, 2009). This is a case study with the phenomenological element which gives it the descriptive interpretive qualities (Yin, 2003, Hart, 2009, Leedy and Ormod, 2010 and Miles et al., 2014).

The sample in this research is selected from the populations of different participant components within the TVET A and TVET B colleges; the different business communities that are expected to draw their employees from the TVET colleges; the partners to the TVET colleges for example, Sector Education and Training Authority (SETA), unions, NEDLAC and the HRDCSA; any other stakeholder relevant in the developments at the TVET sub-sector (Hostee, 2010, Marshall, et al., 2011 and Miles et al., 2014).

Sampling takes place in two forms which are the sampling of the settings for data collection and also the individual participants selected as interviewees. Therefore, the two colleges with codes TVET A and TVET B have been selected for settings and various other institutions (business sectors and partners) settings in terms of their relevance to the TVET sub-sector developments. Individual participants are sampled through purposive sampling procedure and also as key informants (Johnson et al., 2008, Marshall et al., 2011 and Bryman, 2012).

1.15.2 Data collection

This study employs three data collection methods which are interviews, documents check and observations. In these three data collection methods the researcher is the major instrument for data collection (Gall et al., 2010 and de Vos et al., 2011). The semi-structured interview schedule is used to collect data from individual participants, while the adaptation of Bryman (2012) Structured Interactive Analysis Categories Scheme (1970) and Babbie and Mouton (2011) creation assumed the Simple Observation tool used to observe the classroom and workshop activities. Document check instrument is used to collect data from documents kept by both the TVET colleges and the relevant stakeholders or partners (Yin, 2003 and Grinnell and Umrau, 2008). Permission is sought to collect data from documents kept by the institutions (Cresswell, 2005 and Grinnell et al., 2008).

1.15 3 Data analysis

Data analysis assumes the thematic data analysis method. This is complemented by grounded theory. In this method theory is built from data analysed. Analysis is repetitive, iterative and spiral in nature until the process reaches theoretical

saturation. This process leads to the creation of concepts and categories and lastly themes to facilitate analysis and interpretation processes (Charmaz, 2006, Punch, 2009, Bryman, 2012 and Marshall and Rossman, 2016).

1.15.4 Trustworthiness

To establish an element of rigour in this research the requirements of credibility, transferability, dependability and confirmability are satisfied (Chilisa et al., 2005 and Denzin et al., 2011). These requirements are satisfied through the criteria of triangulation, member check, peer debriefing, dense description, voice centred relational method and rehistorying (Mauthner et al., 2003, Naggy and Leavy, 2006, Babbie and Mouton, 2007, Marshall et al., 2011 and Springer, 2014).

1.16 Delimitation

This study is confined to the two TVET colleges in the two regions of Limpopo Province, South Africa. The lecturers and students in different divisions serve as a population for the study. The relevant stakeholders to the TVET colleges which are the business sectors and the partners are also sampled as participants because of their mandatory commitment to the developments of these institutions (refer Appendix: E) (Hostee, 2010 and UL, 2013).

1.17 Ethical Considerations

Ethical issues that are given utmost attention and implementation in this research are: obtaining ethics certificate from the Turfloop Research Ethics Committee (TREC) (refer Appendix: E) at the University of Limpopo; application requesting permission to conduct research from the institutions; information on the purpose of the research; commitment to ensuring safety of the participants (Holmes, 2001 and Miles et al., 2014); promise to observe the rules and routine of the institutions; the right to privacy and confidentiality of the participants to be respected; participants to be at liberty to withdraw from participation if they so feel; observation of the criterion of objectivity; and request for permission to use digital recording device and to check the relevant documents (Bryman, 2012, UL, 2013 and Cresswell, 2013).

1.18 Conclusion

This chapter gives an overview of the developments of the post-school education and training sub-sector starting from the dawn of the new government in South Africa to the application of the TVET sub-sector. The discussion is taken further to the efforts made by the new government to transform the apartheid education into a democratic education and training system that is non-racial in orientation among the different racial groups in the entire South Africa. Chapter 2 discusses the existing sources from the secondary literature relating to the field chosen for the study. The literature review intends to harvest more knowledge about the field and furthermore, to find space to locate the present study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This literature review follows the introductory chapter for the entire research work. In the introduction I have provided an overview of the area and the focus of this study in this research process. In this chapter I have also undertaken to review the secondary literature that relate to the field of the present study. Broadly, the field of focus of this research is about the developments in TVET sub-sector within the South Africa's post-school education and training. The secondary literature reviewed explores the scope and the extent already covered by the other researchers in the same field (Hostee, 2010, Miles, Huberman and Saldana, 2014 and Marshall and Rossman, 2016). The review of existing literature is intended to gain more insight into the work that has already been done by other researchers in the same field. From the same literature I intend to find a niche' for my study. The literature review led to the development of themes that form the basis of my discussion. The following are the themes: the TVET colleges and the conception and inception of the NCV programme; the TVET colleges and the admission policy into the NCV programme; the TVET colleges and viability of the NCV programme; the TVET colleges and the Student Support Service (SSS); the TVET colleges and the stakeholder collaboration; the TVET colleges and the provision of practice lessons in college; the TVET colleges and entrepreneurial skilling and the TVET colleges and management capacity (Balnares and Caputi, 2001, Yin, 2003, Hostee, 2010 and Bryman, 2012).

2.2 Organising the Literature Review

The literature review related to the field of study is organised in the manner that characterises the suggestion made by Hostee (2010) in his book 'Constructing a Good Dissertation', which proposes that the most convenient process of reviewing literature is by developing the themes. The various literature consulted should be engaged with a view to classification according to the themes created. These themes are created with regard to the similarities of the words, phrases or sentences relating to the subject of study. This patterning of phrases facilitates engagement with the ideas of different writers in the subject for the study (Hostee, 2010, Bryman, 2012 and Marshall and Rossman, 2016).

In the first instance local, continental and global literature related to the various subjects on the TVET sub-sector were selected. This literature is further integrated and synthesised to support the study (Hostee, 2010 and Bryman, 2012).

2.3 The Literature Review on the Technical Vocational Education and Training Colleges

This literature review serve as a strong base on the developments in the TVET sub-sector in the South African education environment. This discussion of the secondary literature arranged according to themes developed is following.

2.3.1 The TVET colleges' conception and inception of NCV programme

The area of the conception of the NCV programme which is the flagship curriculum in the TVET colleges has met with intense criticisms. In a study, Makole (2010) a unionist and an expert on the FET colleges from the South Africa Democratic Teachers Union (SADTU) states that the NCV programme was not properly designed. The reason for this argument is that the NCV programme was never exposed to the public scrutiny for inputs. He claims that the NCV programme is a product of the department through ministerial approval. Makole ascribes the myriad of shortfalls in the NCV programme to a lack of communication to obtain inputs and support from the stakeholders. Makole's position is not an isolated proposition. Gewer (2010) in an article 'Improving quality and expanding the further education and training college system to meet the need for an inclusive growth path', made a remark to the effect that the department did not consult widely in the innovation or design of the NCV programme. Gewer suggest that some of the relevant stakeholders were not consulted in the process of its conception. The assertion is expressed as follows:

However, there are concerns that the curriculum is not optimally aligned to the skills demands of the employers. One of the common complaints is that the Department of Education did not consult sufficiently with industry when designing the curriculum.

Rogers (2010) has also made the same remarks from an experience with the stakeholders during a qualitative research process that, generally it is a

practice within the department that the decisions are taken without regard for the relevant stakeholders. This experience is expressed in Kraak, Paterson and Boka (2016:78) thus:

In South Africa, key decisions regarding the TVET colleges rested with national and provincial governments without much participation at institutional level. Interviewees feel that this authoritarian attitude supported by an oversized bureaucracy results in stagnation of change processes and the alienation of lecturers as professionals and critical role-players in the diffusion of innovation.

The experience expressed by Rogers (2010) on the alleged high handedness of the officials of the department of education is also stressed by Abebe (2009). Abebe's (2009) remarks are expressed in Kraak et al (2016:66) thus:

The complex institutions such as schools (and we would suggest that colleges are equally, if not more, complex) require collaborative and collegial models of leadership rather than technocratic models.

The study by Mmako and Schuldtz (2016) 'An employee engagement framework for the TVET colleges in South Africa' does express some of the organisational failures and ineffectiveness in the TVET colleges due to poor employee engagement by the bureaucracy. In a qualitative study that involved 2054 staff members, the researchers wanted to establish the cause for poor service delivery in the TVET colleges. The finding was that in the highly demanding situation of the TVET colleges with complex tasks; overpopulated classes; lack of resources; unmotivated learners and demotivated lecturers, there is little or no employee engagement by the authorities. The study states that in the introduction of the TVET colleges there was no comprehensive socialisation programme for lecturers that would create employee interaction and cooperation. There was also the need for improved engagement between employees and managers. This study resonates perfectly with the Bernstein theory of pedagogic discourse which impresses on consultation in the design or creation of 'new knowledge' as pursued in the present study (Singh, 2002, Jenkins, 2007, Hordern, 2014). While Mmako et al. (2016) focus on the non-engagement of employees in the innovation and implementation of new designs, this

study is more inclusive by involving several stakeholders who give their life experiences in the developments of the TVET sub-sector.

The need for the communication in the innovation of 'new knowledge' is expressed by the various experts as stakeholders in the TVET sub-sector. Communication between the stakeholders is been regarded as a significant intervention where there is poor service delivery in the TVET colleges. This theme that amplifies communication and collaboration elevates the study to the qualitative research paradigm (Bernstein, 1996, Creswell, 2013 and Miles, Huberman and Saldana, 2014).

2.3.2 The TVET colleges and admission policy into level 2 NCV programme

The admission policy of students into the level 2 (L2) NCV programme has both its positive and negative implications for students from the Department of Basic Education and Training. The statutory prescription that the minimum qualification for admission of students into the L2 NCV programmes in the TVET colleges is grade 9 pass results had mixed consequences and reactions from different stakeholders. The White Paper for Post-School Education and Training (GG, No. 37229 of 2014)) expresses the significance and advantage of inclusion of the great number of pre-Grade 12 students into the TVET colleges where they would receive skills training to alleviate the country of the scourge of unemployment, poverty and inequality. This is in line with the policy of the new government in South Africa as spelled out in the National Development Plan (NDP) objectives (National Planning Commission (NPC), 2011).

The good intentions foretold by the Green Paper (DHET, 2012) and White Paper (GG. No. 37229 of 2014) on the admission of students in the NCV programme yielded some unintended negative results upon implementation as discovered by the various researchers. The study by Gewer (2010) has discovered that most programmes attract the post-Grade 12 students, for example these are, Civil Engineering (64%), Electrical Infrastructure Construction (66%), IT and Computer Science (54%), Finance, Economics and Accounting (48%) and Office Administration (47%). These are admissions that outdo the expected achievements of having the most pre-Grade 12 students due to cognitive abilities. Furthermore,

Gewer (2010) gives a comparison of the enrolments for the year 2009 for pre-Grade 12 and post-Grade students. The pre-Grade 12 stood at less than 25% while the post-Grade 12 stood at near 50%. This was poor enrolment numbers in the country that had 2.8 million pre-Grade 12 youth between the age of 18 and 24 who were not in employment, not in some form of education or training and not severely disabled in the year 2007.

The Green Paper for post-school education and training (DHET, 2012) and The Human Resources Council of South Africa (HRDCSA) (HRDCSA, 2014a) do confirm that the TVET colleges find it convenient to give admission to post-Grade 12 students to the NCV programmes which leaves out most pre-Grade 12 applicants. This creates enrolment figures which do not resonate with the plans and objectives as stated in the country's NDP.

The admission of the post-Grade 12 students in the L2 of the NCV programme has raised challenges where these students argue that they should be exempted from the Learning Areas passed at Matriculation since both qualifications are at level 4 of the National Qualification Framework (NQF). This is a claim that has caused some serious discussions among the students and the education stakeholders (Gewer, 2010).

The challenges experienced in the admission of the pre-Grade 12 in the L2 of the NCV programme is well documented in the work of Spaul (2012) 'Poverty, Privilege: Primary school inequality in South Africa'. The work of Spaul is based on the cognitive challenges experienced by students from basic education as against the demands of the NCV programme in the TVET colleges. Spaul's findings provide a grim picture about the level of cognition of the students from basic education. The findings are that from the historical background South Africa has two education systems. First is the education system that was meant for the privileged white minorities (25%) and the second is the maligned system that was designed specifically for the black majority (75%). Spaul argues that this poor education provisioning in basic education persists in South Africa. What is concerning is that most students who seek admission at the TVET colleges are from the black schools that are historically poor performers especially in the field of the sciences and

Mathematics. These are the students who must go through this exacting NCV programme offered in the TVET colleges.

Cosser (2011) in an article 'Pathways through the Education and Training system: Do We Need a New Model?' argues that there are many students who have passed the National Senior Certificate (NSC) and they always aspire to study with the Higher Education Institutions. Most of these students are not accepted for registration for several reasons. What the author contemplates on is that there is a need to develop a new model that would provide other pathways at intermediate level to cater for these students. The reason is that the TVET colleges may not be able to accommodate these students who might need intermediate skills training because of a lower cognitive competence. Cosser's exposition is an attempt to find an intervention in what is also discovered in Gewer (2010) and Spaul (2012) studies that there are many pre-Grade 12 students who register at the TVET colleges but are not able to cope with the programmes offered due to cognitive imbalance.

To assist the TVET colleges in the allocation of students into appropriate programmes for selection of pathways Adams (2011) conducted 'An Impact study on the evaluation of the 'Competency and Placement (CAP) Test. Intervention at FET Colleges'. The study was conducted in three TVET colleges of Gauteng, Kwa-Zulu Natal and Mpumalanga. The study was meant to evaluate the outcomes of the implementation of the instrument in three colleges before the launch countrywide. In the piloting of the instruments for testing not all the TVET colleges participated in project. The instrument was to assist the colleges in identifying prospective students to be enrolled in L2 of the NCV programme. The instrument would determine the students' cognitive capability regarding English (FAL) Mathematic Literacy at the NQF Level 2 by testing their NQF Level 1 competencies (Adams, 2011). What was significant about the test is that it was not an instrument of exclusion, but developmental in design. Students found to be poor performers would be assigned to academic remedial intervention. There is a feeling that removal of nuisance variables that threatened the authenticity of the results created a form of bias. Furthermore, the circumstances that relate to the learners were ignored for the sake of achievement of massive enrolments within the TVET sub-sector. Overall the CAP test is an instrument that assesses the cognitive level of the students as put in doubts by the experts in the post-school education and training.

The article by Branson, Hofmeyr, and Papier (2011) 'Post-School Education: Broadening Alternative Pathways from School to Work' gives an insightful data on the life course of the youth, significantly giving the circumstances that lead to their successes or failures. The researchers explore the circumstances of the youth of 20-24 years from the 2011 Census. The statistical information for the period under review is that:

51% were not in employment, education and training

21% youth were employed

16% were at school

12% were in the post-school education and training

What is significant and unacceptable is that there is a massive 51% of the youth who are not placed anywhere for development purpose while there is only 12% who are in the post-school education and training. The study looks at the structure and shape of the post-school education sector which would also amount to the admission of the students into the L2 of the NCV programme. Recommendations are also proposed with the aim of making it possible for students' suitable entry into the post-school education and training. This research initiative explores several ramifications regarding the situation of the youth in their effort to gain successful entry into the post-school education and training. The investigation of the shape and structure of the post-school education and training is required to develop the intervention into the negative impact of the admission policy of students into the L2 of the NCV programme.

2.3.3 The TVET colleges and the viability of NCV programme

The design of the NCV programme in 2007 was regarded as a landmark achievement in the post-school education and training, however upon implementation the opposite seems to have been the case. From the literature reviewed the NCV programme has received little or poor acceptance from the employers, experts and professionals alike. The Green Paper for post-school education and training (DHET, 2012) and the White Paper for post-school education

and training (GG. No. 37229 of 2014) have reported that the NCV programme was too high for the students it was meant for. Gewer (2010) in an article exploring the performance of the first L4 completing cohort (2009) discovered a high poor performance that was regarded as not a hopeful beginning. This level of performance led to the perception that the NCV programme was high-pitched for the cognitive level of students' recipients.

A more comprehensive survey was conducted by the JET Education Services (2015) whose finding was able to determine the viability of the NCV programme. The researchers selected 30 TVET colleges and 18,131 students' participants. The research was conducted in two waves. The first wave was conducted in 2010 when the students were in L2 of the NCV programme. The second wave was done after the students had completed the L4 and was supposed to have received the results. The research was conducted telephonically. At the end of the period only 56% of the students had passed the L4 of the NCV programme. This was found to be a poor performance regarding the programme of choice in the TVET colleges (JET Education Services, 2015). In establishing the students' experiences about the programme delivery the following responses were made:

In terms of preparation for the world of work, students were positive about the lecturers input in the classroom but not positive about the college capacity to link them with potential employers. Students support was limited and very under-used (JET Education Services, 2015:7).

The finding of this research is an illustration of how poorly viable is the NCV programme as viewed by students who served as participants in the project. The finding by Spaul (2012) that the TVET college curriculum was too high for most students seems to gain credibility. The recontextualisation of the vocational knowledge in the TVET colleges sub-sector and basic education has become a reality.

Another angle that must explain the viability of the TVET sub-sector is the gender bias regarding programmes provisioning. Oketch (2007) expressed that boys were more exposed to the TVET colleges than their girls' counterparts. Oketch (2007) argues that most females get access to TVET colleges to register for inferior short-

term programmes while the boys register for long term sustainable skills development. This attitude of gender bias skills training has disadvantaged most women overtime. Alenzark (2006) believes most girls seem to fall by the wayside in the course of their study. This is another flank of a finding about female students in the TVET colleges based on the study conducted in Australia.

Marock, Hazell and Akoobhai in Kraak et al. (2016) in 'What will it take to turn TVET colleges around'? made a finding that the NCV programme results are poor, the certification rate is found to be reasonable and throughput a challenge. The researchers had determined that changing the courses unduly, dropping out, lack of opportunities for practical workplace-based experience (WBE) and companies not willing to take students for WBE are the factors that discourage some students about the viability of the TVET colleges and the NCV programme. There are some interventions suggested and implemented through the JET Education Services' (JES) College Improvement Plan (CIP). In Limpopo Province the Provincial WBE forum has improved the placement of students from 55% to 78% in 2014. This is the intervention that could be emulated by other provinces (Marock et al., in Kraak et al., 2016). Gewer's (2010) article 'Improving quality and expanding the further education and training college system to meet the needs for an inclusive growth path' gives the finding that the NCV programme is not a lost implementation; it could still be improved overtime. Makole's (2010) 'Discussion Document': expresses the finding that the NCV programme would still require some redesigning to be 'fit for purpose'.

The Further Education and Training Institute (FETI) (2013) in Kraak et al. (2016) confirms that three studies were conducted; the first was to develop a conceptual analysis of the employability of the college students. The second was a study on the investigation of the viability of students trained for artisanship in the engineering industry while the third was focused on giving insight to colleges on the improvement of programmes delivery for skills acceptable by the employers (FETI, 2013). The efforts made by the FETI were to develop some interventions regarding the viability of the TVET colleges' programmes offerings.

Rasool and Mahembhe (2014) 'FET colleges purpose in the developmental state' investigate the possibility of South Africa becoming a developmental state in view of the socio-economic developments against TVET colleges poor provisioning. The

researchers gave a template that must be emulated to create in a country a developmental state. The template for a developmental state places the TVET colleges' successful programmes provision as central to achieve the feat. The template is given thus:

The thrust is for the sector to include national social and economic goals such as economic growth and development, poverty reduction, employment creation, unequal income distribution, sustainable livelihood, youth development innovation, industrial advancement by providing high quality education and training programmes for the democratic developmental state (Rasool and Mahembhe, 2014:6).

From what is provided for a country to develop into a developmental state, the TVET colleges' provisioning should be characterised by the elements listed in Rasool et al. (2014) study. The position held in the article is that the South Africa TVET sub-sector does not meet the provisioning requirements that could elevate the country towards a developmental state. This is a confirmation that the TVET colleges have not yet attained the status of viability in fostering socio-economic development in the country.

Contrariwise, Paterson in Kraak et al. (2016) in an article 'Perspectives on programmes, projects and policies in the TVET colleges', makes a discovery of the success achieved through peer tutoring in L2 Mathematics classes of the NCV programme through the JET Education Services' Colleges Improvement Programme (CIP). It is suggested that this positive outcome could be appreciated by the stakeholders and emulated by the rest of the TVET colleges in the country.

At global level Peano, De Bois, Atchoarena and Ursula (2008) and Asayehgn (2009) regard the TVET sub-sector as the source of investment in the country that could face global competition in the socio-economic development. On another similar note Goura (2012) in the 'Global, Critical Post-colonialism and Career and Technical Education in Africa' conducted a study based on critical education theory and post-colonial insights to explore the numerous challenges facing the developments in the TVET sub-sector in Sub-Saharan Africa. The researcher argues that Africa could be a force to be reckoned with in the present threatening globalised socio-economic

system because of the unequalled natural resources the continent is endowed with. Goura argues that the TVET sub-sector provisioning fail despite the wealth of natural resources available in the continent. Goura (2012) attributes this poor provisioning to a lack of commitment and corruption that are pervasive in the African continent by the leadership. The failure of the TVET colleges is viewed as not systemic, but rather manmade.

Bello, Danjuma and Aduma (2007), Goura (2012) and Bappah and Medugu (2013) assert that there is need for new policies for the creation of employment, social modernisation and provision of high level of technological and technical skills. These authors assert that the TVET colleges should equip the students with 'high level skills' such as, problem solving, critical awareness, education and training for self-determination, social cohesion and stability, socio-economic and political development, creation of employment and poverty alleviation, improvement of the quality of life and responsible citizenship. These are said to be the core areas education should offer for sustainable socio-economic development. TVET colleges sector should take the lead in this regard.

UNESCO through the Bonn Declaration of 2004 decided that by the year 2015 the TVET sub-sector in Africa should have reached the status of successful provision of Post-School Education and Training for sustainable socio-economic development. What is envisaged by the global multi-lateral organisation and experts seem to be wishful thinking, since very little progress is achieved towards attainment of this goal (Asayehgn, 2009).

Kwame's (2013) 'TVET in Ghana: A Tool for Skill Acquisition and Industrial Development', is a qualitative and interpretive approach to the investigation of the role to be played by the TVET sub-sector in the industrial growth for socio-economic development of communities. The study asserts that the TVET sub-sector should provide the youth with skills for employability and self-employment. However, this could be achieved if the TVET sub-sector could design curriculum that equips the youth with the science and technological skills relevant to the needs of the industry. The study suggests that Ghana's TVET sub-sector should design Competency Based Training curriculum that resonates with the industry needs and development. What is proposed by Kwame's finding is that Ghana's TVET sub-sector should be

based on the recontextualised vocational curriculum for implementation for pedagogic practice in context. This is a principle that is dominant in the Bernstein theory of pedagogic discourse (Bernstein, 1996 and Hordern, 2014).

Psacharopoulos' (1997) article on 'Vocational education and training today: Challenges and Responses', gives an ironical discussion of the vocational education and training because of a twist at the end. The article is written with a focus on both the developed and developing countries regarding the prospects of the vocational education and training for socio-economic development. The essence of the approach is that the entire global community has misplaced the vocational education and training as the education sub-sector that should serve as the panacea for all socio-economic ills or challenges in the communities. This focus about vocational education and training is said to be misplaced, because even in highly developed countries with healthy vocational education and training systems there are still problems of youth unemployment and poverty. The study asserts that some of the challenges need other policy initiatives to develop specific interventions instead of the vocational education and training. In a subtle way this position is supported by The Green Paper (DHET, 2012:10) for the Post-School Education and Training in the statement that:

One of the biggest dangers for these institutions is the expectation that the FET colleges should be all things to all possible learners, because there are so few alternatives. These FET colleges are constantly loaded with more and more expectations. Ironically, if they are forced to expand at a faster rate than they can reasonably handle, this may reduce the likelihood that they will succeed at all.

This study has proposed appropriate interventions such as: do not vocationalise secondary education; secondary education should provide general education: the government must provide general education; the industry should provide skills training, encourage private funding of vocational education and training and secondary education should give limited concern with global economic implications. These are some of the arguments that could find a fertile ground in the field of recontextualisation process as a product of the Bernstein theory of pedagogic discourse (Singh, 2002, Hordern, 2014 and Avis, 2014).

2.3.4 The TVET colleges and Students Support Service

The Student Support Service (SSS) is one of the most significant component in the TVET colleges that should serve as a catalyst for successful service delivery. The DHET has issued a Student Support Service Manual (concise version) to serve as a template for delivery for all the TVET colleges in the country. The manual provides extensive items that are standard requirements to be complied with for successful service delivery. The Sedibeng College for TVET and Majuba College for TVET have developed their SSS manuals that resemble the department's SSS template.

In terms of the implementation of the template the 'Induction 2017' for the TVET B College has outlined the services such as; selection and placement into appropriate programmes, induction and orientation; 'on course' which includes academic support, life skills, counselling, health and wellness; 'exit' which involves articulation, employment and self-employment, workplace placement and tracking; 'students governance' which includes discipline policy for students, code of conduct, students' rights and responsibilities. The same TVET B College gives a review of some of the actual activities that took place in the 2015 financial year, which are; College Students Representative Council (CSRC) election, improved students registration process, facilitation of CAP test implementation, students bursary administration, academic support, facilitation of WBE for students (however policy is delayed). The implementation of WBE for lecturers is reported to have failed because of reluctance to participate in the programme.

The SSS office has the massive challenge of removing the stigma from the TVET sub-sector as observed by Wedekind (2009), Theko (2012) and Powell and McGrath (2014). The general thinking that the Post-School Education and Training is meant for the dim-witted students is a challenge for the SSS office to change this negative perception. The sooner this perception is overcome the more regularised the education system may become (Branson et al., 2011). While the literature relating to SSS service delivery seem to be encouraging Gewer (2010) has some doubt about this section of service delivery for the fact that the DHET has not established an evaluative tool used to measure and validate what makes a progressive SSS service delivery in the TVET colleges.

2.3.5 The TVET colleges and the stakeholders' collaboration

The FET Round Table (DHET, 2010) 'Document for Discussion: Proposed way forward' investigates the impact of the stakeholders' involvement in the development of the TVET college' programmes. Paterson in Kraak et al. (2016) in an article 'Perspectives on programmes, projects and policies in the TVET colleges' releases a statement that the colleges should adopt a practice of creating collaborations with relevant stakeholders. These should be collaborations that can assist in the creation of opportunities for institutional development. The idea is expressed thus:

In the post-2009 period, colleges have been required to establish or adopt functioning relationships with Sector Education and Training Authorities (SETAs), to pursue collaboration with higher education institutions, and to initiate workable relationships with employers in order to generate opportunities for students and graduates respectively to benefit from experience in the workplace while studying and from work placements upon graduation (Paterson in Kraak et al., 2016: x).

From another angle Bernstein (not Basil) and McCathy ([Sa]) in their article 'Business must play its part to expand Vocational Education (South Africa)' expressed a lack of shared growth in the Post-School Education and Training. The article attributes this poor growth to failure of the private sector to participate in the TVET colleges' developments. On the other hand, the colleges are blamed for delivery of graduates who cannot 'hit the ground running' in the workplace. The study encourages initiatives such as TOYOTA-TVET colleges' collaboration as an effective intervention to poor college workplace collaboration. South Africa is also encouraged to emulate Switzerland and Germany on the implementation of the private sector-TVET colleges' collaborations.

The TVET A College Annual Performance Report (2016) indicates its collaborative engagements with the different industries, local governments, universities and SETAs. What is noted is that the report does not provide much information on collaborations with Small Micro and Medium Enterprises (SMMEs).

The Annual Report (2015:3) of the TVET B College states that:

on the TVET sub-sector due to change in government. What is significant is that stakeholders were sceptical about the new innovations for the TVET sub-sector and education system in general. This is well meaning considering what the Bernstein pedagogic discourse entails in the development of 'new knowledge'. The study applied mixed methods design and employed four theories of constructionism, social reproduction, post-colonial theory and sociology of knowledge to guide the research process. Through collaborative engagement the Fiji government gave TVET sub-sector a new complexion which is 'Career Training Placement' which in nature was more transformative and aligns secondary education and labour market needs. This would be regarded as equivalent to Bernsteinian pedagogic discourse's principle of 'weak' 'classification' and 'framing' interaction arrangement (concepts to be elaborated on later in Chapter 3 in the discussion of the Bernstein theory of pedagogic discourse) (Bernstein, 1996, Singh, 2002 and Hordern, 2014).

2.3.6 The TVET colleges and students' exposure to practice lessons

The TVET colleges are institutions that are dependent on the stakeholders' support for successful service provisioning. In this instance a major success by the TVET sub-sector is achieved when there is college-workplace alignment in terms of colleges provisioning (DHET, 2012, Goura, 2012 and GG. No. 37229 of 2014).

Gamble (2006) in Powell (2013) emphasises the need for enough practice lessons at colleges for successful vocational skills training. This is supported by the article of Garraway, Brokhorst and Wicham (2015) 'Between college and work in the FET college sector' that expresses the significance of college-workplace alignment for socio-economic development of the communities. The Powell and McGrath's (2014) article on 'Advancing Life Project', discusses the reasons forwarded by the students offering NCV programme on reasons for having chosen the college. This study elevated the issue of alignment to more complex proportions. The research project involved 20 students from the TVET colleges. The finding from the research is that the students' responses were that they accepted that the employers required them to acquire skills to work for the productivist gains. Yes, they want to acquire skills from the TVET colleges for employability to relief themselves of poverty and unemployment. However, the students indicated that they want to acquire skills not only for ordinary poverty alleviation but for alleviation of other human functional

capabilities. So TVET colleges' skills provisioning should not only target alignment for profit making and human ordinary poverty alleviation.

This approach to college-workplace alignment is best explained by Volker's (2016) presentation in the 'National Maths and Science Learner Support'. In the presentation Volker explains how complex the issue of college-workplace alignment could be. Volker describes employability as a complex concept that constitutes various elements. The employability is said to involve both the employer and the college. To be employable is not only a matter of experience, acquisition of skills or long service in the industry. The issue of alignment is determined by many factors created by either the college or employer. Factors such as changes in the industry, economic instability, additional technology and change in leadership at workplace or colleges do affect college-workplace alignment. The researcher proposes that there should be a structured curriculum for the industry which is occupational specific for the workplace. The training must be in constant development with the industry. It is in the interest of the college to bring about curriculum relevance with the developments in the industry. The college must be knowledgeable on how the policies and socio-economic needs affect the learning environment.

Avis (2014) argues that the TVET sub-sector is the level of education which must also enhance social relations and social justice in the workplace and communities. Coffield and Williamson (2011) are of the idea that education which is supposed to be formative and democratic in orientation in contemporary industrialised economy has taken an opposite turn and is used as a tool of oppression and segregation by the capitalists to accumulate wealth and power. This is in support of Powell (2013) study. However, with the dawn of post-Fordism there is a move to develop knowledge workers for the new global knowledge base economy era (Avis, 2013). The above discussion creates a more complicated development in the realm of what constitutes alignment between colleges and the workplace.

Virtanen, Tynjala and Etelapelto (2012) have established the factors that influence the students pedagogic and workplace learning. The researchers grouped these factors into 3 categories which are, individual influences, social-structural features and pedagogic influences. In respect of individual factors, they identified motivation, concentration and prior learning; while in respect of social structural features the

important influences are forms of association, structures of interaction, social environment and social support in the workplace. With the pedagogic influences they identify educational practices concerned with the workplace interactions. To add to the above notion, Hakkarainen, Palonen, Paavola and Lehtinen (2004) and Heikkinen, Jokinen, and Tynjala, (2012) argue that to enhance alignment between the School based learning and workplace learning the TVET colleges and the workplace should move away from the fixation to traditional and conventional learning methods. There should be a move to engage for example, less formal methods such as group projects and portfolio work within the workplace learning. Virtanen, Tynjala and Atelapelto (2012) express also that at least there must be 1/6 of the programme time allocated to workplace learning, and students must also be made aware of the learning goals at the workplace for motivation. Billet (2002) states that the formal and theoretical approach in the school based learning needs to be contextualised for the informal, practical and collaborative workplace learning environment.

Furthermore, Virtanen et al. (2012) suggest that to collate school (theory) learning and workplace (practice) skills acquisition in the TVET colleges sub-sector, the "connective model" by Guile and Griffiths (2001) and "integrative pedagogic model" by Tynjala, Slotte, Nieminen, Lonka and Olkinuora (2006) are relevant. The "connective model" asserts collaboration between school and workplace at general level, while the "integrative pedagogic model" goes further and is more concrete and distinctive regarding alignment of theory and practice. These models have a bearing on the recontextualisation of vocational knowledge.

At another level, Allois (2012) contends that the South African education system seems to fail to produce relevant skills required by the labour market because of the implementation of Western motivated solutions to meet the local TVET challenges regarding effective provisioning. The provision of a complex curriculum and poor delivery thereof is a consequence of a lack of recontextualisation of the vocational knowledge in the TVET sub-sector within context.

Papier, Needham, Prinsloo and McBride in Kraak et al. article (2016) 'Preparing TVET College Graduates for the Workplace' advance the proposition about the need

for college-workplace alignment that should be mediated through various interventions. This shortfall is expressed by JET Education Services (2015:7) that:

In terms of the preparations for the world of work, students were positive about lecturer input in the classroom but not positive about the college capacity to link them with potential employers.

Papier et al. in Kraak et al. (2016) in their article 'Preparing TVET college graduates for the workplace: Employers' views' give the findings of three research projects which explored the significance of the voice of the employer in curriculum development for the TVET colleges. The colleges are expected to develop students' knowledge, skills, attitude and attributes. To give credence to this research findings JET Education Services (2015:7) made similar remark as above that:

In terms of the preparations for the world of work, students were positive about lecturer input in the classroom but not positive about the college capacity to link them with potential employers.

Papier's (2017) article 'Improving college to work transition through enhanced training for employment', is an investigation into the effectiveness of specialised training for engineering students. The training is provided to enhance the graduates' employability. Meyer (2012) is in support of the idea by asserting that South Africa should develop alternative frameworks for quality education provisioning in the TVET colleges.

Konayuma (2011) and Vollenhoven (2016) support Meyer (2012) and Papier (2017) by stating that the present global economy requires the labour force that is flexible and adaptable to the complicated demands of the present technologically oriented local and world industries. Wedekind (2009), Dasmanic (2012) and Allois (2012) assert that colleges-labour market misalignment is caused by wrong curriculum at colleges and a lack of modern tools used in the industries. These shortfalls lead to students experiencing serious challenges when they are confronted with the prospects of joining the workplace for artisanship and learnership training.

At global level Billet (2002), Lamb and Vickers (2006) and Virtanen, Tynjala and Atelapelto (2012) contemplate on determining factors which influence college and

workplace alignment and identification of education practices that align with workplace needs. In their study Anlezark, Karmel and Ong (2006), Bello, Danjuma and Aduma (2007), Stone III (2012) and Green (2012) propose that there must be an alignment of programmes offered at pre-vocational, the VET and the post-school levels through to the workplace. The misalignment between college provisioning and labour market needs seem to be a global challenge which requires a collaborative intervention.

Harth and Hemker (2013) make a point that there is a problem regarding the reliability and validity of workplace based vocational certification in respect of the curriculum, assessment and methodology. Deissinger (1996) and Harth et al. (2013) suggest that there should be well developed and standardised instruments to test the validity and reliability of curriculum monitoring, assessment and certification.

Alignment could also be explained through the significance of the structural dimension theory propounded by Freire (1970), Collins (1995) and Tisdell (1998) who focus on the unfair provision of adult education with a race, gender and ethnic bias. These are the postmodernist theorists who argue against the leadership that use education as a tool for oppression of weaker groups in terms of their race, gender or ethnic groupings. The leadership decides on the design of the programmes, who gets access and why. In a real sense this is the type of adult learning devoid of recontextualisation consequently a lack of alignment.

2.3.7 The TVET colleges and entrepreneurship training

The HRDCSA (2012) confirmed a dearth of entrepreneurial skilling in South Africa. The report attributes this shortfall to a lack of training facilities for entrepreneurial skilling at the TVET colleges. Fayolle (2007) in the 'Handbook of Research in Entrepreneurship' made a collection of new approaches to entrepreneurial education. Recommendations on how to engage in fruitful entrepreneurship endeavours are made. The articles give insightful and invaluable strategies on how to exploit business opportunities for new entrepreneurs.

Rautenbach (2017) in the book 'South Africa can Work' gives the explanation that South Africa's failure to produce enough successful entrepreneurs is a consequence of a failing education system. In this book Rautenbach (2017:45) states that,

Clearly education is a relevant factor in our low entrepreneurial performance. It must however, be borne in mind that South African education is in itself a system of rent-seeking. 'Self-perceived entrepreneurial capacity' is a constraint in South Africa being the lowest among the African countries featured in the GEM Report (37.9 per cent versus a regional average of 58.6 per cent).

Chetty (2019:1) Head of 'Operations at Property Point' gives advice that entrepreneurs must learn to communicate with each other as peers rather than competitors. In order to stimulate communication his company arranges monthly meetings for the young entrepreneurs to encourage entrepreneurial networking, interaction and guest speakers' presentations (Chetty, 2019:1).

Sokutu (2018:6) reports that the Minister Pandor encourages the TVET colleges to change the mode of tuition and programme offering to close the gap between the education and workplace. Furthermore, the Minister encourages students to offer programmes that provide skills to become manufacturers and producers rather than employees (Sokutu, 2018:6).

The HRDCSA (2014c) 'The Task Team for entrepreneurship: Pathways. Discussion Paper 2013' proposes the redesign of the TVET colleges' curriculum to provide for a special programme in entrepreneurship skilling. A proposal is made for the government funding of entrepreneurship training of the youth. Fester's (2006) 'Academic staff perceptions of learnership programme delivery at FET institutions' in a master's degree dissertation investigates how the lecturers themselves evaluate the impact of the learnerships in respect of developing students into successful graduates for the workplace or entrepreneurship.

The study of Fester (2006) is complemented by the work of Dasmanic (2011) and Woldesadik (2012) in Upper East Region of Ghana and in Addis Ababa respectively, argue that poor policy implementation, lack of information about entrepreneurship

and lack of support to youth are causes for failure to produce entrepreneurs. Still at continental level Rwandan Biseruka's (2010) article 'How do Young People in Rwanda seek Self-Employment in Tight Labour Market; A case Study of GASABO District in Kigali-City' investigates how to overcome the proverbial challenges of unemployment and poverty among the youth. The study focuses on the TVET sub-sector as the major intervention to alleviate the country of this scourge through training the youth in self-employment. In a qualitative study that involved 35 interviews the finding was that the government should create the Workforce Development Authority for the TVET sub-sector. This institution should assist in the regulation and setting of standards to match the youth competencies and the labour market needs. The agency would assist the youth on self-reliance, how to discover opportunities and to ensure decent work for participating youth. What is also encouraged is for the project to receive support from different stakeholders especially the government. This is also the recommendation made by the HRDCSA (2014c) in the article on Task Team on Entrepreneurship to the Department of Higher Education and Training (DHET) in South Africa's situation.

2.3.8 The TVET colleges and the management capacity

The management of the TVET colleges sub-sector became the major challenge when these institutions took off the ground. The Green Paper (DHET, 2012) and the White Paper (GG. No. 37229 of 2014) are vocal about the challenges that the management of the TVET colleges are faced with due to the wide scope of responsibilities that have emerged from the transformation of the sub-sector.

Gewer (2010:19) in the 'Development Bank of Southern Africa' report indicates that there are some deficiencies in the management of the TVET colleges. This shortfall is found to be a gap in the administration of the TVET colleges to the detriment of the provision of the programmes. This is expressed thus:

The post-merger creation of new management structures and the redeployment of staff within colleges to different management portfolios have not been matched with a systematic plan for developing the capacity of these managers to drive the college mandate in a strategic and effective manner.

The Tirisano Fellowship initiated by the National Business Initiative (NBI) placed South Africa managers in Britain for training so that they could be vested with the skills to manage the TVET colleges effectively. This was a programme that took three months to train both male and female middle managers for the TVET colleges' management (Kraak et al., 2016). The fruit of this project still must be experienced.

Selepe's (2017) doctoral study, 'Management of the NCV Curriculum' in addressing skills shortage in Newcastle, Kwazulu Natal' investigates how the NCV curriculum is managed at Majuba TVET College in ensuring that it impacts positively on skills shortage in the Newcastle area.

Badenhorst and Radile (2018) in their article 'Poor Performance at TVET Colleges: Conceptualising a Distributed Instructional Leadership Approach as a Solution' has made a finding that the poor performance of leadership and management could be resolved through the implementation of collaborative and instructional leadership. The leadership challenge in the TVET colleges is also mentioned in Gewer (2010) article 'improving quality and expanding the further education and training college system to meet the need for an inclusive growth path', supported by the Green Paper for Post-School Education and Training (DHET, 2012). The management shortfall is also expressed by Wedekind and Buthelezi in Kraak et al. (2016) 'Change Management in TVET Colleges'. Lessons learned from the field of practice.

The study by Dunn (2014) 'Management Capacity at the Maluti TVET College' has established that the leadership and management capacity do not resonate with the objectives of the National Development Plan 2030. The study finds that the practice of management at the Maluti TVET College and the actual principles that must be complied with have become a disconnect. The staff members are not in accord with the vision and mission of the college. The researcher proposed the interventions such as there is need to establish a succession plan; improvement of staff qualifications; adherence to minimum qualification in the employment of staff; removal of disconnect between practice and leadership model; improvement on adherence to financial management principles and development, and adherence to management plan.

The TVET Conference of 2014 'Together forging a vibrant TVET system in South Africa' recommended that the TVET colleges should engage Management Dashboards to facilitate efficient and effective management processes. The Dashboard is a contemporary system that informs the internal executives, the college line managers, parents, students and the DHET about developments in the institutions. The Dashboard monitors all activities and progress taking place in the entire college establishment.

Akoojee and McGrath (2006) in their work titled 'TVET in Botswana. The Challenges of Joining-Up Policy' have established the necessity and the power of consultations and negotiations to cohere policy design and creation of 'new knowledge' and its implementation. Akoojee et al. (2006) had the assignment to investigate the challenges of unemployment and poverty experienced by the youth in Botswana despite the country's economic upswing. Akoojee et al. (2006:26) states that:

The study determines the gap (between) policy aspirations and coherence and continued diversity of practices and institutional logics (Akoojee et al., 2006:26).

The finding is that there is undue diversification of programmes that are attached to several ministries of the government. This diversification is said to complicate the training and certification of the programmes. This situation further complicates and disrupts the placing of programmes qualifications on the National Qualifications Framework. A further finding is that there is agreement between the ministries at systemic level but coherence at implementation level is a much bigger challenge. This is a case of the need for recontextualisation of the TVET sub-sector in Botswana. This present study strives to find the level of recontextualisation that took place in the design and implementation of the NCV programme in the two selected colleges (Bernstein, 1986, Jenkins, 2007, Taljaard, 2008 and Mukute et al., 2014)'.

Chisholm (2009) suggests that the TVET sub-sector should facilitate for provision of demand-driven programmes for effective socio-economic needs and developments of the communities. To facilitate this orientation there should be integrated education and training system and portability of skills and qualifications. This is a consequence of the colleges' implementation of the Programme Quality Mix (PQM) that assists in

the students' employability due to ease of movement and portability of qualifications. The management of the TVET colleges are vested with authority to develop and drive this orientation.

2.4 Conclusion

There are several sources that I reviewed for knowledge enhancement and information about this study. This led to the point where there occurred a space to start locating where the present research undertaking could fit in the field of Post-School Education and Training. Of significant was also to find out if the choice of the topic would add value to the field of study..

The Chapter 3 that follows shall discuss the theoretical framework that has been decided during the literature review. The theory that has been decided is a revelation from several others that were also important in the research field. That is the Bernstein theory of pedagogic discourse. The discussion that follows in Chapter 3 shall also serve to provide information on how and why the Bernstein 'theory of pedagogic discourse was selected to guide the study.

CHAPTER 3: THE THEORETICAL FRAMEWORK FOR THE STUDY

3.1 Introduction

In Chapter 2, I discussed literature review that is constitutive of the data from the sources related to the present study. This secondary literature review has served as a source of enrichment and also to find a niche' to position the present study (Hostee, 2010 and Miles, Huberman and Saldana, 2014). This third chapter focuses on the literature review to find a theoretical framework that shall guide this study. In an effort to find the appropriate theory for this study I went through several propositions namely, Bloom's (1956) theory of taxonomy; Raven (1998) and Marquardt (2004) action learning theory; Mezirow's (1991) transformative learning theory; Freire's (1970) emancipatory transformative theory and Daloz's (1998) transformative learning and development theory. The Bernstein's theory of pedagogic discourse was found to be suitable to guide this study. This chapter shall discuss the following: Basil Bernstein's profiling; the Bernstein's theory of pedagogic discourse (The Model); the theory applied in other studies; the theory applied in the present study and the significance of the theory to research.

3.2 Basil Bernstein's Profiling

In the process the Bernstein's theory of pedagogic discourse is selected as a theoretical model to guide this study. In summary the model embodies the recontextualisation processes at the conceptual and practical levels which are cardinal for the success of the study. The second motivating factor is the fact that several authors or researchers have engaged the same theory in the studies that involve recontextualisation as a product of Bernstein pedagogic discourse (Bernstein, 1986, Singh, 2002, Leung, 2005 and Hordern, 2014). Third is the qualitative research orientation of the Bernstein theory of the pedagogic discourse regarding the appropriation and transformation of discipline knowledge to curriculum and pedagogic practice (Bourne, 2006, Christie and Martin, 2007, Arnot and Reay, 2011 and Hordern, 2014).

3.2.1 Basil Bernstein's early life and academic achievements

Basil Bernstein was born in 1924 and died in 2000. He was born of a Jewish family in London. On his death he left his wife Marion and two children Saul and Francis. Bernstein has been seen to be a controversial person in that he worked himself up in life through education and academic achievements. He was once an instructor for learner-drivers students. Bernstein studied Sociology and became a teacher in Kingsway Day College and City Day College during 1954-1960. He obtained a PhD in Linguistics and moved to Institute of Education. He became Head of Sociological Research Unit (1960s-70s) and Pro-Director of Research in the 1980s. He posthumously received the American Sociological Association Sociology of Education Section Willard Award for Lifetime Contribution to Sociology of Education in 2001 (Sadovnik, 2001).

3.2.2 Evolution of Bernstein's thoughts

Bernstein was a multi skilled intellectual who qualified in Linguistics, Anthropology, Epistemology, Psychology, Sociology and Education. He wrote about the relationship between politics, social justice and social class. He found a close correlation between family, language, social class, equity and schooling (education). He was an advocate for the protection of the rights and development of the working class students and minority groups. These he believed could be achieved through education (Sadovnik, 2001). Davis (2001:1) had to say:

His ideas have measured the change that has taken place in our system and they offer the most developed grammar for understanding the shape and character of our current educational practice.

Bernstein expressed a desire to grow the working class educational achievements. In the theory of pedagogic discourse, he emphasises the significance of communication in defining and implementing school curriculum (Bernstein, 1996).

Bernstein is declared as the forerunner in the new sociology of education research. He has explained a close relationship between school, family, communication and social class. Bernstein believed in the power of education and inequality between different social classes in the communities. Education is regarded as the catalyst for

either the production or reproduction of social classes. He also believed that class divisions and cultural reproduction were creation of schooling (Sadovnik, 2001).

Through the Linguistics influence Bernstein regards language as an important instrument to define societies in terms of ethnicity, gender, education level, religion and status. He acknowledged that Socio-linguistics has space in almost all the fields of the social research.

Karabel and Hasley, (1977) in Sadovnik (2001:611) state that:

Through the principles of classification and framing Bernstein explains how power relationships penetrate organisation, distribution and evaluation of knowledge through social context.

3.2.3 Durkheimian influence on Bernstein's work

In the 'Basil Bernstein 1924-2000' his close friend Sadovnik (2001) states that there are propositions that Bernstein's theoretical works had Durkheim, neo-Marxism, Weberian, interactionism and structuralism influence. Bernstein does accept the Durkheimian influence and not much of the other authorities. Bernstein intimates that the element of Weber and neo-Marxism in his work is the result of the correction of conservative ideas in Parson's structural-functional explanation of Durkheim's work (Sadovnik, 2001). Atkinson (1981) in (Sadovnik (2001) asserts that Bernstein's Sociology has a combination of Durkheim thinking and the French structuralism.

Bernstein's theory is viewed as a move away from the traditional Durkheimian philosophy to the Western approach to Sociology (Social theory). This would bring structuralism in the orientation of the Sociological theory (Atkinson, 1981 in Sadovnik, 2001). Bernstein wanted to develop a single model theory that would incorporate different interpretations of Sociology. Bernstein acknowledged that Durkheim's sociological theories were always in his heart but refutes the fact that his work was purely structuralist and part of a new sociology (Sadovnik, 2001).

Bernstein' sociology brought him closer to Weberian and Marxism thinking when he explored how education, communication and culture could result in domination and privileging of one social class over the other resulting in a conflict situation (Karabel and Halsey, 1977 in Sadovnik, 2001). Hence, Bernstein wanted to develop a model

with Durkheimian roots that would analyse the causes of unequal power relations and conflict when there is change in labour division (Sadovnik, 2001).

Atkinson (1985) in Sadovnik (2001:613) confirms that Bernstein became more Durkheimian when he preached about:

... changes from mechanical to organic solidarity through an analysis of division of labour, boundary maintenance, social roles, ritual-expressive order, cultural categories, social control and types of messages.

The above are the elements that elevate the principle of code theory that distinguishes the different social class groups. The elements mentioned are sources of divisions between the groups as determined by their language code structures. Bernstein's work on class and pedagogy is related to Durkheim's; however, he took his thinking further to education and class inequality (Sadovnik, 2001).

3.2.4 Some of Bernstein's notable works

To this point it is important to mention some of Bernstein's works that have influenced the thinking, academic ideas and research works of the other researchers. Bernstein started publishing in 1958 until his passing in 2000. The list of some of the notable publications goes thus:

- 1971-2000: Bernstein wrote five volumes on, Class, Codes and Control.
- 1971: On Classification and framing of educational knowledge.
- 1981: Codes, Modalities, and the processes of cultural reproduction: A Model.
- 1986: On pedagogic discourse.
- 1999: Vertical and Horizontal Discourse: An Essay (Bernstein, [Sa]).

This study is guided by his work on the Theory of the Pedagogic Discourse. This theory is regarded as a milestone for the reason that it is inclusive of most of the elements that are given special attention in most literary works. In the Pedagogic Discourse the items on Class, Codes and Control are discussed in the facilitation of recontextualisation process. Classification and framing principles with their attendant strong and weak values are included to facilitate the level of communication and interactions between and within the agencies or categories (Singh, 2002 and Hordern, 2014). The vertical and horizontal discourse gives an illustration of the connection between experts' disciplinary knowledge and the curriculum and

pedagogic discourse for macro and micro levels of recontextualisation for pedagogic practice (Singh, 2002, Arnot and Reay, 2007, Mukute and Pesanayi, 2014 and Loughland and Sriprakash, 2016). The elaborated and restricted language codes give an illustration of the behaviour of students influenced by their different social class *'regarding practices, contexts and meanings* (Bernstein and Solomon, 1999:273).

3.2.5 Some criticisms of Bernstein's theories

Bernstein is criticised on his education language codes for the middle class students (elaborated code) and the working class students (restricted code). The critic stems from the principle that the students from the middle class families speak an elaborate code language which is defined as independent of the context and is universalistic in application. The restricted code language is defined as context dependent, related to specific social class. The criticism is that Bernstein regarded the working class language as deficient and amounted to 'deficit theory'. The principle of restricted code caused him to be regarded as fascist and racist by some of the critics who had not gone deep into his primary work (Hymes, 1995). Danzig (1995) expresses that this negative portrayal of Bernstein has gone a long way into the 1990s. However, it was Atkinson and Sadovnik who wrote articles to redeem his (Bernstein) image although some damage had already happened (Sadovnik, 2001). Bernstein's defence regarding this unwarranted criticism was that the working class language was social class based, functional and good for production. Moreover, the working class was only deficient at macro level of the discourse. The argument seems to be valid because the restricted language does function at the practice level of the pedagogic device (Sadovnik, 2001). Bernstein's own verbatim defence state that:

The code theory asserts that there is a social class regulated by unequal distribution of privileging of communication... and that social class, indirectly, effects the classification and framing of the elaborate code transmitted by the school so as to facilitate and perpetuate its unequal acquisition. Thus, the code theory accepts neither a deficit nor a difference position but draws attention to the relations between macro power relations and micro practices of transmission, acquisition and evaluation and positioning and oppositioning to which these practices give rise (Bernstein, 1990:118-119).

King's critic (1976 and 1981) in Sadovnik (2001) says that Bernstein's theories and work lack empirical testing and support. However, Tyler (1994) in Sadovnik (2001) argues against King's proposition that the tests undertaken to evaluate Bernstein's theory were statistically inaccurate. Furthermore, recent researchers have proven that Bernstein's theories were scientifically correct and sound.

Another critic states that Bernstein's 'Code theory', while a powerful and controversial tool on educational inequality, did not sufficiently provide an understanding of what was going on inside the schools and how these practices were systematically related to social class advantages and disadvantages (Sadovnik, 2001:615).

Sadovnik (2001:615) gives the response that:

Taken as a whole, Bernstein's work provided a systematic analysis of codes, pedagogic discourse and practice and their relationship to symbolic control, social morality and identity.

Walford, 1995 in Sadovnik, (2001) states that Bernstein's work is written in a dense, difficult and incomprehensible language. This assertion is supported by other theorists like Bourdieu. Swartz, (1997) in defence of Bernstein's style of writing indicates that almost all theorists in Sociology are no less difficult than Bernstein in their presentation for example, Bourdieu.

Bernstein's critics focused also on 'Code theory' compared to Bourdieu's 'habitus', a concept that explains the social class inequality (Harker and May, 1993 in Sadovnik, 2001). Bourdieu's criticism of the 'Code Theory' is stated thus:

To produce in scholarly manner the fetishing of legitimate language which actually takes place in society, one has only to follow the example of Basil Bernstein who describes the properties of the elaborated code without relating this social product to the social conditions of its production and reproduction or even as one might expect from the sociology of education to its own academic conditions (Bourdieu, 1991:63).

In my understanding of both the restricted and elaborate language codes I am inclined to explain the principle in terms of the recontextualisation process that takes place within the macro and micro levels of the pedagogic discourses. These are the

levels that are characterised by different social class influenced by inequality in education orientation. The manifestations of the codes could be explained within the social class influenced by the education context. However, Bernstein's response to the critics is that:

This comment ... is simply inaccurate or only slovenly scholarship, but bizarre. If it reveals anything it reveals the activities of the intellectual fields, its positioning, position taking and strategies in a somewhat primitive mode (Bernstein, 1996:183 in Sadovnik, 2001:614).

Bernstein further states that:

The concept of code bears some relation to Bourdieu's concept of habitus. The concept of habitus however, is a more general concept, more extensive and exhaustive in its regulation. It is essentially a cultural grammar specialised by class position and field of practice...

Bernstein was even more concerned with the interest and development of the children from working class families. The idea was equality in the privileging of the students from working class families.

Bernstein added that Bourdieu's theory (habitus) was concerned with:

Understanding, how external power relations (were) carried by the system ...(and not) with the designation of the carrier, only with the diagnosis of its pathology (Bernstein, 1990:3 and 172 in Sadovnik, 2001: 615).

3.3 The Bernstein theory of Pedagogic Discourse: The Model

The Bernstein theory of pedagogic discourse is applied in various studies primarily, where the focus is on the recontextualisation of knowledge, curricula to pedagogic practice in context through communication and interaction of various stakeholders to establish a major socio-economic change or development in the community or country (Bernstein, 1986, Maton, 2000, Leung, 2005 and Christie and Martin, 2007). The pedagogic discourse takes place within the pedagogic device. The principle purports that different agents, groups, categories are constitutive of the model to communicate on the creation of 'new knowledge'. These different agents are characterised differently; some are informational (intellectual), others institutional

(lecturers, teachers, book writers) and those that are objectified (books and related documents). The international experts are also included to be part of the recontextualising process. The model is further elaborated to include family, school, workplace and communities (Bernstein, 1986 and Loughland et al., 2016).

The entire pedagogic device has the potential and real tendencies for conflicts and contestations among groups to facilitate the process of recontextualisation. This is the area where there is appropriation and transformation of discipline knowledge to curriculum and pedagogic knowledge for pedagogic practice in context (Bernstein, 1986, Singh, 2002, Bourne, 2006 and Hordern, 2014).

The Bernstein pedagogic device is a model made up of two major parts which are the production pedagogic discourse and reproduction pedagogic discourse. Furthermore, the production pedagogic discourse has two divisions namely, the 'generation' and the 'recontextualisation field' (Bernstein, 1986, Singh, 2002 and Jenkins, 2007).

The entire pedagogic device has the potential and real tendencies for conflicts and contestations among groups to facilitate the process of recontextualisation. This is the area where there is appropriation and transformation of discipline knowledge to curriculum and pedagogic knowledge for pedagogic practice in context (Bernstein, 1986, Singh, 2002, Bourne, 2006 and Hordern, 2014).

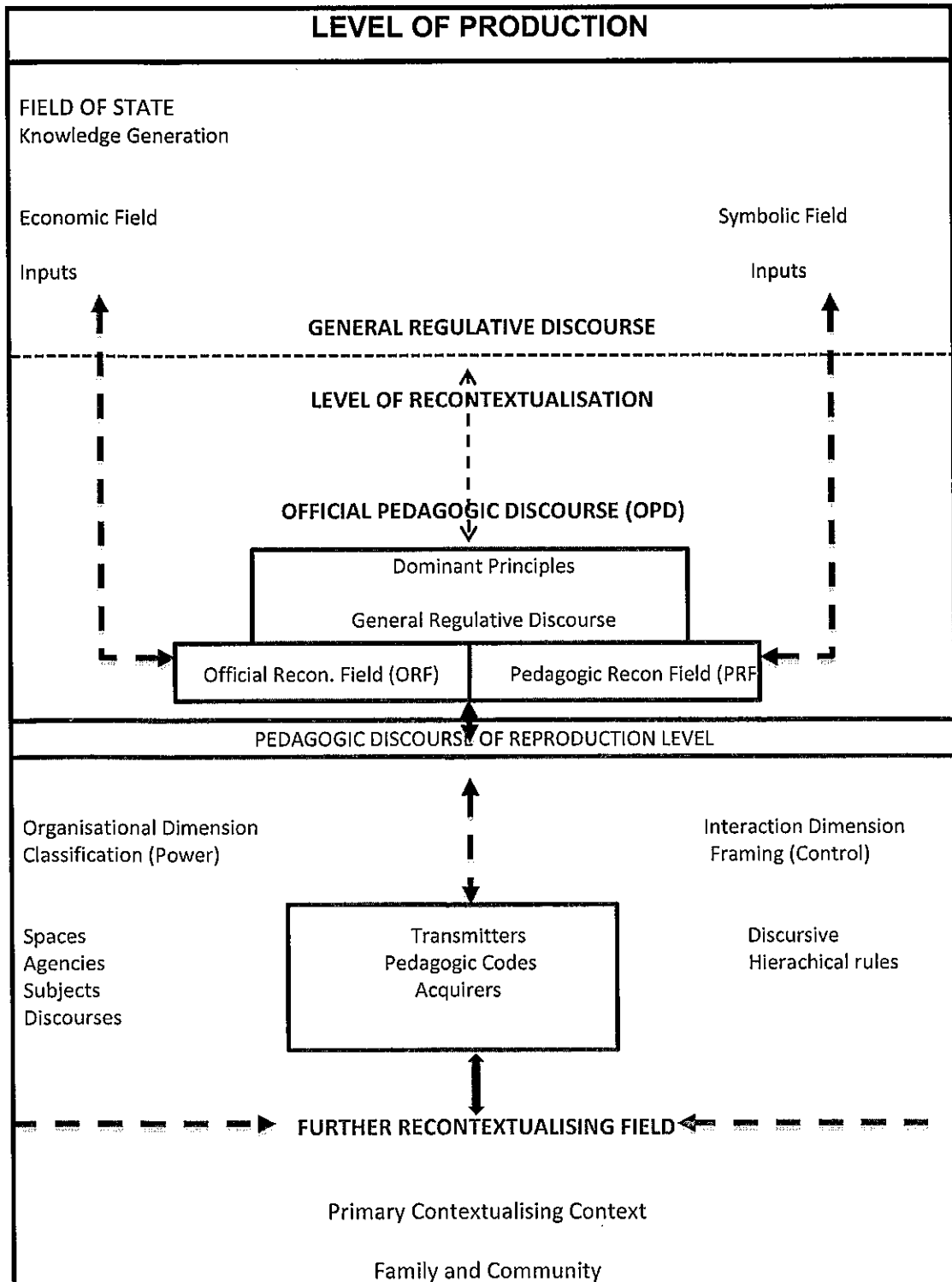
The Bernstein pedagogic device is a model made up of two major parts which are the production pedagogic discourse and reproduction pedagogic discourse. Furthermore, the production pedagogic discourse has two divisions namely, the 'generation' and the 'recontextualisation field' (Bernstein, 1986, Singh, 2002 and Jenkins, 2007).

3.3.1 The generation

The 'generation' is the part of the model that comprises the 'Field of State' bordered by the 'Field of the Economy', 'Field of symbolic Control' and the presence of international experts who are roped in to assist in the generation of 'new knowledge'. It is within the 'generation' where the conception of 'new knowledge' by the agencies from the Field of economy, Field of Symbolic Control and international experts and

takes place to resonate with the state policy (Bernstin, 1986, Singh, 2002, Bourne,

Model 3.1: Bernstein Pedagogic Discourse Model Adapted from Marais and Neves



3.3.2 The recontextualisation field

The 'recontextualisation field' is that part of the production pedagogic discourse that comprises dominant principles embedding the general regulative discourse and official pedagogic discourse. The most notable fields within the 'recontextualisation field' are the Official Recontextualisation Field and the Pedagogic Recontextualisation Field (Bernstein, 1986, Singh, 2002, Bourne, 2006 and Bertrams, 2008). It is within this area of the recontextualisation that there exist conflicts or contestations between the different agencies (groups) that facilitate recontextualising process (Singh, 2002, Christie et al., 2007 and Jenkins, 2008). The conflicts and contestations are expressed thus:

The dominant principles conveyed by the general regulative discourse reflects position of conflict rather than a stable relationship. There are always potential or real sources of conflict, resistance, and inertia among political and administrative agents of the official recontextualising field, among the various agents of pedagogic recontextualising field, between the primary context of the acquirers and principles and practices of the school. Furthermore, teachers and text books authors may feel unable or reluctant to reproduce the educational transmission codes underlying the official pedagogic discourse (Bernstein, [Sa]:15).

Such conflicts are motivated by factors of, race, intergenerational misunderstandings, specialisation in programme offerings and lack of consultations in the design of a new curriculum (Kraak, Paterson and Boka, 2016).

Jenkins (2007) also states that during the document check in the research process it was discovered that the teachers had not been given adequate training to understand and implement the National Curriculum Statement (NCS) which resulted in a poor recontextualisation process. This is the reaction to poor communication even prior to the implementation of the 'new knowledge' in the recontextualisation process.

3.3.3 The reproduction field or transmission

This is that part of the pedagogic device that has to do with the reproduction of the pedagogic discourse. It is the area that embraces primarily 'new knowledge' in the state of pedagogic practice in context. The recontextualised 'new knowledge' is rendered for application in the practice environment (Bourdieu and Passeron, 1990, Bernstein, 1986, Bourne, 2006 and Jenkins, 2007).

The transmission level is the process governed by the principle of transmission and acquisition making it possible to take forward the pedagogic discourse to practice in context. The transmission-acquisition process is the product of the pedagogic code, a principle that facilitates the relay of pedagogic knowledge to practice in context (Bernstein, 1986 and Bourne, 2006). Bernstein ([Sa]:16) puts it thus,

... 'code' ... comes out in its pedagogic dimension as a principle which regulates the relation between transmitters and acquirers (be it teacher-students, parents-children, teacher, educators-teachers) which takes place during a given period of time in specialised context/spaces.

At this level there are two types of pedagogic discourses that facilitate the transmission-acquisition principle at the reproduction level for the pedagogic practice in context. There is the Instructional Discourse (ID) that regulates the acquisition of knowledge and cognitive competences and Regulative Discourse (RD) that regulates the acquisition of values, norms and social construct and affective competences (Bernstein, 1986 and Bourne, 2006).

The reproduction field is the area where there is intense communication within the pedagogic device regarding the acquisition of discourse for pedagogic practice based on the sociological consideration in terms of the relevant context or place as determined by the dimension of the 'pedagogic codes' (Bernstein, 1986, Singh, 2002 and Loughland and Sriprakash, 2016). What is noted is that a successful recontextualisation at this level is regulated by the 'pedagogic code' which facilitates transmission-acquisition of pedagogic discourse process (Bernstein, 1986). There is a likelihood that the transmission-acquisition process may fail due 'poor recontextualisation process detected by the 'pedagogic code'. Hence, Bernstein's ([Sa]:15) assertion that,

When the pedagogic discourse produced at the level of the official and pedagogic recontextualisation fields are inserted at the transmission level, they can still undergo a recontextualising process depended on the specific contents of each school and pedagogic practice of each teacher.

Evans, Guile, Harris and Allen (2010) in Hordern (2014:30) do support the fact that recontextualisation is a process that does not only end at the macro level. They assert that the process also continue at the micro level where the new pedagogic knowledge is due for implementation, for practice in context. What is explained is that recontextualisation is not the preserve of the officials in government and the experts. The process takes place also at micro level meaning it is context bound. This is expressed thus:

Recontextualisation occurs to include schools of thoughts, the traditions, norms of practice and the life experiences of different types in general. Those spheres of activity include the creation of curriculum through context recontextualisation, pedagogic practice, workplaces and recontextualisation by learners themselves.

To give the extent of the application of the model of the Bernstein's pedagogic device the following explanation is relevant that:

Although being primarily constructed for the formal educational system, the model may be (and it has been) extended to their contexts of cultural reproduction, namely to the context of family/community. Thus the analysis that takes as reference this model has potentially either internally in the formal educational system or between formal education and family education (Bernstein, [Sa]:13).

For the successful recontextualisation to take place there is a need for the stakeholders' (agencies) communication to contribute towards the discourse through collaborative engagement. The creation of the 'new knowledge' must engage numerous socio-economic, cultural and political influences for a successful recontextualisation process (Daniels, 2006, Hordern, 2014 and Mukute et al., 2014). This study pursues the level of recontextualisation that took place from the design of

the NCV programme through to the implementation at the school's classroom as well as the workplace environment.

3.4 The Bernstein's theory applied in other studies

In this sub-section I first present a batch of studies selected by Sadovnik (2001) which are regarded as testimony for the theoretical and empirical applicability of the Bernstein theories. These studies have been greatly for summaries. Then the studies that I have made a selection of, will follow, which have also applied the Bernstein theories in their different foci. These studies would be found to be more elaborate and informative.

3.4.1 Sadovnik's choice of milestone studies

In his oratory, Sadovnik (2001) who is a friend and mentee of Bernstein made a selection of some studies which he regarded as having contributed to the elevation of Bernstein's theories to credibility and authenticity in the world of research. In putting his case, he states:

Bernstein had a profound influence on sociological research on education. He pointed to years of empirical research in the United Kingdom and elsewhere, which attempted to test his theories. Studies conducted by his doctoral students at the University of London Institute of Education and others contributed to our knowledge of the relationships between the division of labour, the family, and schooling through research on specific aspects of Bernstein's work (Sadovnik, 2001).

- Bernstein and Jenny Cook Gumperz (1973) composed index profiling speeches from students and parents as social class. This led to Cook Gompers's study that improved on the project and research outcomes. The Index of Communication and Control would successfully measure different family types and their social class.
- Classification and framing principle. The theory was applied by Neves et al. (1991) to explain how these principles affect communication between the school and families. This research led to the teachers trained to offer several different classes through pedagogic practice.

- Bernstein's social class and pedagogic practice was applied successfully by Jenkins' research in Britain. Jenkins (1990) and Semel (1995) exposed clearly the invisible pedagogy which took place among the experts in the pedagogic device.
- Holland (1986) thesis concluded that division of labour determines different socialisation processes among social class families, meaning that classification and framing take place in different values of 'strong' and 'weak' that determine the levels of communication between and within agencies.
- The work of Dias (1984 and 1990) and Cox Donoso (1986) examined the outcome of the policies of different political parties when recontextualised within the symbolic and economic fields in terms of sociological and historical manifestations.
- Lastly, Bernstein supported 15 articles in the British Journal of the Sociology of Education based on his theory. Numerous articles that applied his theory were also edited by his students.

3.4.2 The 21st century studies that apply the Bernstein's theories

In this sub-section I made a selection of several studies that applied the Bernstein theories. What is peculiar about these studies is that they all have been carried out during the 21st century. The choice of the Bernstein's theory of pedagogic discourse in this study is motivated by the fact that this model has been successfully applied by other researchers from different disciplines to facilitate the recontextualisation process.

An important notice about the model of the pedagogic discourse is that it comprises three different arenas or fields of activities. These three fields or arenas could be applied either separately from each other or in whole dependent on the scope of the research study (Singh, 2002, Jenkins, 2007, Mukute et al., 2014). Bernstein et al. (1999:266) best explains this feature of the Bernstein theory of pedagogic discourse thus:

The theory systematically encompasses and connects in one device, different contexts of experience, such as work, family and education, and different

levels of regulations: from class relations and the state, through curriculum and pedagogy, down to the level of individual subjects.

The discussion of the different sources that employ the Bernstein theory of pedagogic discourse is inclusive of studies related to various disciplines. However, care is taken that there is also a selection of the sources that relate to the post-school education and training as well as the TVET colleges' sub-sector (Hordern, 2014).

Singh (2002), in the article 'Pedagogising Knowledge: Bernstein's theory of pedagogic device' focuses the scope of the discussion on the construction of knowledge to pedagogic communication and practice. Singh (2002) explores how discipline knowledge is relayed from macro to micro level of pedagogic practice. Through the Bernstein's theory Singh understands that the pedagogic discourses and rules governing the process are embedded in the pedagogic device (Singh, 2002 and Andreasen and Duch, 2015). Singh (2002) states it as follows:

... on the rules and procedures via which knowledge is converted into classroom talk, curricula and online communication.

The article acknowledges that Bernstein's work is based on support for the disadvantaged students and understanding the reproduction and production of social inequality through schooling. Bernstein writes about knowledge and schooling and how these promote inequality among society (Bernstein, 1990 in Singh, 2002).

Singh asserts that the pedagogic device causes either the ordering or disordering of pedagogic knowledge. To give understanding of the pedagogic device Singh (2002) explains that the pedagogic device embodies three arenas or phases which are the generation, the recontextualisation field and the reproduction field. Within these three fields there are three rules that govern the process. The three rules are the distributive, recontextualising and evaluative rules based in the three arenas of recontextualisation respectively.

Singh (2002) expresses that knowledge is expressed at the esoteric and mundane level. The knowledge expressed at esoteric level requires that it should be transformed through recontextualisation for the ease of implementation as text. The

pedagogic recontextualising field has the duty to advance the recontextualisation process in the manner that satisfies the demand of the pedagogic knowledge for practice. This at times results in the conflict with the official recontextualising field which restructure the curriculum in respect of education policy.

Singh (2002) agrees with Bernstein that the recontextualisation that takes place within the recontextualisation field should not only satisfy the government regulative discourse rather there should be a balance with the pedagogic instructional discourse. The article escalates the recontextualisation to the reproduction level where the transformed disciplinary knowledge must resonate with the teacher-students classroom requirement, the community socio-economic and peer group needs (Bernstein, 1996 and Singh, 2002). The agency that gains dominance of the micro level of pedagogic practice has a lot to win in terms of the administration of education (Singh, 2002).

In this article Singh (2002) takes note of the fact that in the present pedagogic situation with the high technological developments, population explosion, people in need of re-education and retraining, lifelong learning, different skills pathways for the youth there is need to structure education in accordance with the socio-economic needs. The present globalised communities require a knowledge restructuring process that shall not merely satisfy policy makers rather it should consider the broader socio-economic context (Singh, 2002).

Jacobs' (2011) discussion of recontextualisation of pedagogic knowledge focuses on the narrations of the learners' experiences in regard to the benefits derived from Life Orientation as a learning area for the Grades R to 9. The study is based in the schools in the North West Province of South Africa. In this study an effort is made to find out whether Life Orientation as a learning area fulfils its aim at developing a learner in their totality so as to achieve their socio-economic, cultural and political aspirations in the new democratic South Africa.

Jacobs (2011) states that The Life Orientation as a learning area is intended to promote social justice, human rights, as well as a healthy living environment. In theory the Life Orientation seems to promise a learning area which provides a progressive healthy living for the youth at the end, however, in most instances the reality and practice thereof have been less fulfilling (Jacobs, 2011).

It is found out that the narrations of learners are able to give the most authentic description of the effectiveness of the Life Orientation on their lives. The finding reveals a need for recontextualisation of the Life Orientation for a viable learning area in line with the new democratic South African schools. Jacobs (2011) purports that the recontextualisation of Life Orientation curriculum could best be designed if the learners could also be afforded a chance to determine the purpose and contents related to objectives and expected outcomes in its practice (Jacobs, 2011).

Hordern's (2014) study 'How is vocational knowledge recontextualised' is an epic work which illustrates the processes and elements that are facilitative of the recontextualisation with a focus on the vocational education (curriculum). In this study Hordern (2014) regards recontextualisation as a process that embeds knowledge within a social environment. Hence this process is viewed as socio-epistemic in nature. This study focuses on how to infuse disciplinary knowledge into the vocational education for implementation in the context. The fact that recontextualisation is a socio-epistemic in nature involves a variety of agencies that are affected by the vocational pedagogic knowledge. Bernstein's framework is that the different agencies engage in different discourses that could transform discipline knowledge into vocational practice. The engagement of different agencies may cause tensions among the actors in this socio-epistemic interaction (Hordern, 2014). Hordern (2014) expresses how knowledge which is socio-epistemic in nature go through a process of delocation, relocation, appropriation and transformation as the agencies (stakeholders) from different backgrounds and standing contest and agree on the design of vocational education for workplace practice. In the application of Bernstein (2000:33) pedagogic device the discourse is explained thus:

Recontextualisation involves a principle that selectively appropriates, relocates, refocuses and relates other discourses to constitute its own order.

Bernstein (2000) asserts that this socio-epidemic knowledge goes through the process of appropriation and transformation by the various agencies at different recontextualisation levels in an effort to create vocational practice.

This study establishes that recontextualisation in a process that should close the gap between theoretical knowledge and pedagogic practice in the context (Barnett, 2006). Maton (2010) in Hordern (2014) asserts that recontextualisation is a socio-

epistemic process. Recontextualisation process is also influenced by political, economic or technological factors. The micro level recontextualisation facilitates knowledge validation and pedagogy practice (Smeby and Vagan, 2008 in Hordern, 2014).

The study of Wheelahan (2005), 'The Pedagogic Device: the relevance of Bernstein's analysis for VET' takes the recontextualisation of pedagogic knowledge to vocational practice to a higher level by arguing that:

... students should have access to disciplinary knowledge, and that the pedagogic practice should be framed to give students as much control over their own learning ... (Wheelahan, 2005:7).

The study understands that according to the Bernstein's theory within TVET sub-sector there are the powers that structure knowledge and control the pedagogic practice. The study applies Bernstein's theory that education is constitutive of power and control and is the source of identity. Education is socially constituted, materialistic and subjective. The theory states that while education is socio-epistemic it has some political influences (Wheelahan, 2005). All the elements that are embedded in the pedagogic device of the pedagogic discourse have an influence on the outcomes of the recontextualisation process. However, the recontextualisation process should lead to the appropriation and transformation of discipline knowledge to pedagogic practice (Morais and Neves, 2001 in Wheelahan, 2005).

The article asserts that the pedagogic discourse is facilitated by the distributive rule that allows access to different forms of knowledge in the recontextualisation; the recontextualisation rules which determine which primary discourses or knowledge to be delocated or relocated to secondary context for the formation of pedagogic text; the evaluative rules which determine the pedagogic knowledge that the school and students could acquire or keep for pedagogic practice (Bernstein, 2000 and Wheelahan, 2005).

The study investigates the strength of classification of knowledge which is a principle manipulated through weak and strong values. The strong classification implies that there is insulation between the agencies of recontextualisation. The idea is that there is lack of sharing of knowledge and input between agencies during the

recontextualisation process regarding transformation of discipline knowledge to curriculum development for pedagogic practice at micro level, which is a form of power play. At this juncture the official field (government policy) is at power play with the pedagogic field (implementation for practice) (Bernstein, 2000 and Wheelahan, 2005). Furthermore, the principle of framing which is also manipulated by the weak and strong values influences the participation of students in the further recontextualising pedagogic knowledge to practice in context. The weak framing allows for students to control the selection, pacing and evaluation of pedagogic knowledge, the strong framing has the reverse effect.

The logical position of the article is that students should be given access to recontextualisation of disciplinary knowledge to pedagogic practice. The participation of students and teachers in the recontextualisation at micro level is a necessary pre-condition for a successful pedagogic practice (Wheelahan, 2005).

McFadden and Munns' (2002) 'Sociology of Education', students' engagement and the social relations of psychology' investigate why the students from the working class families do not embrace the opportunities provided by education to improve their social standing or class. The study investigates this anomaly on the basis of the theories from the sociology of education which includes the Bernstein theory of pedagogic discourse. The research applies both theoretical and empirical frameworks to obtain data from the students themselves to arrive at relevant findings and interventions. The study intimates that the educator could play an important role to facilitate the students' acquisition of a new identity through recontextualised pedagogic practice. Bernstein (1970:6) in McFadden et al. (2002) puts it succinctly thus:

If the culture of the teacher is to become part of the consciousness of the child, then the culture of the child must be the consciousness of the teacher.

While the assertion is that the students become what the teachers offer, the other side of the aphorism is that the teachers may ignore the cultural aspects that are significant for the students' socio-cultural development. What they offer may not motivate the students to change their social class (Bernstein, 1996 and Brooker in McFadden et al., 2002). Bernstein (1996) and Willis (1983) in McFadden et al (2002)

are of the idea that the students' resistance to change is a cultural issue which stems from the community. The students do not regard the class position as individuals but as a community.

In the interviews held with the students it was discovered that the students were in a feat of 'mob influence' rather than individual and liberal decision making. This is regarded as a cultural resistance (McFadden et al., 2002). Willis (1983:114) in McFadden et al. (2002) expresses this cultural resistance thus:

The process of the collective creative use of discourse, meaning, material, practices and group processes to explore, understand and creatively occupy particular positions, relations and sets of material possibilities ... can be a cause for fixation of the students to a particular cultural orientation despite efforts made for them to change an outlook.

Furlong (1991) in McFadden et al. (2002) asserts that the teachers should focus on both the students' emotions and pedagogy if they want to win them over to engage in the positive social and cultural change in the classroom situation. Teachers must understand that the school is the place where students ventilate their socio-cultural frustrations (Bernstein, 1996).

Bernstein (2000) views the challenge for engagement for a positive change through the schooling system as requiring a mix of pedagogic, family and social intervention.

The article suggests that the teacher should also take note of the classification and framing principles in the pedagogic discourse since they can also frustrate the involvement of students in the selection, pacing and evaluation of the curriculum at classroom level. The teacher should engage intercultural interaction during classroom offerings so that students should not feel isolated through the classroom activities. The significance of the recontextualisation at micro or reproduction level as advocated by Bernstein may not be overlooked in the pedagogic practice (Bernstein, 2000 and McFadden et al., 2002). The study focuses on the need for students from working class families to be elevated to a better socio-economic class. The achievement of this elevated socio-economic class could be attained through the efforts of the teachers or facilitated by the educators' performance. The concepts of

identity and class are at the hub of Bernstein focus as he advocates for the development of the working class youth (Bernstein, 1986).

Loughland et al. (2016) 'Bernstein revisited: Recontextualisation of equity in contemporary Australia school education' resonates with McFadden et al. (2002) with regard to efforts to bring equity in the society. The study investigates whether the pedagogic discourse can facilitate equity in the Australia that is flooded by new people, labour, capital and education. The study makes an attempt to bring about socio-economic and political equality for the marginalised group in Australia through the application of the Bernstein theory. This brings this study closer to what the present study attempts to achieve regarding the recontextualisation of vocational knowledge for vocational practice for the socio-economic advancements of the majority of the youth from the working class in South Africa (GG. No. 37229 of 2014).

Clark's (2005) 'Bernstein's theory of pedagogic discourse: Linguistics, educational policy and practice in the UK English/literacy classroom' investigates what causes the decline in the teaching of English standard grammar and canonical literature in the British schools. There is an argument that there could be a lack of research or the impact of the education policy pursued by the government of the day. The study applies the Bernstein theory of pedagogic discourse to test what interactions are at play to influence this development. Bernstein theory is applied because it takes language to facilitate a discourse. Language also carries the cultural values and determines the social class of individuals or groups. Consequently, Bernstein regards language as a carrier for either reproduction or production of a mark for identity. The research determines the effect of the use of functional English language which is regarded as contemporary, fictional without correctness and accuracy. This is the language that developed during the 1980s and 1990s and seemed to gain traction in the British life. This is the English language spoken at home different from the one written and read at the school. This was a situation created through the Bullock Report that led to the abandonment of formal grammar in English teaching and canonical literature offering. The 'Grammar War' was a challenge by the Conservative Party that blamed some of the social ills in Britain to the relaxed school curriculum.

The need to change the education policy was motivated by the external factors that are, political, cultural, social, historical not necessarily by logical considerations within the contexts. The Conservative Party strove for a return to traditional grammar and canonical literature in the teaching of English more still the administration of education was centralised. The irony of events is that when the Labour Party took over from the Conservative Party it continued with the same dominance regarding education policy by introducing the National Literacy Strategy that advocated for the allocation of an hour in the primary school for the teaching of traditional grammar.

What is noted is that despite the much required recontextualisation process in the education development to facilitate practical application the official field would always want to dominate the pedagogic discourse even if the position goes against the logical manifestations. The government education policy will prevail against any logic, what counts are the socio-cultural and political considerations in the country (Clark, 2005).

Andreasen et al. (2015) in the article 'Reforming Vocational Didactic by Implementing a New VET Teacher Education in Denmark: Tensions and Challenges Reflected in Interviews with Vocational Teachers' apply the Bourdieu and Bernstein theory relating to cultural production or reproduction through the recontextualisation process. The article explains the tensions among the stakeholders, specifically the teachers when a major change takes place in the institution. The research is focused on the introduction of a new Diploma in Vocational Pedagogy in Denmark. The article explains the tensions that existed among the stakeholders especially the teachers and students when the new programme was introduced. This innovation would affect the socio-cultural and the class identity of the students in the college. The teachers were to be affected by the new vocational pedagogic didactic culture in the college. These changes affected the socio-cultural and economic background of the students and the teachers. The Bernstein theory of pedagogic discourse through the recontextualisation process would apply in the circumstance (Bernstein, 1990 and Bourdieu, 1996 in Andreasen et al., 2015). The recontextualisation process involves the tensions that exist between the stakeholders and the official pedagogic discourse that embeds the education system (Bernstein, 1990 in Andreasen et al., 2015).

The qualitative research method was used to collect data. The focus groups were arranged to participate in this research. The semi-structured interview schedule was used to collect data. The students were included in the focus groups.

The findings in this research revealed the many conflicts and tensions that take place where there was need in the change in the socio-cultural orientation among stakeholders. The following have been revealed in the findings:

- Students were found to experience tensions in the new vocational didactic pedagogic system due to new socio-cultural background. The students' different and low cognitions were also a challenge in the new education system.
- The teachers were faced with the challenge of applying new models of teaching especially where theory and practice needed to cohere (Munthe and Ohnstad, 2008 in Andreasen et al., 2015). There was also the challenge of involving in collegiate collaboration for vocational pedagogic and didactic success.
- The official field wanted to dominate the recontextualisation process at the expense of the pedagogic field which would compromise the micro level discourse which is the domain for vocational practice. The decision about the viable vocational pedagogic practice is found not to be a logical proposition but notions of the agencies that control the social system.

This article confirms that there are usually tensions and conflicts that accompany the introduction of new knowledge as it happened in the introduction of the programme Diploma of Vocational Pedagogy in Denmark. The stakeholders from different socio-cultural and political orientations find it difficult to come to a common ground. Guile (2011) has confirmed that a situation of acute uncompromising tensions and conflicts during the pedagogic discourse has the likelihood to breed either a poor or failed recontextualisation process.

Arnot et al. (2007) in their 'A Sociology of Pedagogic Voice: Power inequality and pupil consultation' investigate the power of pupil pedagogic voice to remove class, gender and ethics inequality in a learning environment through the Bernstein's theory of 'A Sociology of Pedagogic Voice'. The study identifies the tensions between the dominant and dominated voice; the relationship between education, equity and

social change. The study is conducted in Australia to attempt to normalise class inequalities through pupil consultations in the environment of neoliberalism and economic nationalism. This study brings into focus the need for consultation of the stakeholders at the micro level in an effort to achieve a successful recontextualisation as pursued by the present study. The major obstacle is that the dominant middle class would find it difficult to succumb to the needs of the working class during the recontextualisation process. This would lead to a reproduction of a social class inequality (Arnot et al., 2007).

Jenkins' (2007) conducted a study on 'Curriculum recontextualising using gardens for the health promotion in the Life Orientation Learning Areas of the Senior Phase. The study explains how the Life Orientation goes through the field of production where 'new knowledge' is created. The process moves into the field of recontextualisation. This is the area where the official and pedagogic recontextualisation fields exchange contestations for the appropriation and transformation of discipline knowledge to pedagogic knowledge for transmission and acquisition in the reproduction field for pedagogic practice. The principle of the field of recontextualisation explains a process filled with contestations of ideas from the official recontextualising field and the pedagogic recontextualising field leading to delocation of discourses in the recontextualisation process to other settings.

This process involves the transformation of the Learning Area influenced by the practitioners who have prior knowledge and experience about the culture, beliefs and other factors that must be infused in the disciplinary knowledge to transform to pedagogic practice. This is the justification of the need for communication and consultation that goes into the recontextualisation of the discipline knowledge into pedagogic practice context (Jenkins, 2007 and Mukute et al., 2014).

In this study the researcher collected data from documents and interviews with different participants within and outside the school. The finding is that the official pedagogic discourse has not been well understood by the teachers, and these result in poor implementation of the environmental education curriculum at the classroom level and the communities.

Taljaard (2008) in a Master of Education study, 'An investigation into the development of Environmental Education as a field of practice in South African National Parks (SANParks)', makes an inquiry into how the dawn of the new government in South Africa influenced the environmental education developments and changes in the SANParks. The study focuses on the re-evaluation of the organisational and national policy frameworks of the environmental education as a field of practice. From the analysis of the historical background of this important national and global resource the study intends to review how the environmental education could resonate with the demands of the SANParks in the new South Africa.

The author applies the Bernstein theory of pedagogic discourse to relate how discourses of the official recontextualising and the pedagogic recontextualising fields appropriate and transform the environmental disciplinary knowledge to curriculum and vocational practice at reproduction level (Bernstein, 1996, Taljaard, 2008 and Hordern, 2014). The study asserts that the involvement of relevant agencies in the reproduction of knowledge revealed the need for some contemporary approaches to environmental education with an impact on biophysical, social, economic and political dimensions.

The study findings are that: the review of the environmental education policy would facilitate the development of new programmes for implementation in the SANParks; there is need for partnerships in the restructuring of the environmental education policy for implementation; the environmental education for the SANParks is a socio-economic and political exercise; there is a leadership vacuum in the SANParks and from the historical reflections there is need for professionalism in the SANParks (Taljaard, 2008).

Mukute et al. (2014) article on 'Contextualising Curriculum Design and Recontextualising its Implementation' focuses on the design of the climate change curriculum through contextual profiling and the implementation thereof through the recontextualisation process. The curriculum is designed for parks managers, ecologists, community from the Southern Africa Development Community (SADC) and Transfrontier Conservation Areas. The study further investigates how the curriculum that was designed through contextual profiling is implemented through the

recontextualisation process. The SADC Regional Environmental Education Programme supported by the German Enterprise for International Cooperation are participating in the process.

The major concepts that guide the study are; contextual profiling, learning needs identification and curriculum recontextualisation. The contextual factors are classified as community at global, national and local level, the organisations that design the curriculum and the learning and teaching context (Hall and Kidman, 2004 in Mukute et al., 2014). The collection of data for contextual profiling was done through literature review. Data was collected from documents obtained from relevant institutions regarding climate change and adaptation. The SADC, TFCA, the United Nations Framework Conservation in Climate Change and universities among others, were able to provide the source documents. The contextual profiling of the curriculum was a joint and stakeholders' project (Mukute et al., 2014).

The implementation of the climate change and adaptation curriculum was the next process which also required a much more concerted stakeholders' involvement. The process applied the Bernstein theory of pedagogic discourse with its attendant recontextualising effect. The implementation of the climate change curriculum was done through the workshops. The workshops were organised on a bottom up arrangement. The workshops were constitutive of participants from different schools of thoughts to engage in numerous complex topics on curriculum on climate change and adaptation translated into a high intensity consultations, communication and conflicts (Mukute et al., 2014).

What gave the implementation of the curriculum a Bernsteinian approach is the fact that the workshops moved from theory to practice, concept to concrete and practical topics. The workshops were also guided by the participants' expectations (Mukute et al., 2014) Curriculum recontextualisation is based on the Bernstein theory of pedagogic discourse. This is the process of appropriation and transformation of the discipline knowledge to curriculum for pedagogic practice (Bernstein, 2000). Mukute et al. (2014) study emphasises that recontextualisation is a multi-stakeholders' process that demands joint planning and action.

The study concludes by stating that in the creation and implementation of new knowledge there is always a strong element of contestations, confrontations and conflicts among the stakeholders. The creation of new knowledge must always be done through the contextual profiling for successful implementation. In the case where these processes are done in isolation, there is a strong probability of failure.

Kyarizi's (2016) 'Knowledge for Technical and Vocational Education and Training, the constructivist perspectives', engages in the constructivist approach in the recontextualisation of the 'new knowledge' for vocational practice facilitated by the Bernstein pedagogic device. The study is based on the understanding that knowledge is epistemic and is human creation. The study acknowledges the social, cultural and economic implications of the vocational knowledge. The focus supports Hordern's (2014) study that acknowledges that the Bernstein pedagogic discourse is a socio-epistemic process that involves the different agencies in the recontextualisation of vocational knowledge to pedagogic practice.

The doctoral article by Robertson (2003) investigates how the Bernstein's constructs of strong and weak values in classification and framing are at work in influencing the structure and policy in determining the VET developments in the Australian national education system (Bernstein, 1996:19 in Robertson, 2003:1) explains this principle thus:

Classification describes the means by which power relations are transformed into specialised discourses. From this perspective, power relations create, legitimise and reproduce boundaries between different categories of groups, discourses and agents such that power always operates to produce dislocations.

The study asserts that various agencies, structures and bodies meet and interact in an integration mode to negotiate what makes a viable national vocational education curriculum. In the conclusion the researcher evaluates the level of achievement made by the different agencies in their contestation for prominence during the recontextualisation of pedagogic knowledge (Robertson, 2003).

The conflict and contestations experienced in the recontextualisation is also expressed by Tobicakiverata (2012) in the Doctoral study 'TVET in Fiji: Attitude,

Perceptions and Discourses'. The study has used mixed methods approach in design guided by four theories which are constructivism, social reproduction, post-colonial theory and sociology of knowledge. The study determines the perceptions of students from secondary school and other stakeholders towards TVET sub-sector within the Fiji education system. The findings in the study are;

- There is a mismatch between theory and practice,
- The TVET does not provide much relief to the previously disadvantaged communities,
- The different stakeholders have different views about the nature of the TVET sub-sector.
- The intervention developed was meant to find a middle course in the definition and nature of the TVET sub-sector.

A new programme known as Career Training and Placement was developed characterised by a more transformative outlook. This programme aligned school subjects and career placement.

From all the sources reviewed regarding the significance and viability of the Bernstein theory of pedagogic discourse's facilitation of the recontextualisation process, a common thread is the elements of communication, interaction and consultation at all levels. The realisation is that the theory has been applied in all these studies to motivate the need and power of collaborative engagement of relevant stakeholders where efforts are made to achieve a major development in the community (Bernstein, 1996, Singh, 2002, Robertson, 2003, Mukute et al., 2014, Andreasen et al., 2015 and Kyarizi, 2016).

In conclusion the various studies reviewed regarding the application of the Bernstein theory of pedagogic discourse have revealed the impact and the significance of Bernstein's thinking and credibility in the theoretical and empirical social science research endeavours. His socio-linguistics approach to pedagogic studies is well documented (Bernstein et al., 1999, Christie et al., 2007 and Robertson, 2003). The above review of the literature has also motivated the application of the Bernstein theory of pedagogic discourse in the present study as it is supposed to follow.

3.5 The Theory of Pedagogic Discourse Applied in the Present Study

In the application of the Bernstein theory of pedagogic discourse I made an effort to relate the course of the study to the recontextualisation as dictated by the flow of the processes in the model. The data discussion shall cohere with the three principles of the arenas of generation, recontextualisation fields and reproduction located in the pedagogic device (Bernstein, 1986, Bourne, 2006, Jenkins, 2007 and Horden, 2014). The dominant element that constitutes the recontextualisation process in the theory of pedagogic discourse is the level of communication and interaction among the stakeholders or agencies in the development of 'new knowledge' (Bernstein, 1996, Hordern, 2014).

The recontextualisation in the Bernstein theory of pedagogic discourse is a principle that facilitates the policy design and implementation in the socio-pedagogic environment. The theory is an effective guide on collaborative engagement in the policy design and implementation. The theory links the macro level policy design to the meso level and ultimately to the practice or micro level. This study engages both the macro level of the design and the implementation level. The draw card in this theory is that successful policy design begets successful implementation (Bernstein, 1986, Singh, 2002, Bourne, 2006 and Hordern, 2014).

3.5.1 *The generation*

The generation of 'new knowledge' takes place within the official pedagogic discourse. Bourne (2006:1) explains the official pedagogic discourse thus:

The term official pedagogic discourse is used to categorise state discourses on education as revealed in government policy documents and statements, formal state approved curricula, inspection and examination criteria. It establishes particular social relations between government agencies and those active in the field of education...

Hence, there are the following component within the official pedagogic discourse, these are, the general regulative discourse that embeds the Dominant Principles of Society. The Dominant Principles of Society includes the State Field and the Field of Economy. These Dominant Principles of Society comprise the physical resources.

The general regulative discourse includes also Symbolic Control which comprises the discursive (reason) resources. Added to this mix are the international experts who are engaged in the activities that take place in the official pedagogic discourse. All the components mentioned constitute the elements that participate in the creation of 'new knowledge' within the generation of the model (Bernstein, 1986, 2000, Bourne, 2006).

It should be noted that the different components participating in the official pedagogic discourse in the creation of 'new knowledge' have competing interests in what should constitute 'new knowledge'. These types of participation create an environment of an apparent if not real conflict among the agencies involved in the discourse. Bernstein (Bernstein, 1996:15) asserts that:

The model suggests that the production and reproduction of the pedagogic discourse involves extremely dynamic processes. On the one hand, the dominant principles which are conveyed by the general regulative discourse reflect position of conflict rather than stable relationships. On the other hand, there are always potential and real sources of conflict, resistance, and inertia among political and administrative agents of the official recontextualising field...

This study had intended to find out if there had been an expansive communication and consultation of the relevant stakeholders in the design of the NCV programme for the TVET sub-sector by the relevant authorities. The data collection was arranged with the notable stakeholders to the TVET colleges (lecturers, managers, business sectors and public sector officials) to interact or participate in the creation of the 'new knowledge'.

The model invites also the participation of the knowledgeable curriculum bodies, knowledge workers, lecturers, institutions officials and other stakeholders such as industry and labour market officials. It was in the interest of this research to find out from the resident lecturers and the other stakeholders if they also played a role in the design of NCV programme within the TVET colleges.

3.5.2 The recontextualisation fields

From the official pedagogic discourse follows the recontextualisation fields. The recontextualisation field comprises the official recontextualisation field and the pedagogic recontextualisation field (Bernstein, 1990, Singh, 2002, Bourne, 2006, Jenkins, 2007 and Loughland et al., 2016). These are the two fields that also play a significant role in the model. Both these recontextualisation fields are influenced to pursue state policy, however, the official recontextualisation field is controlled by the state (Singh, 2002, Bourne, 2006 and Loughland et al., 2016). In describing the functions of the two fields in the model Loughland et al. (2016:232) state that:

Bernstein theorised that the official education knowledge (such as national policy) is produced in the official recontextualisation field-primarily constituted and directed by the state and its agents. The pedagogic recontextualisation field on the other hand, is understood to be made up of educators and their interest groups, this field and the knowledge it recontextualise has varying degrees of autonomy from the official recontextualisation field.

In this study it was realised that there was need to find out if there was a smooth, healthy and conflict-free communication in the pedagogic discourse between the two fields of recontextualisation in the development of pedagogic knowledge for practice.

The study would determine if the lecturers who were part of the pedagogic recontextualising field were involved together with the official recontextualising field to give inputs in the development of the 'new knowledge'. These two fields comprise the major stakeholders in the development of new knowledge with the likelihood for conflict and contestations about what logically makes a viable education system for the socio-economic development of communities (Bernstein, 1996).

Of relevance was also to determine what role the other stakeholders such as lecturers, public and private sectors played at the recontextualisation of 'new knowledge' as provided for in the model. In this study interviews were focussed on whether there was a further consultation even after the NCV programme was formally declared the major curriculum for the TVET sub-sector. This level of recontextualising fields is equated to further consultations in the different modes of

communication. In this respect the responses from the selected participants would confirm or disconfirm such compliance with the principle.

The recontextualising field is also an area that could cause the stakeholders to engage in still more active contestation since the process is at the point of transmission and acquisition for acceptance at the practice level. The major area of conflict emanates from the need to control the main turf in the inputting and application of the 'new knowledge' (Bernstein, 1986, Singh, 2002, Christie et al., 2011 and Loughland et al., 2016). Singh (2002:573) has the following to say:

Agents within the pedagogic recontextualisation field struggle to control the set of rules or procedures for constructing pedagogic texts and practices. Bernstein used the pedagogic discourse to explain rules and procedures. Conflict and contestation is rife in the pedagogic recontextualisation field particularly if this field is strongly insulated from the official recontextualisation field. Strong insulation means agents within the pedagogic recontextualisation field have some autonomy over the construction of the pedagogic discourse or practices.

The model explains that there are very serious issues over which the different agencies have conflict about. These are regarded as incentives that accrue within the pedagogic situation. The exercise of power and control over the creation and distribution of knowledge and the right to impact on the consciousness and identity of what education provides are key in the pedagogic practice (Bernstein, 1996 in Singh, 2002:577). Bernstein (1986) in Singh (2002:577) presents this situation thus:

The incentives are huge in this struggle for the group that appropriates and control the pedagogic device and exercise power in relation to the distribution, recontextualisation and evaluation of complex knowledge forms (competence) embedded in conscience. Thus, this group exercises control over a ruler and distributor of consciousness, identity and desire.

From the literature review it has been discovered that there was insufficient if not no consultation when the creation of 'new knowledge' in the form of NCV programmes was initiated by the Department of Higher Education and Training (DHET). This poor consultation or engagement is expressed by Makole (2010) South African

Democratic Teachers' Union (SADTU), FET Specialist who wrote that the NCV programme was a curriculum that was conceived within the department of education through ministerial approval without popular participation. The poor consultation is supported by Gewer (2010) regarding the same NCV programme. These assertions are supported by the Wedekind and Buthelezi in their article 'Climate for Change?' in Kraak et al. (2016:78) that:

In South Africa, key decision-making regarding the TVET colleges rested with the national and provincial governments without much participation at institutional level. The interviewees feel that this authoritarian attitude supported by an oversized bureaucracy results in the stagnation of change processes and the alienation of lecturers as professionals and critical role-players in the diffusion of innovations. The reform process is perceived to be a closed box that excludes and silenced professional input from the majority of lecturers.

The model accommodates the conflicts among competing agencies in the pedagogic discourse within the pedagogic device for the recontextualisation process to take place, which is the idea pursued by this study. The conflict and confrontations that are eminent and sometimes real between the different stakeholders motivated by the introduction of 'new knowledge' are a common experience in the department of education (Kraak et al., 2016).

3.5.3 The Reproduction field (Transmission)

From the recontextualisation fields the process proceeds to the reproduction field where the recontextualisation process still continues. This is the field where the pedagogised knowledge goes through further tests or changes for its acceptance at the practice level in context.

The model provides that at this micro level there are still conflicts and contestations among the agencies operating at this level in the form of further relocation, delocation, focusing, refocusing so that appropriation and transformation of pedagogic knowledge becomes pedagogic practice in context. This is the field where the macro activities meet the micro discourses (Bernstein, 1996, Singh, 2002,

Christie et al., 2011, Hordern, 2014 and Loughland et al., 2014. Singh (2002:577) has expressed this conflict of interest that:

Crucially, these are the struggles over theories of instruction—that is, models of the pedagogic subjects (students), the transmitters (teachers, text books, and computers), pedagogic context (classroom, curriculum organisation) and the competence (mode of teacher and student talk).

The areas of conflict and contestation concern primarily the instruments that are regarded by the agencies as crucial to facilitate the transformation of the pedagogical knowledge into vocational practice. At this point the new knowledge must get access and acceptance at the implementation stage (Bernstein, 1996, Jenkins, 2007 and Hordern, 2014). This notion is clarified by Clark and Winch (2004) in Hordern, (2014:23) that:

It highlights issues of epistemic access that focus on what knowledge is being made available to vocational learners, and who has responsibility for its appropriation and transformation. It also draws attention to issues relating to how what is considered useful 'valid' knowledge is being affected by scientific and technological change and whether these changes are being effectively incorporated into vocational curricula and pedagogy.

At this point I should introduce specifically the 'what' and 'how' the pedagogic knowledge is supposed to be transmitted and acquired for practice use at the micro level (school, workshop, and workplace). However, it should be noticed that there shall not be automatic access of pedagogic knowledge to practice context unless unduly imposed upon the context of practice (Hordern, 2014).

At the reproduction field it may happen that recontextualisation process might not be successful because of either a lack of agreement or poor communication between agencies of recontextualisation with the result that the pedagogic codes may not allow transmission-acquisition of pedagogic discourse is not acceptable to the beneficiaries for implementation. This implies poor recontextualisation. In this study it becomes important to find out from the stakeholders if the new knowledge (NCV programme) has received acceptance at the level of practice or there exists a reproduction of an unwanted product.

3.5.4 Rules and principles facilitating the pedagogic discourse

The pedagogic discourse in itself is a process that is governed by rules and principles to facilitate recontextualisation process. These rules and principles are applied in the model to establish delocation, relocation and selection of discourses during the recontextualisation process. These rules have their significant application in the different levels of the recontextualisation process within the pedagogic discourse. The most important rules to be discussed are; the three pedagogic rules, the instructional and regulative discourses, the pedagogic code and the classification and framing values principles (Bernstein, 1996, Singh, 2002, Clark, 2005 and Loughland et al., 2016).

3.5.4.1 *The pedagogic rules*

The model for the pedagogic discourse constitutes the pedagogic rules that play a significant role in the process of the recontextualisation. Effectively, the rules refer to the complex nature and forms which the discourses assume during relocation, delocation, refocusing, appropriation and transformation. These rules facilitate that the pedagogic discourses should adapt to new forms of acceptance by the context during the recontextualisation process (Bernstein, 1996, Christie et al., 2011 and Loughland et al., 2016). Loughland et al (2016:233) state that:

The rules refer to the ways in which discourses are shaped as they are moved, appropriated and brought into new relationships with the other discourses.

The three types of pedagogic rules are explained with regard to their hierarchical standing with each other and function they perform in the recontextualisation process within the model:

- The distributive rules: These are the rules that regulate power relations between different competing agencies (groups). They distribute forms of knowledge to different groups which results in discourse assuming different orientations for acceptance in the recontextualising field (Singh, 2002).

- **Recontextualising rules:** These are rules that regulate the relocation, delocation, refocusing and appropriation and transformation of pedagogic discourse for location in the reproduction level (Bernstein, 1996 and Singh, 2002).
- **Evaluative rules:** They regulate or validate what should be regarded as authentic knowledge and regarded as the texts originating from the instructional (cognition) and regulative (symbolic) discourses (Bernstein, 1996, Singh, 2002 and Loughland et al., 2016).

The principle of pedagogic rules in the Bernstein pedagogic discourse imply the order that is expected to be established in the communication and interaction between the relevant stakeholders in deciding what is required for the new knowledge (distributive rules). This is the process that takes place more at conceptual level and place by involving relevant stakeholders. However, there should actually be a distribution of information about the new knowledge from the top official of the department to the next arena of recontextualisation fields (Bernstein, 1996 and Singh, 2002).

The principle of recontextualisation fields confirms that there is also a need to have the discourse material taken to another level where the discipline knowledge is further appropriated and transformed in accordance with relevant popular considerations to a text. The involvement of lecturers, book makers and curriculum designers is important and participation is supposed to be regulated with due consideration for the need for an implementable curriculum (Bernstein, 1996 and Singh, 2002).

The principle of evaluative rules in this study refers to a situation where the lecturers and other relevant stakeholders at micro level are given an opportunity to finally evaluate the viability of new knowledge. These are the rules that assist in the validation of the new knowledge for the pedagogic practice and for socio-economic development of the community at the reproduction field (Bernstein, 1996, Singh, 2002 and Loughland et al., 2016).

3.5.4.2 *The instructional and regulative discourses*

The two principles that determine what cognitive knowledge (instructional discourse) and symbolic knowledge (regulative discourse) should be infused in the curriculum at the micro level. The instructional discourse facilitates the acquisition of cognitive knowledge which implies subject learning in the classroom situation. The regulative discourse deals with symbolic elements that facilitate the acquisition of values, norms of social conduct and social affective competences in the process of recontextualisation. The pedagogic discourse is supposed to be regulated by the pedagogic code for the transmission and acquisition at the reproduction field of micro level (Bernstein, 1996 and Morais and Neves, 2001).

What is at stake at the micro level is that recontextualisation is a process that attempts to ascertain that the pedagogic discourse is not being compromised by agencies that pursue a one- sided agenda. However, this could happen where power takes hold of the process (Bernstein, 1996).

3.5.4.3 *The pedagogic code*

The pedagogic code is an important principle in the Bernstein theory of pedagogic discourse. The model regards the pedagogic code as the gate keeper for the pedagogic discourse to find a way from the transmitters through to the acquirers for vocational practice in context (Bernstein, 1996 and Hordern, 2014). Bernstein (1986:16) explains the pedagogic code thus:

At the level of transmission of the discourse, the code, a concept central to Bernstein theory, comes out in its pedagogic dimension as the principle which regulates the relation between transmitters and acquirers (teachers-students/ parent-students/ teachers, educator-teachers) which takes place during a given period of time in specialised context/place.

In this study the 'pedagogic code' is regarded as a principle in the model that could be regarded as a situation where the curriculum is decided and accepted by the relevant recipients and beneficiaries for pedagogic practice in context. This is a reference to the transmission-acquisition of appropriate knowledge for vocational practice (Bernstein, 1996). The participants in the research project would be able to

give responses on whether the NCV programme or any other provisioning is accepted fully for implementation or a reproduction of the previous poor curriculum (Loughland et al., 2016).

3.5.4.4 *The classification and framing*

Transmission-acquisition of appropriate knowledge in the recontextualisation process can be facilitated or obstructed by the principle of *classification and framing* regarding the relay of the pedagogic discourse. There is a need to explain the relevance of this principle in the transmission-acquisition within the reproduction field of the model of pedagogic discourse. This would also give effect to why the Bernstein theory of pedagogic discourse bears relevance to the study.

Classification: The principle of classification identifies how power relations legitimise creation of boundaries between the different agencies, categories, groups and discourses within the pedagogic device to allow or stifle communication. The strong classification implies insulation between the categories, groups and agents within the pedagogic device and a lack of communication or interaction between them. This principle is referred to as 'collection code' in the model. The weaker the classification, the more diffused or blurred are the lines of division or insulation between the various groupings and the more the interaction and communication between the groups or agencies. This means less power is exercised in the relationships between groups or agencies and the easier the recontextualisation would take place. This principle is referred to as 'integration code' (Bernstein, 1996:19-20 and 101). Bernstein (1996:3 and 19) briefly puts it thus:

Classification describes the means by which power relations are transformed into discourses. From this perspective, power relations create, legitimises and reproduce boundaries between different categories ... such as power always operates to produce dislocations.

Framing: Framing refers to the measure of control exercised within the categories, groups, agencies during the pedagogic discourse within the pedagogic device regarding communication, sequencing, pacing, and evaluation of pedagogic knowledge. This involves control in respect of the instructional discourse and the

regulative discourse within the different groups (Bernstein, 1996, Singh 2002 and Robertson, 2003). Bernstein (1996:27) states framing as:

Framing refers to the nature of control over the selection of communication, sequencing, pacing, criteria and control over social base which makes this transmission possible.

Framing is the principle that operates on the notion that a strong framing indicates the rules of pedagogic control are visible and explicitly applied. This means there is stringent control over communication, sequencing, pacing and evaluation of the pedagogic practice. This implies that there is little or no flexibility in the instructional and regulative discourses within the practice context or classroom. This situation is referred to as 'collection code' (Bernstein, 1996, Singh, 2002 and Robertson, 2003).

Framing can also be referred to as weak. Framing is referred to be weak where there is either little or no restriction of communication within subjects, categories, agents and groups. This would mean that the pedagogic discourse allows for less or no restrictions on the selection, pacing, sequencing and evaluation of the pedagogic practice within the context. This situation is referred to as 'integration code' (Bernstein, 1996, Singh, 2002 and Robertson, 2003).

The application of this principle of classification and framing is relevant in this study as explained also in Robertson's (2003) doctoral study. Robertson (2003) relates that the principle of classification and framing explains the levels of either poor communication or open interaction between or within the groups, agencies, categories in the pedagogic practice. This would depend on the strength (collection code) or weakness (integration code) of the classification or framing in the pedagogic discourse. Robertson (2003:1) explains the significance of this principle thus:

The constructs of classification and framing are found to be useful in identifying consistencies and inconsistencies in the ways that the prevailing pedagogic device manifests itself in national structure and policy.

Where classification is strong there would be a strong insulation between the groups, agencies and categories which means there shall be no communication and each would exercise power to stop either communication or negotiation for a viable

pedagogic practice. Therefore, recontextualisation for a viable pedagogic practice will be frustrated (Bernstein, 1996, Robertson, 2003).

Where framing is strong there would be less communication that involves the educators and students at the classroom level. This would mean the teachers and students would not have the liberty to influence the pedagogic discourse. However, where the framing is said to be weak both the teacher and the students would have the liberty to influence the classroom activities, meaning the teachers and students shall have the liberty in the selection, pacing and evaluation of the programme or curriculum (Bernstein, 1996, Robertson, 2003 and Loughland et al, 2016).

The values of 'strong and weak' in the classification and framing are determined by the structure and policy framework at national level and this impacts on the type of recontextualisation that would further take place at the reproduction level of the pedagogic practice context (Robertson, 2003). Bernstein (1996:15) gives it more clarity:

In this way, the discourse reproduced in schools and classrooms is influenced by the relationships which characterise its specific transmission contexts. It can also be influenced by relations between school and family and community.

This study has followed the process of recontextualisation through the three levels of the pedagogic device. It was found to be of significance to gather data that informs this study on how the NCV programme for the TVET sub-sector (new knowledge) was conceived because that forms part of the recontextualisation process. Furthermore, the study had to follow on what indicators developed consequent to the implementation to mark the achievement of the process. This would happen because not all forms of recontextualisation processes do achieve the success that is envisaged (Guile, 2011 and Hordern, 2014). Guile (2011:455) in the article 'Apprenticeship as a model of Vocational Formation and Reformation', expresses the idea thus:

It could however also be suggested that the elements of recontextualisation may not necessarily be 'contiguous' in the sense that different elements of recontextualisation process may be enacted by different agents at different

times, exacerbating disconnection between the elements, stretching the sequence, and resulting in a form of recontextualisation that is very different from a process that is enacted by the same agent or collection of agents sequentially as a unitary process. It is, of course, also conceivable that recontextualisation can fail to occur, despite the intentions involved.

The study follows the unfolding of the Bernstein theory of pedagogic discourse to the level of the appropriation and transformation of disciplinary knowledge to pedagogic practice in context. The applicability of this conversion is supported by Barnett (2006) Maton (2011) and Hordern (2014). Barnett (2006:144) explains the relevance of recontextualisation to vocational education thus:

... the formation of vocational education is distinguished by a process of 'reclassificatory recontextualisation' that brings organisational and technological problems together with disciplinary knowledge for vocational process ... thus orientating the disciplinary knowledge towards the practice context.

There is need to investigate whether the final product of the recontextualisation is implementable at the practice level. The data on involvement of the stakeholders regarding the viability of the NCV programme is required to bring the study to the logical closing. The major development followed in the application of the Bernstein theory of pedagogic discourse is the identification of the success indicators interpreted from the stakeholders' responses to relevant questions during the interviews. The relevant indicators have developed from the themes that emerged from the data analysis.

3.5.5 Significance of the Bernstein Theory of Pedagogic Discourse

The Bernstein theory of pedagogic discourse bears significance to this study with regard to the following:

- In the creation of 'new knowledge' there should be communication which may bear conflict or contestation of ideas between the different stakeholders to yield an acceptable product (new knowledge' (Bernstein, 1986 and Christie et al., 2007).

- The theory places communication as central among the different participants as the effort to find an acceptable alternative vocational knowledge (Bernstein, 1986 and Singh, 2002).
- Recontextualisation is a socio-epistemic process. The effort is to create an implementable curriculum for the socio-economic development of the relevant communities (Bernstein, 1986, Singh, 2002, Bourne, 2006, Jenkins, 2008).

3.6 Conclusion.

The search for the theoretical framework to guide this study found the Bernstein theory of pedagogic discourse to be appropriate for this research regarding the study's internal theoretical base and the outward empirical outlook (Bernstein, 1996, Solomon, 1999 and Loughland et al., 2014). Bernstein's roots in the socio-linguistic theories and empiricism approach to literary works lead to the appropriation and transformation of pedagogic knowledge to vocational practice, which is the essence of this study (Bernstein et al., 1999 and Christie et al., 2007).

This study had to establish whether the Bernstein theory of pedagogic discourse is sustainable by doing a literature search on its application in other studies. Evidently, a number of studies are included in this chapter to bear testimony to its applicability. Chapter 4 bears the discussion of the research methodology that is in line with the nature of the study. What is important is to align the methodology for this research with features, rules and principles of the Bernstein theory of pedagogic discourse. The qualitative research method with the demand for interaction with the participants resonates with Bernstein socio-linguistic approach to education (Clark, 2006). This is an exercise in confirmation of its trustworthiness in the field of literary works (Bernstein, 1996, Bernstein et al., 1999, Singh, 2002, Bourne, 2006, Jenkins, 2008, Hordern, 2014 and Mukute et al., 2014).

CHAPTER: 4 THE METHODOLOGY

4.1 Introduction

The previous chapter (Chapter 3) outlined the review of the literature as an effort to search for the relevant theoretical framework to guide the present study. The Bernstein theory of pedagogic discourse was found to be a suitable theory to guide this research project (Yin, 2003 and Hostee, 2012). In this fourth chapter, I discuss the methodology that I find suitable for the study. The qualitative research method has been decided upon for application in this study. The qualitative research method is found to resonate with the Bernstein theory of pedagogic discourse which has its core element as communication and interaction with the participants (Bernstein, 1996, Thorne, 2000, Bryman, 2012 and Cresswell, 2013). Significant topics discussed are: the research design; the research sites; selection of the cases; the data generation techniques; trustworthiness in data collection and analysis; and the general ethical considerations.

4.2 The Research Design

A successful research project is always preceded by a design. A research design is a general principle which cuts across the different research methods or paradigms (Hostee, 2010 and Cresswell, 2013). The research design has been defined variously by different researchers but arrived at the same meaning. Marshall and Rossman (1999:26-27) define research design as ... *a series of stages or tasks in planning or conducting the study*.

Bryman (2012:45) gives a further elaboration of the definition that:

It relates to the criteria that are employed when evaluating social research. It is therefore a framework for the generation of evidence that is suited both to a certain set of criteria and to the research question in which the investigator is interested (Bryman, 2012:45).

Maxwell (2004) states that a design facilitates the successful implementation of the process, while Maxwell and Loomis (2002:2) define research design as ... *the actual relationships among components of the research and intended design*.

Punch (2009:112) indicates that research design ... *is explained variously by different researchers ... as ... a basic plan for a strategy, conceptual framework, subject ... for research method.* Hennink, Hutter and Bailey (2011:32) explain research design in terms of, ... *a cycle made up of components which are research question, literature review and theory, ... conceptual framework and field work.* Miles, Huberman and Saldana (2014:18) give their definition thus:

Many design decisions get made-some explicitly and precisely, others implicitly, some unknowingly, and still others by default. Some design decisions are mainly conceptual; the conceptual framework and research question.

From the above definitions this study draws a conclusion about what research design from the following: Punch (2009) explains the design as, 'is explained variously by different academics' but arrives at the same intend. Marshall et al (1999) and Hennink et al (2011) explain design in the form of components, tasks, stages which imply the structural formation with successful functioning, a process that foster a relationship among components; a plan to execute a study, which is a functional approach to the concept. Bryman (2012) views the research design as several activities planned in the execution of the research process. These activities are to be evaluated as having been implemented in the entire research process. Therefore, this study views the research design on the basis of two significant concepts which are the structural and functional constructs in the execution of the research activities.

4.3The Research Methods

The thesis statement chosen dictates the type of a research paradigm suitable for a successful research process (Hostee, 2010 and Bryman, 2012). In an effort to select an appropriate research methodology three research paradigms were noted but only one was found to be most appropriate guide for the study. The three research paradigms are quantitative, qualitative and mixed methods research approaches. For this study the qualitative research method was preferred (Chilisa and Preece, 2005, Gall and Borg, 2010 and Miles et al., 2014).

4.3.1 The qualitative research method

The research question for this study has prompted the choice of the qualitative research paradigm. The need to collect data from different sources in respect of the investigation of the level of recontextualisation that takes place in the TVET sub-sector warranted the application of the qualitative research method hence Marshall and Rossman's (2016:100) assertion that: *Qualitative method seeks cultural description to elicit multiple constructed realities, ... about the phenomena of study.*

Thorne (2000:68) defines qualitative research thus:

Qualitative researchers are often more concerned about uncovering knowledge about how people think and feel about the circumstances in which they find themselves than they are making judgments about whether those thoughts and feelings are valid.

Denzin and Lincoln (2005), Venkatesh (2008), Silverman (2010) and Bryman (2012) argue that qualitative research should not be viewed only from a narrow sense that it originates from the opposite angle of quantitative research methodology. They purport that besides the use of statements or phrases to arrive at scientific findings, qualitative research methodology has other distinctive qualities that are also peculiar and fundamental to it such as data collection, data analysis and report writing.

Bryman (2012) state that qualitative research methodology also involves the exploration and generation of the nature of reality of the phenomenon of study as constructed and interpreted by the participants in their natural setting. This is the constructivist nature of qualitative research paradigm. Furthermore, Bryman (2012) and Miles et al (2014) assert that qualitative research generates concepts, categories, themes and theories when going through the understanding, explanation and interpretation by the participants of the phenomenon of study in their natural setting, which gives this method its interpretivists nature.

Bryman and Burgess (1999) and Bryman (2012) argue that the generation of theory through collection and analysis of data in qualitative research gives it its inductive approach. Additionally, Blaikie (2004) in Bryman (2012:401) asserts that: *... researchers ground a theoretical understanding of the contexts of the people studied*

in the language, meaning, and perspectives that form their worldview ... this is abductive reasoning which automatically twin with inductive approach in qualitative research paradigm. This is an important element that dominates data collection and analysis in the design of this study.

The qualitative research design in its structural-functional research process may not necessarily be linear or sequential from start point (research question) to the end goal (research findings) (Bryman, 2012). This is because with qualitative research the process may be disturbed at some point or component because of the modifications that could be found to be necessary during the flow and developments inherent in the human nature or behaviour (Hammersley and Atkinson, 1995 and Silverman, 2010). Hence, the unfolding of this design is a reflexive, interactive and an elastic process (Maxwell, 2004 and Bryman, 2012).

Marshall et al (2016:99) explain this assertion clearly thus: *It asserts the need for the qualitative approach and offers strategies to preserve the flexibility of design that is the hallmark of qualitative methods.*

This qualitative paradigm bodes well for the Bernstein theory of pedagogic discourse which has its strongest character in communication and constant reflections, evaluation and comparison of outcomes regarding inputting from different participants in the development of 'new knowledge' during recontextualisation process (Bernstein, 2000, Bryman, 2012, Cresswell, 2013 and Hordern, 2014). Christie and Martins (2011:231) also put the Bernstein's pedagogic discourse in line with the qualitative method thus:

How the official educational knowledge in being recontextualised, moved, transformed in contemporary Australia and the implications of these shift for how we understand the relationship between education, equity and social change in the environment of neoliberalism and economic nationalism.

The qualitative research method in itself has different approaches or shades depending on peculiar circumstances and foci within which each is being conducted (Bryman, 2012). The approaches such as ethnography, grounded theory, narrative research, phenomenological research, action research and case study research are the results of the circumstances mentioned earlier, that is, nature and focus (Denzin

and Lincoln, 2011, de Vos, Strydom, Fouche' and Delport, 2011 and Cresswell, 2013).

Miles et al (2014:4) give an illustration of qualitative research method which resonates with the Bernstein theory of pedagogic device in terms of addressing the actual socio-cultural and economic human needs within a particular living environment. This is an illustration that reminds us that we exist in a complex world because of human activity in constant search of interventions and that it is only through a joint effort that we can stabilise this world. This is stated thus:

We label ourselves pragmatic realists. We believe that social phenomena exist not only in the mind but also in the world and that some reasonably stable relationships can be found along the idiosyncratic messiness of life. There are regularities and sequences that link together phenomena. From these patterns, we can derive the constructs that underlie individual and social life. After all, we all are surrounded by lawful physical mechanisms of which we are, at most, remotely aware.

The qualitative research paradigm is found to be suitable for this study because of its case study nature or vice versa (Miles et al., 2014 de Vos et al., 2011 and Marshall et al., 2016). The other threads which go along with these approaches are the perspectives, which are, constructivists, feminists, interpretivists, hermeneutics and postmodernists, to mention just a few. (de Vos et al., 2011 and Cresswell, 2013).

4.3.2 The choice of qualitative research method

Some elements of the qualitative research methods have already been mentioned during the illustration of the definitions and some explanations thereof. However, there are other positive features characteristic of the qualitative research methodology that merit some attention.

4.3.2.1 Qualitative method context-bound in data collection

Qualitative data takes place at the research site where the researcher creates a direct contact with the participants in the project. The interaction takes place within

the actual environmental realities of the participants with regard to the social and physical settings of schedules, space, play, rewards and losses; and internalised symbolic controls of notions, norms, traditions, roles and values. The researcher has the advantage of collecting data within the location where the participants have had their justified and subjective life experiences (Cresswell and Clark, 2011, Miles et al., 2014 and Marshall et al., 2016).

4.3.2.2 The Silent Voice

This research project focuses on seeking answers to the most important question, that of a project that does not yield the expected results (Bryman, 2012). This research process is engaged in the exploration of knowledge through interpretation and meaning, making of a case-study phenomenon by the participants. A successful exploration of a complex and intricate data is achieved through a close interaction between the researcher and the participants (Bryman, 2012 and Cresswell, 2013). Through a close interaction with the participants the researcher could hear the 'silent voice' which forms an important data in making meaning (Mauthner and Doucet, 2003).

4.3.2.3 The power relations eliminated

The close interaction between the researcher and the participants in the qualitative research method removed the "distant gap" which is a source of the unwanted power relations and stifles the flow of deliberative exercise (Yardley, 2000, de Vos et al., 2011, and Bryman, 2012). The qualitative research places the researcher and the respondents on an equal footing in their interaction (Cresswell, 2013).

4.3.2.4 The quantitative method complemented

Qualitative research method is able to complement quantitative research method reports which appear in a cause-effect mode based on silent numbers. The qualitative research provides a contextual exploration and voice explanation of reasons for research outcomes (Bryman, 2012). Qualitative method has been able to give meaning by contextualising outcomes on critical themes of gender, class,

ethnicity, age and literacy levels which in most cases impact on findings (Bryman, 2012, Cresswell, 2013 and Miles et al., 2014).

4.3.2.5 The researcher's 'reflexive turn'

This is an exercise which has the effect of giving credence to the ontological, epistemological, axiological and methodological assumptions for the research undertaking (Bloor, 1997, Cresswell, 2013 and Miles et al., 2014). Qualitative research has enabled the researcher to utilise a reflexive activity during data collection, data analysis and report writing to expose his own biases (Bryman, 2012). This process has effectively enhanced the credibility of the study outcomes (Mauthner et al., 2003, Byrne, Canavan and Millar, 2004, Naggy and Leavy, 2006 and Marshall and Rossman, 2011).

4.3.2.6 Empowerment of the participants

Qualitative research had an empowering effect on the part of the participants especially in regard to its declared contextual, democratic, collaborative and educative qualities. Qualitative method when applied in action research is even more democratic and empowering (Chilisa et al., 2005, Fetterman, 2010, de Vos et al., 2011 and Bryman, 2012).

4.3.2.7 Judicious reporting

Finally, qualitative research made it possible for the researcher to produce a user-friendly and insightful research report. This form of reporting accommodates readers from all walks of life including those from lower educational background to read and understand the content (Wolcott, 1990 and Bryman, 2012).

4.3.3 The Case Study Design

In an effort to explain the viability of the qualitative research methodology, I opted to involve a discussion of the research design in its application in this research process within the context of a case study approach for reasons best explained in the implementation process. For the sake of clarifying the 'why' this research project required a case study approach some definitions will be supplied.

Yin (2009) explains case-study research as involving the study of a contemporary phenomenon or a case within a real life setting. In addition, Bryman (2012:66-67) defines a case-study as a research process that is involved in the... *generation of an intensive examination ... or ... analysis of a single case ...* which is then subjected to a theoretical analysis.

Stake's (1995) explanation of the case-study is about a choice of a 'single unit' of research not a methodology. Stake (1995) further expresses the case study as a 'single,' 'bounded system' within time, place and context.

Merriam (1998) and Denzin and Lincoln (2005) regard case-study research as a strategy. Babbie (2001:285) argues against the idea that a case-study is a 'bounded system' because cases appear or originate in different modes such as, ... *process, activity, event, programme, individual or multiple individuals.*

Stake (1995) supports Babbie's (2001) definition of case study as follows: *Case study is research concerned with the complexity and particular nature of the case in question. Some of the best studies in sociology are based on this kind of design* (Stake, 1995 in Bryman, 2012:66). Furthermore, Babbie (2001) states that some of these variables may not qualify for a 'bounded system'.

From the above definitions the researcher has noted that Yin (2009) regards a case-study as referring to a particular 'case,' while Stake (2005) says a case-study is a 'choice' 'single' and 'bounded system' to be studied. Cresswell (2013:98) adds that a case study is ... *bounded within time and place.* Babbie (2001) is not in full agreement with the idea that a case study is a 'bounded system' because not all units of a case study can be bounded.

This research project would accept the most appropriate explanation of a case-study as 'and approach', because this is a neutral concept and accommodates and pervades all other definitional references and explanations.

This research has engaged the *instrumental case study*. The reason for the preference of this type of case study is that it carries the following qualities as indicated by Stake (1995) in Cresswell (2013:98) that, ... *the intent of the case study may be to understand a specific issue, problem, or concern (e.g., teenage*

pregnancy) and a case or cases selected to best understand the problem. This is a definition of the instrumental case study.

The hallmark of this study is the recontextualisation of the Technical Vocational Education and Training (TVET) sub-sector as an issue in the post-school education and training system located within the Department of Higher Education and Training (DHET) in South Africa (Stake, 1995, and Cresswell, 2013). It is a bounded system because it is confined to the TVET colleges in Limpopo Province. This study focuses on the challenges and the concerns around the vocational education provisioning in the TVET colleges within the post-school education and training system (Stake, 1995). The study explores the recontextualisation as a possible intervention in the challenges facing the implementation of the NCV programme in the TVET colleges (Stake, 1995).

In the main this study employs the qualitative research method which explores a contemporary and complex social problem (Yin, 2009, Hostee, 2010 and de Vos et al., 2011). The case in this research project is the challenges experienced in the two TVET colleges regarding poor provisioning in education and training (Johnson and Christensen, 2008 and Miles et al., 2014). The research has the constructivist perspective in that the nature of reality which is being sought is the product of the interaction of the participants not a phenomenon "out there" separate from those who are involved in its construction (Denzin and Lincoln, 2011 and Bryman, 2012). These are the participants sampled. The research is also interpretivist because the participants should give valid, justified and rational knowledge and belief about their own setting. The participants are best placed to give an authentic interpretation because they know the limit, the nature, ground and the scope of their natural setting (Alston, 1989, Jonathan and Sosa, 1993, De Rose, 1995 and Bryman, 2012). The research engages in the inquiry of human behaviour and interactions which bring the Bernstein theory of pedagogic discourse into the equation (Jenkins, 2007 and Hordern, 2014). Thomas (2011) in Rossman et al (2016:20) indicates that the case study has moved from focusing on the generalities regarding the phenomena of study to rather look at the phronesis, that is:

Phronesis involves practical, contextualised knowledge, practical wisdom and common sense. These are not new in qualitative inquiry and yet they may

foster a resurgence of case study research as a means to construct practical knowledge that is responsive to its environment.

The above explanation of the significance of a case study is in line with the definition of recontextualisation as provided by Evan et al (2010) in Hordern (2014:23):

Broaden the notion of the context in which recontextualisation occurs to include schools of thought, the traditions and norms of practice, the life experiences of different kinds in general.

It is in the area of the concepts 'common sense', contextualised knowledge, and norms of practice, life experiences and responsiveness to environment that the case study in the qualitative inquiry and Bernstein's theory of pedagogic discourse find a common ground. It is then found that the case study approach is relevant in this study to facilitate meeting the expected outcomes.

4.4 The Research Sites

Prior to making a breakthrough into the research sites, it is within the ethical consideration that certain formalities need to be complied with within the university for the purpose (de Vos et al., 1998, Bryman, 2012 and Cresswell, 2013). Although there were already pre-determined selections of three TVET colleges it was important to first obtain a certificate from the Turfloop Research Committee (TREC) that grants permission to conduct research activities in the institutions outside the university domain. Not only were the TVET colleges involved, there were also the supposed stakeholders such as public and private or business sectors to be approached for participation (Bryman, 2012 and University of Limpopo (UL), 2013).

4.4 1 The Research Ethics Committee clearance certificate

As indicated earlier, this research process would not have been a successful venture without the engagement of participants who are stakeholders to the TVET colleges. This is the research process that involves participants. In fact they form the life-line of the case which is the TVET colleges provisioning. These are the participants who are able to give the lived experiences about the state of the education provisioning in the selected TVET colleges (settings) (Bryman, 2012 and Cresswell, 2013).

Before a move to empirical work outside the university campus to interact with prospective participants in their actual living situation there is a regulatory need to obtain ethics clearance certificate from the Turfloop Research Ethics Committee (TREC) (refer Appendix: E). Prior to the submission of the application to conduct research the university research unit conducted a workshop to guide prospective researchers on the process to be followed to secure the clearance certificate. The university research unit arranged several workshops to guide students on how to submit the application online. This was a new innovation at the University of Limpopo as such it had some challenges especially with students with a limited knowledge capacity for the application of modern technology. For me it was not a simple process, however I could manage to confront this challenge through repeated enquiries and assistance by colleagues.

The TREC would require the submission of the proposal accompanied by the tools for the collection of data which are, interview guide, observation tool, document check tool, informed consent form, letter to be addressed to institutions requesting permission to conduct research. All these documents were submitted to TREC through online communication. It took a period from May to September 2016 before the required TREC clearance certificate could finally be granted (Refer Appendix: E). It was in the month of September 2016 that I embarked on the process of making applications to conduct research to three selected TVET colleges (de Vos et al., 2011 and Bryman, 2012).

4.4.2 Selection of research sites

There are fifty TVET colleges spread in the entire nine provinces of South Africa. Each of these colleges has more than one campus. Most likely these campuses are classified according to the programmes offered. Limpopo Province has seven TVET colleges also each with more than one campus. These TVET colleges are located in the designated politico-geographic regions (Capricorn Annual Report, 2015, Waterberg Annual Performance Plan, 2016 and DHET, 2016:48).

Three TVET colleges were initially approached with official documents from the university to request permission to conduct research starting from October 2016. The three colleges were preferred for selection because of their convenience regarding their proximity to the place of residence to the researcher, hence *convenience*

sampling was applied. It was important to apply my mind to the cost involved in the selection of more than three colleges some even a long way off from where I stay as the study is not funded. In terms of the distances involved TVET A College was about 60 kilometres, TVET B College hardly 29 kilometres and TVET C College approximately 100 kilometres from my residence. Besides proximity, the second reason is that these three colleges are situated in three major towns in Limpopo Province with the prospects of a dense description regarding scope in participants' selection and data collection. I had initially planned a three month stay at the three colleges which would translate into allocation of one month in each college (Hostee, 2010 and Cresswell, 2013).

Regarding the business and public sector I planned for a month and two weeks period for data collection in the three towns situated in the neighbouring TVET colleges. This would translate into two weeks to interview ten participants, five from the business and five from the public sectors in each town. This would mean thirty participants added together, fifteen participants from each of the sectors (Hostee, 2010 and de Vos et al., 2011). The selection of the different sectors would be influenced by the availability of programmes offered at the neighbouring TVET colleges. This would be *purposive sampling procedure* (Bryman, 2012, Miles et al., 2014 and Marshall et al., 2016).

4.4.3 Permission to conduct research at institutions

The process of requesting permission to conduct research in the TVET colleges is guided by the Government Gazette (GG) No. 39583 of January 2016 titled Policy Standard on Approval to Conduct Research in the Public Colleges (GG. No. 39583 of January 2016). The letters to request permission (refer Appendix: C) to conduct research were submitted to three TVET colleges. Of the three TVET colleges two (TVET A and B Colleges) responded positively and were willing to participate in the research project. The response from TVET C College was not forthcoming. The Principals of TVET A and B colleges issued official notices granting permission to conduct research (refer Appendix: I). The third college did not respond to my correspondence despite several attempts. What was most discouraging was the fact that I was never given an opportunity to communicate with the management of the TVET College.

At the time the TVET colleges were busy with the end of year examination activities. Both the students and lecturers were not available to participate in the research process. The data collection for the research process started effectively at the beginning of 2017.

Two TVET colleges were selected as the setting for the research project. These two colleges are regarded as TVET A College and TVET B College throughout the study (Miles et al., 2016 and de Vos et al., 2011).

The other institutions outside the TVET colleges such as the business sectors and partners in the form of parastatals, and not for profit agencies (Sector Education and Training Authority (SETA), National Youth Development Agency (NYDA), and Limpopo Economic Development Agency (LEDA)), unions, Local Government and Chamber of Business were approached randomly for interview appointments. I shall explain the highs and lows experienced with these institutions in the relevant space.

4.5 Selection of Cases

The selection of cases would be inclusive of the institutions that selected for the study. Furthermore, this would refer to the people themselves who are resident in the institutions selected. In respect of the qualitative research method there is need also to establish who the participants would be for selection in the activities of the research. There should be participants' components that constitute the population from whom to select individual participants (Bryman, 2012 and Miles et al., 2014). Following is the discussion on the selection of different cases that form the basis of research activities to validate qualitative research method in respect of the collection of data (Cresswell, 2013).

4.5.1 Population

Population of colleges: Limpopo Province has established 7 TVET colleges which are spread in all the districts of the province. The population of colleges is inclusive of Capricorn TVET College, Lephalale TVET College, Mopani South East TVET College, Letaba TVET College, Sekhukhune TVET College, Vhembe TVET College and Waterberg TVET College. All these colleges have their Central Offices in the neighbouring towns or cities and their service delivery campuses are located also in the villages or townships (TVET College Times Vol. 46, 2016:48).

Population in the TVET colleges: Within the colleges the population that would comprise the participants in the research were: students, lecturers (from different levels and categories) and other lecturers who provide specialist services to the college community to enhance productivity such as, Student Support Service Officer (SSS) and Academic Board Member (ABM) (Yin, 2003, Creswell, 2013 and Miles et al., 2014).

Population of business sectors: The population regarding the business sectors is inclusive of management of the industries (sector) or their representatives in the two towns where the two TVET colleges are situated. These are the institutions that do business solely for profit and are expected to relate with the TVET colleges as stakeholders for workplace based experience/exposure (WBE) and any other related activity for students and lecturers. The business sector stakeholder is inclusive of both big businesses and the small, medium and micro enterprises in their different sectors (de Vos et al., 2011 and Bryman, 2012). The Real Economy Bulletin: Provincial Review 2016. Limpopo and Media Club South Africa have outlined the existing economic sectors as, manufacturing, agriculture, mining, communication and information, tourism, wholesale and retail trade, finance and business services, investment incentives, electricity, construction and transport.

Population of the partners: The partners in this study refer to the stakeholders who are primarily government institutions, parastatals and not for profit agencies (LEDA, NYDA, SETAs). For this study the unions and Chamber of Business are also classified as partners because of their general nature of transactions and relationship with the TVET colleges. These institutions relate or support the TVET colleges to enhance functionality from within or outside. The directors, managers or any of their representatives, form part of the population for participation in this research project (Hostee, 2010 and Denzin and Lincoln, 2013).

4.5.2 Sampling and sampling procedures

Qualitative research takes account of a universe of a population that needs to be investigated. The universe is too complex for the researcher to investigate if there is need for the findings and results within the specified timeframe (Marshall et al., 2016). Hence Marshall et al (2016:107) states:

One cannot study the universe-everything, every place, all the time. Instead, the researcher makes selections of sites and samples of times, places, people, and things to study. When the focus of the study is a particular population, the researcher should present a strategy for sampling that population.

Sampling of the colleges: The selection of the two TVET colleges was done through the *convenience sampling procedure*. Marshall and Rossman (2016:115) state succinctly that ... *Convenience sampling procedure saves time, money and effort but at the expense of information and credibility.*

The two TVET colleges were convenient for the researcher as I said earlier because of their geographic locations and their proximity in relation to the researcher's residence. This would minimise expenses in view of the travelling and subsistence costs because the project is not financially assisted (Marshall et al., 2016 and Miles et al., 2016). The two colleges' settings sampled were given the tags TVET A College and TVET B College. From the two TVET colleges selected there were specific campuses that were sampled for actual participation in the research activities.

The TVET A College has four delivery sites, Engineering and Skills Training Centre, Business Studies Centre, IT and Computer Science Centre and Training Centre. For practicals for the NCV programmes and for the offering of occupational programmes, the college also has other 2 training facilities: Tourism and Hospitality and Rooywal Farm for Primary Agriculture programmes (Waterberg TVET College. Prospectus 2016/17).

Of these delivery sites the following were selected for research; Engineering, Business Studies, IT and Computer Science and Tourism and Hospitality. These sites were selected through *purposive sampling procedure* with regard to the programmes offered and selected for the research (de Vos et al., 2011, Bryman, 2012 and Miles et al., 2016).

The TVET B College has four campuses which seem loosely specialised in terms of provision of programmes (Annual Report: 2015). Through *convenience sampling*

procedure two campuses were selected for the research project (Bryman, 2012, Marshall et al., 2016 and Miles et al., 2016). These two campuses offer the programmes related to those selected in the TVET A College.

Sampling of programmes: Sampling of the programme was guided by the major groupings and relatedness of the programmes. This consideration translated into the *purposive sampling procedure* with the selection of programmes in the fields of IT and Computer Science, Engineering, Business Studies and Tourism and Hospitality (Bryman, 2012 and Marshall et al., 2016).

Sampling participants in colleges: The sampling in the colleges as predetermined was to yield the following; a student, a lecturer, and a senior lecturer/manager for each programme sampled. This selection was done through the *purposive sampling procedure*. The selection of lecturers did not translate into all square as predetermined hence there was a slight but insignificant deviation where necessary. Added to these are the Student Support Service (SSS) Officer and Academic Board Member (ABM) who are *opportunistic (snowball) sampling procedure* selections. However, they are also professional teachers or lecturers performing these special functions.

The selection of participants was facilitated by the campus managers. The Heads of Departments (HOD) and the lecturers in charge of the departments identified for participation were selected through *purposive sampling procedure*.

The participants selected are those who were deemed to be knowledgeable of the developments and activities affecting the TVET colleges provisioning (Creswell, 2013, Denzin et al., 2013 and Miles et al., 2014). Much as it was predetermined to balance the selection according to gender, circumstances on the ground could not completely allow such equalisation (Thorne, 2000 and Miles et al., 2014).

The students' selection was done through *snowball sampling procedure*. The colleges' staffs were best positioned to assist in the selection of the type of students required to participate in the interviews (Bryman, 2012, Creswell, 2013 and Miles et al., 2014). A predetermined selection of students that was successful was the choice of six students who were at Level 4 and three who were at Level 3 of the NCV programme, one of these students was an SRC member. A loose gender mix of

students was decided on. This choice of the students could ensure a sample comprising of participants knowledgeable about the developments regarding provisioning and settings in the two TVET colleges (Thorne, 2000 and Miles et al., 2014).

The following tables give the outcomes of the selection of participants at the TVET colleges. (Keys to the abbreviations and alphabets used in tables are: IT: Information Technology, FEA: Finance, Economics and Accounting, SSS: Student Support Service, Snr: Senior, ABM: Academic Board Member, ERD: Engineering Related Design, (m): male, (f): female, SRC: Students Representative Council).

Table 4.1: TVET A College participants sample

Dept.	Student	Lecturer	Snr Lecturer	HOD (lecturer)	Deputy Principal (lecturer)	Others
IT	1(m)	1(m)	1(m)		1(f)	1(m)SRC (student)
FEA	1(f)			1(m)		
Hospitality	1(m)	1(f)	1(f)			
SSS						1(m) (lecturer)
ABM						1(f) (lecturer)
ERD	1(m)	1(m)		1(f)		

Table 4.2: TVET B College participants sample

Dept.	Student	Lecturer	Snr. Lecturer	HOD. (lecturer)	Deputy Principal (lecturer)	Others
ERD	1(f)	1(m)	1(m)	1(m)		
Marketing	1(m)	1(m)		1(m)		
FEA	1(m)	1(f)		1(f)		
IT	1(f)	1(f)		1(m)		

The selection of the type of business sectors: The selection of the business sectors was done through the *typical case sampling*. Bryman (2012:419) defines this sampling procedure as ... *sampling a case because it exemplifies a dimension of interest*.

A dimension of interest in this instance would refer to the types of business that are symmetrical with the NCV programmes offered at the two TVET colleges and are also sampled for the research project. This means the selection of the businesses is influenced by the programmes selected for the research within the college (Thorne, 2000 and Bryman, 2012).

The *purposive sampling procedure* was used to select the business sector participants. The preferred selections were managers or alternatively any official with knowledge and experience of interaction with the TVET colleges. Where any other official is selected because of knowledge and experience in the sector the *snowball sampling procedure* was preferred (de Vos et al., 2011, Cresswell, 2013 and Miles et al., 2014). Table 4.3 provides information on the type of business sectors and the gender of participants selected in this research.

Table 4.3: Business sectors and participants samples

City A	City B
Panel Beating: 1 participant: Manager (m)	Marketing: 1 participant: Ass. Manager (f)
Diesel Electric: 1 participant: Clerk (f)	Banking: 1 participant: Manager (f)
Tourism and Hospitality: 1 participant: Manager (m)	Carpentry Workshop: 1 participant: Manager (m)
I T: 1 participant: Assistant (m)	I T: 1 participant: Manager (m)
	Building Construction: 1 participant: Manager (m)

The sampling of the partners' institutions: The *purposive sampling procedure* was used to select the institutions for the participant partners for the research project. The selection of participants also involved the management through the engagement of *purposive sampling procedure*. The selection of the alternative official should be influenced by the accumulated knowledge or experience of the agent's interaction with the TVET colleges, which involves *snowball sampling procedure* (Punch, 2009, Silverman, 2010, Bryman, 2012, Miles et al., 2014 and Marshall et al., 2016). Table 3.4 gives a list of the institutions and individuals selected.

Table 4.4: Participant partners sample

Institutions and office	Number of Participants
Sector Education and Training Authority (Manager and Section Head)	Two different SETAs (m&m)
Local Government (Section Heads)	Two towns one from each (m&f)
Chamber of Business (Coordinator)	One (m)
Limpopo Economic Development Agency (Provincial Manager)	One (m)
National Youth Development Agency (Section Coordinator)	One (m)
Teachers' Unions (Provincial Labour Officers)	Two, each from a union (m &f)

4.6 Data Generation Techniques

Data collection would be done through the interviews, observations and document check. The qualitative method allows that data be collected from various sources that are informative of the developments about the phenomenon of study (Bryman, 2012 and Cresswell, 2013 and Miles et al., 2014).

4.6.1 Data collection through interviews

For the interview process the researcher was the major instrument for data collection. Second was the semi-structured interview guide (Appendix: D) and the digital recorder. There was need to always carry writing material for the convenience of recording exceptional experiences as memo. The semi-structured interview guides were prepared for each student, lecturer, business sector and the partner (Babbie and Mouton, 2007, de Vos et al., 2011 and Marshall et al., 2016).

The semi-structured interview was found to be appropriate for the qualitative research method. The semi-structured interview guide allows for the researcher to follow up on responses or ask further questions for probing. Furthermore, the researcher could engage in in-depth discussion with the interviewee and discover hunches which when followed resulted in gathering rich data (Mauthner et al., 2003, de Vos et al., 2011, Bryman, 2012 and Miles et al., 2014). The interview guides became handy in situation where there was a need to engage in lengthy, twisted and insightful interactions with the interviewee (Bryman, 2012, Cresswell, 2013 and Miles et al., 2014). This is an important characteristic of qualitative research method.

4.6.1.1 Actual interview processes

Entry into TVET colleges: The interviews at the colleges went through a slow start because the TREC certificate was issued late in August 2016 when the colleges selected were preparing for end of year examinations. In any event I had already submitted the applications to conduct research in TVET A and TVET B colleges on 26 September 2016 and 27 September 2016, respectively. The principals of the two TVET colleges had also given positive responses for the process to start the following year, which was 2017. However, in the process the college management needed answers to questions ... *who, what, why, as well as what will be gained and what specifically was requested from the college* (Marshall et al., 2016:107).

As said earlier the whole project was scheduled for January 2017. It was a forgone conclusion that the supposed third TVET C College had quietly not accepted my application and I was excluded from participation.

On 6 February 2017 the researcher visited the TVET B College to arrange for the interview process. The Central Office of this college had already informed the campus manager about my impending visit. The campus manager was ready for my visit. Upon having gone through the formal introductory pleasantries an arrangement was made with the relevant Head of Department (HOD) and the lecturers to schedule the details of the interview sessions. The interview processes would start on 9 February 2017. The Data Accounting Log (Appendix: J) gives the details of the interview plan and sessions in the two TVET colleges.

The entry into the TVET A College was also an exciting experience. The first (of the four) campus was visited on 27 February 2017 and this was the IT and Computer Science Centre. The interviews in the same campus started on 28 February 2017. The rest followed at varying intervals.

Involvement in the interview processes: Generally, both the TVET A and B colleges arranged suitable places for interview sessions. The most popular places for interview sittings were the board rooms for students and offices for the lecturers and managers. Efforts were made to avoid disturbances during the sessions. In most instances, notices of 'Do not disturb,' were posted at the door when interview sessions were in progress. The unavoidable noise would occur during breaks or changes of lesson sessions.

There are nineteen lecturers from TVET A and B Colleges added together. The TVET A College had five female (m) and five male (m) participants, while TVET B College had six male and three female participants. The lecturers interviewed were all cooperative and kept to the appointments as arranged, except for one or two appointments which failed because of unforeseen emergencies on the part of the participant lecturer/s. However, the affected lecturer would make amends for this failure. All participant lecturers had agreed to digital recording of the interview sessions.

The students selected for sampling were found also to be ready for the interview interaction. The atmosphere created was full of openness and eagerness to be taken through the process of interviewing. This maturity of conduct to face the interview process could be attributable to either priming of students by the lecturers or a consequence of their length of stay at the college, if not both. As indicated earlier there were nine students, six were at level 4 and three were at level 3 of the NCV programme. There were six males and three females. All the students had agreed to digital recording of the interview sessions.

There was a need to observe the standing formalities prior to all the sessions scheduled. Some of the interviews were conducted in the boardroom. Greetings were exchanged. Thereafter, introductions and the purpose of my visit took place. The informed consent form was explained to the participants. Almost all colleges' participants consented to the stipulations and signed the form (Johnson and Christensen, 2008, de Vos et al., 2011, Bryman, 2012 and Cresswell, 2013) (Refer Appendix: O).

Marshall et al (2016) make a caution that the interviewer should not be influenced by a supposed knowledge of background of the interviewee. In this instance the interviewer is faced with a challenge of an apoche', which relates to closing out of the subjectivity inherent in such knowledge influences. Furthermore, there is also the interviewee having the same challenge about the interviewer. Such inclinations could have an influence on the quality or reliability of the data collected. This occurrence is expressed thus:

... he (interviewer) should be cautious about assuming that he understands the partners' experiences. Guard against the interview partner making the same assumption. Sharing the same identity (race, gender) did not necessarily foster shared understanding (Marshall et al., 2016:163).

Some disturbances: What could be said as having been a hindrance was the students' intermittent outbreak of noise that occurred in-between lecture sessions or during break. This type of noise would occur mostly after an hour's session. These occurrences at times caused the interview sessions to take a break which at times would cause a distraction in the tempo that was created in the process.

Though all the appointments were honoured at the TVET colleges it was not possible to arrange continuous unbroken sessions for one college and then move to the next because of the participant lecturers' contingent commitments to other work-related and personal matters. However, these gaps did not create serious inconveniences for the interview sessions to be rescheduled (de Vos et al., 2011 and Bryman, 2012).

The business sector interviews: The appointments arranged with the business sectors were in most cases contingent, if not conditional, some unwelcome and uncertain though some were welcome. Most of the scripts that were not recorded digitally belonged to the business sector interviews.

There were four business sector managers who readily honoured the appointment and accepted digital recording of the interviews. These four were black managers in charge of business establishments in the towns.

There was a company which gave an appointment for an interview. On the day of the appointment the management reneged on the promise and indicated that the company would no longer participate in the interview. It was mentioned that the company did have a relation with the TVET colleges in the past and had stopped it. I inquired about the reason for the termination but the manager was reluctant to give details.

The other business sector manager indicated that there was no space for workplace based experience/exposure (WBE) in the workshop and there was no technician available to mentor the students. There was another student in the workshop who the receptionist said was sent by SETA to do WBE. This was a diesel engine company which I had thought would be relevant for students who were doing a programme in motor car repairs.

There were three business sector managers who the researcher had requested to be available for the interview session. The managers demanded the interaction immediately. Fleeting interview sessions ensued with much of the responses being short and dismissive. However, the data collected was informative.

The partners' interviews: The nine partners sampled had been cooperative to make time for interview sessions. This could be because of the fact that they are part of public institutions, for example the government departments, not for profit agencies

and parastatals. These institutions were in general willing to participate in the research project. All the partners accepted the digital recordings of the interview sessions except Pt.8.

On average the duration of the interview sessions covered a period of 45 to 60 minutes. In most cases the length of time spent in a session depended on the level of participation exhibited by the interviewee. This is a requirement in the case study of qualitative research method (Bryman, 2012 and Cresswell, 2013). It must be noted that almost all the participants were requested and made to sign the Consent Form. However, there were few participants who quietly were not willing to sign the form (Leedy and Ormod, 2010, de Vos et al., 2011 and Cresswell, 2013).

Memo: There is a partner (SETA) who upon receipt of my application for an interview did accept and set a date for an interview session. On the day of the appointment the official invited another colleague and they pronounced that they had forwarded my application to the head office for approval. A promise was made that a response would be received soon. My several follow-ups enquiries yielded no positive result. I had not received any response until the close of the project.

Two high ranking officials received my application and set appointment dates. From then henceforth I could not find any of them either telephonically or through personal visits to their offices. This has been the case until the close of project.

Memo: The partners though generally positive about their participation in the research project they had their own negative inclinations. The Pt.6 and Pt.1 expressed themselves in a manner that portrayed the TVET colleges as very poor in service delivery. Very little credit was given to the TVET colleges in their overall responses.

The Pt.8 saw the administration of the agency by the management as poor, secretive, demeaning and dysfunctional. The participant expressed a feeling of disappointment about the organisation's management procedure. No wonder the participant refused that the interview session could be digitally recorded (Bryman, 2012 and Miles et al., 2014).

4.6.1.2 Documents check

The document check tool is adapted from Bryman's (2010:561) formulation of a proposed tool which illustrates a checklist that is relevant to the process. The checklist accurately responds to the following questions:

- Who produced the document?
- Why was the document produced?
- Is the document authentic?
- Is there a cause for a bias?
- Is the meaning of the document clear?

The document check process should provide the background for the research site, participants and the programme (Denzin et al., 2011, and Miles et al., 2014). For document check tool refer Appendix G.

The documents checked went through qualitative contents analysis for familiarisation with and immersion in the data available from the documents. The hermeneutics process took place during the period of efforts to understand and interpret the data as presented by the writer of the document. The results from data analysis were evaluated to find out whether they complemented or disputed what was obtained from other sources (Bryman, 2012, Cresswell, 2013 and Miles et al., 2014).

4.6.1.3 Simple observation

The simple observation tool: The simple observation tool was used for data collection. The tool was adapted from the model Flanders Interaction Analysis Categories (FIAC) devised by Flanders (1970) modified with Babbie and Mouton's (2011) creation (Refer Appendix F). The use of this observation tool located the researcher as an outside observer.

The Simple Observation tool had the following elements to observe and assess the participants:

- The exterior physical signs: clothing and neatness.
- The expressive movements; eyes, body movement and facial expression.
- The language behaviour: stuttering, slip of tongue and topics for discussion.
- The duration: how long the person was observed.

Measurement of job knowledge scale: Very effective=5; Effective=4; Fairly effective=3; Less effective=2 and Not effective=1.

4.7 Data Analysis Process

Data analysis basically takes place within the qualitative research method which Barbie and Mouton (2007:378) defines as: *... non-numerical examination and interpretation of observations for the purpose of discovering underlying meaning and patterns of relationships.*

Gibbs (2007:1) defines it thus: *... analysis as some kind of transformation. You start with some collection of qualitative data and then process it through analytic procedures into clear, understandable, insightful, trustworthy and even original analysis.* This assertion is supported by de Vos et al (2011:397) that: *... data analysis is the process of bringing order, structure and meaning to the mass of collected data.*

Ritchie, Spencer, O'conner (2003) see data analysis as a process of bringing meaningful information from the mass of data collected from participants. Indeed, in this research process the mass of data collected from the TVET colleges' participants, business sectors and the partners had to be ordered through data analysis to make sense to the reader. Schwandt (2007:6) takes the explanation of qualitative data analysis to another level... *broadly concerned; this is the activity of making sense of interpretation and theorising data.*

This is reinforced by de Vos et al (2011:399) when they say that qualitative research analysis *...is a process of inductive reasoning, thinking and theorizing which certainly is far removed from structured, mechanical, and technical procedures to make inferences from empirical data of the social life.*

The essence behind the above two definitions is that qualitative analysis is not a process that merely brings order and meaning to the mass of data collected, but the process goes to an extent of developing a theory or hypothesis. Therefore, the ultimate in the analysis of data in this research is the generation of formal theory.

There are numerous different approaches to qualitative research. These different approaches to research method dictate the choice and application of specific

approaches to data analysis and presentation (Ritchie, Lewis, Nicholls and Ormston, 2013 and Miles et al., 2014). While there are no hard and fast rules for qualitative data analysis as in the quantitative method, there are general standard principles that guide the process (Straus and Corbin, 1998, Neuman, 2006, de Vos et al., 2011, Bryman, 2012 and Ritchie et al., 2013). Neuman (2006) puts it more accurately: ... qualitative data analysis should follow or adapt to certain procedures and processes that can be explained and subjected to systematic scrutiny.

There are different approaches to qualitative data analysis, each defined in terms of a specific characteristics it embodies for example; ethnographic (descriptive of life experiences); life history and narratives (narratives for arguments); contents analysis (content and context analysed); discourse analysis (production of knowledge within specific linguistic text) thematic analysis (generation and interpretation of themes) and grounded theory analysis (iteration in data collection, generation of concept and categories for theory formation) (Robson, 2002 and Braun and Clark, 2006). The different approaches to data analysis are not strictly exclusive of each other as it shall manifest itself in this very research process.

4.7.1 Thematic data analysis

This research project engages primarily the thematic data analysis which is intended to generate and interpret themes for the study (Robson, 2002 and Braun and Clark, 2006. Bryman (2012:578) characterises this approach as: ... *not an approach that has an identifiable heritage or that has been outlined in terms of a distinctive cluster of techniques.*

However, Bryman (2012) states that this approach of data analysis has some credibility in the light of the fact that most of the qualitative research approaches such as, grounded theory method, critical discourse analysis, content analysis and narrative analysis have their data analysis method based also on the generation of themes. Furthermore, Jones, Leontowitsch and Higgs (2010) study on early retirements of senior managers and Painsack and Kitzberger (2009) article on DNA behind bars: Other Ways of Knowing Forensic Technologies; have developed themes to do their analysis. The above proposition motivates the present study to apply the thematic data analysis.

Constant comparison

This study shall engage the '*constant comparison analysis*' technique of Glazer and Strauss (1967) that is characterised by iteration of data collection and analysis until data saturation. This shall result in the coding of the pieces of data to develop patterns, concepts, categories and themes that are central to data presentation and analysis (Glazer and Strauss, 1967, Barnard, Gill, Steward, Treasurer and Chadwick, 2008 Gilbert, 2008, de Vos et al., 2011 and Joffe, 2012). What makes the constant comparison relevant to this study is that it resonates with the recontextualisation process regarding the principles of constant input and reflection until a satisfactory outcome is achieved. Thorne (2000:69) expresses constant comparison approach thus:

Originally developed by Glazer and Strauss which itself evolved out of sociology theory of symbolic interactionism. This strategy involves taking one piece of data (one interview, one statement, one theme) and comparing it with all others that may be similar or different in order to develop conceptualisation of the possible relations between various pieces of data.

It is also important to note that both the Bernstein's theory of pedagogic discourse and constant comparison analysis have their origin in the new theory of sociology of education development (Glazer and Strauss 1967 and Frandji and Vitale, 2011).

Interview material: Conversion of data from digital to transcripts: Data collected digitally from participants had to be changed to text material. In this research the process was done manually. Listening to recordings and writing down the material on paper is one of the most arduous tasks to be performed in a learning experience. This is the first level of data analysis because as the process continues the researcher starts to get a sense of what the participants say in their life experiences on the phenomena of study. The trend of the responses of participants starts to develop and to take form. Each and every transcript goes through this process. The transcripts are filed according to the different participant components (de Vos et al., 2011 and Miles et al., 2014).

Familiarisation and Immersion: Even prior to actual analysis, the textual material is read with full attention for several times for the researcher to gain knowledge of the data material from each and every transcript. What is important is that data analysis

in grounded theory takes place in an iterative and spiral fashion (Terre Blanche, Durrheim, and Painter, 2006, Leedy and Ormod, 2010, Bryman, 2012 and Miles et al., 2014). From familiarisation with the data the process advances to the stage of coding (Bryman, 2012 and Miles et al., 2014).

Coding

According to Miles et al (2014) there are two levels of coding which are First Cycle and Second Cycle coding. Miles et al (2014) assert that codes are labels that are attached to the pieces of data analysed. These labels are symbolic and give descriptive meaning to data. In this research codes are in the form of words or phrases derived from response statements of the participants. In this research project data analysis went through both First and Second Cycle Coding.

First Cycle coding: The First Cycle coding includes up to 25 approaches. This research project applies the In Vivo Coding in the analysis of data in particular. The In Vivo Coding use words or phrases obtained from the language of the participants to assign the codes to data (Miles et al., 2014). The use of words or phrases of the language of the participants facilitate better understanding of the meaning of the responses relating to experiences of their setting (Bryman, 2012 and Miles et al., 2014).

Reading through the individual transcripts of participant components, the researcher is able to identify phrases, sentences and paragraphs that gave responses related to the research questions or topic. The type of questions asked assists also in identifying key words, phrases and paragraphs to develop related codes. For example the question: "How was the NCV programme conceived?" The answer: "I don't know." "Why?" The answer: "I was not consulted by the DHET".

Already the code 'consultation' is identified regarding the conception of the NCV programme. This process continued with all responses from participants.

Second Cycle Coding: Miles et al (2014) define Second Cycle Coding or pattern coding thus: "is a way of grouping those summaries into a smaller number of categories, themes, or constructs". This coding is meant to group together the similar smaller groups of codes into larger or more embracing explanatory categories or themes. The emphasis is on reduction of too many data into manageable number of

units. What is challenging is the constant repeat of weighing the similarities of data codes to produce reliable patterns (Neuman, 2006, Bryman, 2012, and Miles et al., 2014). In this instance patterns start to emerge from the chunk of data at hand. This process allows for a reflection on data already coded and has provided some information to start with. Due to the iterative nature this process further allows the researcher to improve on subsequent data collection and coding moving forward. This results in the collection of even more additional richer data (Miles et al., 2014).

Inducing themes: From the coding the themes are developed that would play a major role in theory formulation. Going through the transcripts and getting involved in the coding concepts and categories are formed and later build up into themes. From the specific experiences recorded from the transcripts the general rules are created. From the ideas, language and expressions of the participants, themes are developed such as, college and workplace relationship, alignment between theory and practice, provision of practice lessons at college, management capacity and entrepreneur skilling, for example (Bryman, 2012).

A case in point is the data that was coded separately at the beginning could later in the process be collapsed into single ones. It went on this way; one participant said: '... employers are not willing to give WBE to students' while the other participant said: '... there is no alignment between theory and practice'. These two statements initially coded differently are both related to 'relationship between college and workplace'. However, the second statement gives also the reason for poor relationship (Bryman, 2012, Cresswell, 2013 and Miles et al., 2014).

During the Second Cycle Coding or Patterning the chunk of data are 'condensed and distilled so that' data could be displayed on the tables in blocks for ease of access, analysis and interpretation (de Vos, 1998, Bryman, 2012 and Miles et al., 2014).

Thorne, (2000:69) states: ... *one interview, one statement and one theme and comparing it with all others that may be similar or different in order to develop conceptualisation of the possible relation between various pieces of data.*

The process of constant comparison analysis shall have taken place until data saturation or redundancy is arrived at. After the Second Cycle Coding or Patterning there is need to develop tables for the purpose of data displays (de Vos et al., 2011, Bryman, 2012 and Miles et al., 2014).

Storyline

The repeated identification and comparison of concepts and themes led to the validation and authentication of the categories. This happens with data gathered from several different participant components. The relationship created by these repeated comparisons forms a storyline about the phenomena of study (Hawker and Kerr, 2007).

Theoretical saturation

Further repetition of the same process led to the theoretical saturation. This is a condition when further analysis of data does no longer yield any new information about the phenomena studied (Bryman, 2012).

To improve on the trustworthiness of the process, a peer was engaged to help in the authentication and accuracy of the data analysed for display in the tables. There may be several realigning and changes in the contents of themes where necessary due to inputs from the peer. The phrases, abstracts and quotes are used to populate the relevant blocks or cells on the tables, whichever are reasonable and understandable (de Vos et al., 2011, Bryman, 2012, and Miles et al., 2014).

4.7.2 Complementary approaches to data analysis

In the process of data analysis it does happen that two or more analyses approaches may align or overlap with each other. This alignment or overlap does happen for the success of a major analysis approach. The thematic analysis will succeed through the use of words, phrases and expressions contained in contents (de Vos et al., 2011, Bryman, 2012 and Cresswell, 2013).

The interpretive analysis: The interpretive analysis goes hand in glove with the thematic analysis research approach. In this study in an effort to provide an understanding of the phenomena from the account of the participants in own setting there should be an element of interpretation. Furthermore, effort is made to give full and rich account about phenomenon of study through the inclusion of almost all its relevant features (processes, contents, contexts and transactions) that is the creation of a thick description (Terre Blanche, Durrheim and Painter, 2006, De Vos et al., 2011, Bryman, 2012, Cresswell, 2013 and Miles et al., 2014).

Content analysis: The Familiarisation of the data is the gateway toward the content analysis in qualitative research. Content analysis is the process of identifying the words, phrase, sentences, paragraphs or any other item that could help in giving meaning and understanding of the lived experiences of the participants. The content analysis is better placed to give that information to create patterns for coding, concepts, categories and ultimately themes (Bryman, 2012, Cresswell, 2013 and Kakulu, 2014). During the First Cycle and Second Cycle Pattern coding contents analysis is done on the data collected (Terre Blanche et al., 2006 and Miles et al., 2014).

Discourse analysis: It is important to engage discourse analysis in this research process; hence the themes are derived from the language, terminology and expressions of the participants. The effect of discourse analysis is that the themes developed are the authentic outcomes of data analysed. There are few predetermined themes for this analysis (Terre Blanche et al., 2006, Ritchie et al., 2013 and Miles et al., 2014). Furthermore, discourse analysis assists in determining and detecting the attitudes and the levels of the tempers of responses of respective participants' components (Terre Blanche et al., 2006 and Miles et al., 2014). An example in this study is that when the old lecturers answered questions relating to NCV programme introduced by the new government in South Africa the disapproval thereof was palpable in their discourse. Furthermore, during the interview of lecturers the pattern of the language in response to questions relating to the performance of management was the use of the words 'they' and 'them' as reference to managers. To me it creates a discourse of 'them and us', which has a strong connotation for binary opposition of love-hate, good-bad situation (Terre Blanche et al., 2006 and Miles et al., 2014).

Document check

Qualitative contents analysis: During this exercise the phrases, concepts and categories relevant to the research questions are selected for coding and theming. The process of ethnographic document check is applied which also involves immediate analysis, that is, conceptualisation and categorisation of data as a move towards theming. These would support interview material in theory generation (Turner, 1994,, Seale, 2002, Bryman, 2012, Kakulu, 2014 and Miles et al., 2014).

Hermeneutics: At this stage the texts should be understood and interpreted according to the authors' presentation. Meaning making about the texts is developed against the socio-historical background of the authors (Phillip and Brown, 1993, Foster, 1994, Atkinson and Coffey, 2011 and Miles et al., 2014).

The contents analysis takes place when relevant data material is selected from the documents to answer the research question (Turner, 1994, Seale, 2002 and Altheide, 2004). The contents analysis is followed through with the coding, concepts formation, categorisation and creation of themes (de Vos et al., 2011, Bryman, 2012 and Cresswell, 2013). The documents checked and data displays are listed on Table 4.5 in Chapter 5.

Simple observation

The ad libitum sampling: This is a non-participant observation guide that is meant to record almost all activities taking place in the participants' natural setting (Bryman, 2012). The guide is adapted from the Flanders' Interaction Analysis Categories scheme 1970 (FIAC scheme) and Babbie et al (2011) creation of the Simple Observation tool. The process should be:

Prior to entry of observation setting: Before entry of the setting it is important for the researcher to pre-empt what is to be observed, who is to be observed and possible reactions when discovered (Hennink et al., 2011 and Bryman, 2012).

Gaining access: Upon getting settled the researcher makes notes about the setting. These should be short but explanatory notes (de Vos et al., 2011 and Bryman, 2012). Hence, as a researcher I was supposed to write note while observing at the same time (Hennink et al., 2011 and Bryman, 2012).

The observation: I was able to observe the participants without been a participant (Babbie et al., 2011). The observations are listed in Table 5.6 in Chapter 5. The participants and data are presented on the table in the blocks or cells.

Strengths of observation: Observation of the case study setting has the advantage of familiarising the researcher with the context, culture and behaviour of the participant. The researcher gains insight into peoples' interactions in their own setting, without intrusion into their business (Hennink, et al., 2011 and de Vos et al., 2011).

Weaknesses in the observation: Observing and recording at the same time is demanding and difficult. The recording, understanding and interpreting could result in some errors of judgment (Hennink et al., 2011). Some activities could be faster than the eye could follow. Some observable behaviour may not reveal the actual intentions of the participants (Blatchford, Bassett, Brown and Webster, 2009).

4.8 Trustworthiness

During data collection and analysis there were processes that were implemented to satisfy the requirements of trustworthiness of this research project. The requirements of credibility, transferability, dependability and confirmability have been satisfied (Denzin et al., 2011, Bryman, 2012, Cresswell, 2013 and Stringer, 2014). The following requirements were satisfied for trustworthiness of the research activities:

4.8.1 Credibility

Credibility in this case was satisfied to ensure the integrity of the research. This requirement was satisfied through employment of multi-source data collection. Data were collected from the different participant components to give an answer to the same research questions. Collection of data through interviews from different participant components, observations and document check strengthened the credibility requirements for trustworthiness. Engaging two TVET colleges also increased the level of satisfying the requirement of credibility (Denzin et al., 2011, de Vos et al., 2011, Bryman, 2012 and Miles et al., 2014)

4.8.2 Transferability

In determining the scope of the case of study the requirement of transferability was taken into account. Transferability refers to a case where the outcomes of the one research project could apply to similar situations in other settings (Cresswell, 2012). This requirement is achieved through the criterion of dense description. To achieve the criterion of dense description this research has included elaborate details on the problem statement in terms of content, activities and events. For example, there are eight themes included in the research which implies an elaborate content, activities and events. Also, the number of participants that constituted several components to

respond to the same research question is a validation of transferability (Babbie and Mouton, 2006, Cresswell, 2013, Miles et al., 2014 and Stringer, 2014).

4.8.3 Dependability

Bryman (2012) defines dependability thus: 'are the findings likely to apply at other times? This is a rather tricky criterion regarding the ever-changing globalised world especially where research involves post-school education which still has to find a footing in African communities (Young, 2006, Wedekind, 2009, Woldesadik, 2012 and UNESCO, 2012). However, in this study efforts were made to apply peer debriefing exercise to satisfy the requirement of dependability.

4.8.4 Confirmability

This is a criterion which is highly illusive in the face of any novice researcher (Bryman, 2012). What was found to be difficult was to make sure that the researcher's value judgment did not influence the flow and authenticity of the outcomes of the findings. The concept of 'epoche' was not easy to apply as a researcher (Cresswell, 2013). However, the involvement of peers to discuss the findings of this research seems to have made a contribution in minimising the researcher's bias (Bryman, 2012 and Miles et al., 2014).

4.9 Trustworthiness in Data Analysis

During the intervals and after data analysis it was important to involve the application of the processes that ensured the trustworthiness of the research undertaking (Chilisa et al., 2005). These processes would facilitate that this should satisfy the requirements of credibility, transferability, dependability and confirmability (Chilisa et al., 2005, Denzin et al., 2011 and Miles et al., 2014).

4.9.1 Triangulation

During data analysis there is much triangulation taking place. The analysis of data from different components to obtain the immediate results in the thematic data analysis has a triangulating effect. In this research project data obtained from students, lecturers, managers, partners and the business sectors were analysed simultaneously for the sake of trustworthiness in the results of the analysis process (Chilisa et al., 2005, Marshall et al., 2011, Bryman, 2012 and Stringer, 2014).

4.9.2 Dense description

The Bernstein theory of pedagogic discourse provides for a platform to involve a wider spectrum of participants, themes and settings as a means of enriching innovation of new knowledge (Bernstein, 2000). The concept of thick description developed by Geertz (1973) refers to the theory that provides space for details in giving credible account about what is investigated and also in the reporting thereof (Lofland and Lofland, 1995, Cresswell and Miller, 2000, Bryman, 2012 and Stringer, 2014).

4.9.3 Member check

Since the constant comparison mode of data analysis makes the result speedily available during the intervals, it facilitates the presentation of the preliminary findings to the participants or peers to confirm and validate the data results. This is the application that manifests credibility in the data analysis process (Cresswell et al., 2000).

4.9.4 Peer debriefing

The researcher was able to apply the criterion of peer debriefing during the interim period of data collection and analysis. This was an effort to authenticate the findings with knowledgeable peers in the field of study and to satisfy the requirements of credibility and dependability (Cresswell et al., 2000 and de Vos et al., 2011).

4.9.5 Reflexive turn

A reflexive turn process was engaged in this research project wherein the researcher was able to reflect on own subjectivities and biases regarding the research undertaking (Mauthner et al., 2003). The researcher could then disclose these biases and apply the process of bracketing or *epoche'* (Husserl, 1970 and Cresswell, 2013). This brought into awareness values and subjectivities that could cloud the understanding and interpretative capabilities and qualities of the researcher. The requirement of credibility in the research was then satisfied (Mauthner et al., 2003). The level of success regarding *epoche'* was not easy to be fairly determined and achieved in absolute measures in this research.

4.9.6 The voice-centred relational method

This is another application to authenticate the recorded responses of the participants. The researcher acted as a reader and listener to the texts from participants (Byrne et al., 2004). Listening to the participants' voices and reading the texts with full attention and open mind, much more data was gathered through a deeper understanding and interpretation of the representations (Byrne et al., 2004). In this exercise the researcher was able to authenticate the ontological and epistemological nature of the research environment (Mauthner et al., 2003). This is the method which was implemented during data analysis to effect confirmability (Mauthner et al. 2003 and Naggy and Leavy, 2006).

4.10 The General Ethical Considerations

Prior to the start of the study the issue regarding the ethics of research process was put in the spotlight (Bryman, 2012). This move was motivated by the fact that observance of ethics in research process enhances the integrity, quality and transparency of the study which this research had to strongly adhere to (Bryman, 2012 and Miles et al., 2014). Therefore, in this study notice was taken that observance of research ethics is considered at almost all cardinal points of the areas of the research process (Wolcott, 1990 and Cresswell, 2013).

4.10.1 The Turfloop Research Ethics Committee

Prior to the implementation of the processes of this research project care was taken by the researcher to make a commitment to satisfy the specific ethical requirements as stipulated in the Code of Ethics of the University regarding research as it applies to human participants (UL, 2013).

4.10.2 Permission from research sites

An application was submitted to the Principals of the colleges selected for the research sites. The application stated the nature and implications of the research project to avoid uncertainties and doubts among the authorities and other potential participants in the institutions. Indeed, as stated earlier two Principals of the two TVET Colleges responded positively. The other stakeholders were also approached with the same requests (Cresswell, 2013).

4.10.3 The safety of participants

A commitment was made to protect the participants from any form of harm be it physical, psychological and developmental in nature (Diener and Grandall, 1978 and de Vos et al., 2011). Participants would be protected from engaging in any reprehensive activities as a result of their involvement in this research activity (Cresswell 2013).

4.10.4 Data protection

Data that are obtained from individual participants were supposed to be displayed in a manner that may not cause harm to those affected (Holmes, 2001, Grinnell and Unrau, 2008 and Bryman, 2012). Data may not be deliberately personalised hence the representation of the participants through codes was the case in point (Bryman, 2012).

4.10.5 Informed consent

Participants were provided with enough information on the nature, purpose and implication of the research for them to make informed consent on their participation (Johnson et al., 2008 and Cresswell, 2013). However, the researcher is aware that in qualitative research there are unforeseen consequences during the research process which may alter some of the already declared expected developments (Brosky and Giles, 2007 and Pearson, 2009).

4.10.6 Respect of right to privacy, anonymity and confidentiality

These three concepts amount almost to the same denotation. The right to privacy of participants in almost all cases shall be protected and respected by the researcher. The participants were also made aware of these significant rights (Westmarland, 2001, Bryman, 2012 and Cresswell, 2013).

4.10.7 Deception

"Deception occurs when researchers represent their work as something other what it is not" (Bryman, 2012:143). In this research undertaking the participants were fully

informed about what this study entailed, so that they could sign consent documents for a truthful account (Babbie et al., 2007 and Brosky et al., 2007). The researcher undertook to understand that deception on the nature and implication of the research could demean and tarnish the status of the researcher as well as the status and reputation of the university (Ericson, 1967, Bulmer, 1982 and Bryman, 2012).

4.10.8 Judicious Report writing

In this study the report writing is done with the aim of objective representation of facts derived from data obtained from participants in their own settings, as well as facts from observation and document check (Cresswell, 2013). The researcher also takes exceptional steps to epoche' own biases in the process (Husserl, 1970, Wolcott, 1999 and Cresswell, 2005).

4.11 Conclusion

This chapter discussed the steps undertaken for a successful research process. The qualitative research method was chosen for this study. The discussion on the reason for the choice of the qualitative research method has been elaborated. The data have been collected from the different participants and made available for presentation and analysis. The next Chapter 5 discusses how the tables are created to display the data collected from the different participant components. Furthermore, the profiles of the TVET A and B Colleges are discussed in the same chapter.

CHAPTER 5: DATA PRESENTATION AND ANALYSIS

5.1 Introduction

In Chapter 4 I discussed the qualitative research methodology that has been selected for application in this research undertaking. The three techniques through which data was collected have been discussed. Data analysis through thematic analytical approach has been found to be suitable for this study. In this fifth chapter I created tables for the display or presentation of data gathered from the different participant stakeholders in the TVET sub-sector. The themes and the data generated from the responses of different participant components would then be displayed on the tables for ease of presentation to, and access by the reader (Bryman, 2012, Cresswell, 2013 and Miles, Huberman and Santana, 2014).

5.2 Data Presentation and Analysis

The creation of tables for data presentation and analysis in this research is a product of thematic analysis. Bryman (2012) puts it clearly that theory is grounded in data, which implies an inductive approach to data analysis and theory generation. The process involving the creation of data display tables follows.

5.3 Preparing Data Presentation and Analysis

The thematic analysis that encapsulates grounded theory provides for the generation of the theory from the data collected during interviews, documents check and observations. The principle is that data collected should be analysed immediately. The process is iterative and cyclical until no new information is derived from data collected that is, data saturation is reached. Hence, data must be prepared for analysis upon been collected (Bryman, 2012, Miles et al., 2014 and Creswell, 2013).

5.3.1 Creation of themes

Upon collection of data from different participant components through interviews, the digital materials were translated into transcripts. The transcripts were then ready to be read repeatedly for acquaintance with their contents (Bryman, 2012 and Gibbs, 2007).

At a very early stage, as the researcher I started to familiarise myself with the data. This is done through reading the transcripts to acquaint with the trend of the data responses. The repeated reading and highlighting of words, phrases and sentences that occur repeatedly and prominently from different scripts is a way towards developing concepts and categories to create the themes for the tables (Blanche, Durrheim and Kelly, 2006, Kakulu, 2014 and Bryman, 2012).

In the process of reading the scripts I gave similar responses the same coding and different responses different coding. I started realising that the phrases and sentences give meaning to the phenomena of study. The phrases with similar meaning created concepts that I coded accordingly. Different groups of expressions with similar conceptual meaning were grouped together and given a specific coding, say a word or phrase Charmaz, 2009, Bryman, 2012 and Miles et al., 2014). The initial coding brought complex data information (Relational closeness), while further coding whittled down the meaning of concepts to manageable categories (Overcloseness) (Miles et al., 2014).

I identified themes through the aggregated similar and dissimilar coded data during the analysis. They depended on how the participants had expressed their lived experiences on the phenomena of study (Ryan and Bernard, 2003 and Braun and Clark, 2006). Several themes were formed guided by different ideas presented by different participants on various items that emerged about the phenomena of study (Miles et al., 2014 and Bryman, 2012). These themes were built from the concepts and categories created through the data coding process (Grbich, 2004 and Braun et al., 2006). In this study eight themes were developed in respect of the research question and responses to questions in the interview schedule. The themes developed were: the TVET colleges and conception and the inception of the National Certificate Vocational (NCV) programme; the TVET colleges and admission policy into the level 2 NCV programme; the TVET colleges and the viability of the NCV programme; the TVET colleges and Students Support Service efficiency; the TVET college and stakeholders' collaboration; the TVET colleges and students' exposure to practice lessons in college; the TVET colleges and entrepreneurial skilling and the TVET colleges and management capacity.

5.3.2 Creation of Tables

The tables were created by drawing vertical lines of a reasonable number (in this case 10 to 12 lines) with equal spaces between each other on the spread sheet. Then following, I drew the horizontal lines across the vertical ones with equal spaces in between (in this case a maximum of 10). The outcome of this exercise created empty blocks or cells where these lines crossed each other on their paths. Within these blocks or cells data were displayed from different participants (Bryman, 2012, Joffe, 2012 and Miles et al., 2014). What is also relevant to remember is that each participant component data were presented and analysed on own table, hence tables were identified differently.

There are 5 tables created to accommodate the five participant components who were involved with the interview activities. These tables have been classified thus; Table 5.1a for TVET A College lecturers, Table 5.1b for TVET B College lecturers, Table 5.2 for students, Table 5.3 for partners and Table 5.4 for business sectors. There are two additional tables these are Table 5.5 and Table 5.6 that display data for document check and simple observation respectively.

5.3.3 Population of the table with themes

The themes created are written at the extreme left hand in blocks following each other vertically. Each theme carried a specific description of the nature or a perspective or element of the phenomenon of study. The themes are related to the different perspectives or thinking of the participants about the research question. All the eight themes should be populated, each in own block arranged vertically on the extreme left of the tables. The themes generated are relevant for almost all the participants.

5.3.4 Population of tables with participants

Furthermore, when the blocks are viewed from a horizontal plain they should equal the number of participants in a component whose responses are to be displayed on the table. The participants in a component are provided with identification codes. The participants are populated each in the top most blocks running horizontally. The first participant should occupy the block following the first theme but placed diagonally up moving the rest in blocks following towards the extreme right hand. It should be

noted that the number of participants should equal the number of blocks to be populated by each in a component when counted horizontally.

5.3.5 Population of tables with data

It must be remembered that each theme is a product of responses to questions or questioning about individual participants lived experiences. The different participants have responded to the question relating to the same theme. It should be borne in mind that the questions asked are embedded either in the same block with the correlate theme or in the immediate next block (students) on right to the correlate theme (Bryman, 2012 and Miles et al., 2014).

For presentation and display I went back to the data obtained from transcripts belonging to the participant components. First I looked for a phrase response related to the first theme from the first participant lecturer (Lec.1a) from TVET A College. Table 5.1(a) is the first to be populated with responses from the lecturers from the same TVET A College. The first response to populate the first block from the first theme shall obviously belong to the lecturer allocated the block. The lecturer must belong to the TVET A College that is Lec.1a. It should be noted that the tables were allocated to different participant components in the form of codes.

In the block that connects the theme and the first participant, I entered the response of the first participant (Lec.1a) on the question related to the same theme. Following was the second participant who also gave a response to the first theme. I noted the response of the second participant to the same theme. Correspondingly, I wrote out the response in the corresponding block. The block connects the first theme to the second participant. The responses were written in the form of short phrases in the blocks that form the tables. The process continues with the entire themes in regard to all corresponding responses from the participants. At the end all participants' responses were populated accordingly against the corresponding themes on the tables (Miles et al., 2014). Finally, all the blocks were populated with responses of the participants in respect of all the themes created for the tables. This process applies to all participant components on their own specified tables however with the same themes.

Table 5.3 displays the data from the participant partners to the TVET colleges. The participant partners are nine in number and they are also conveniently contained in a single spread sheet. The codes given to the partners are Pt.1, Pt.2, Pt.3, and Pt.4 until Pt.9.

Table 5.4 contains data displays from the business sectors. The business sectors are nine in number, spread on a single sheet. They are coded as Bus.1, Bus.2, Bus.3, and Bus.4 until Bus.9 (Bryman, 2012 and Miles et al., 2014).

Table 5.5 contains data display for documents check.

Table 5.6 contains data display for simple observation.

PLEASE TAKE NOTE:

The tables that have been created as explained above are populated with the responses of the participant components sampled for the study. The verbatim responses are displayed in the form of phrases, short sentences and words. These responses correlate with the relevant themes. These tables together with those that populate data from document check and simple observation are located in the Appendices section as Appendices R, S, T, U, V, W and X in this research report. The data displayed in all tables correlate with the interpretations and discussions in Chapter 6.

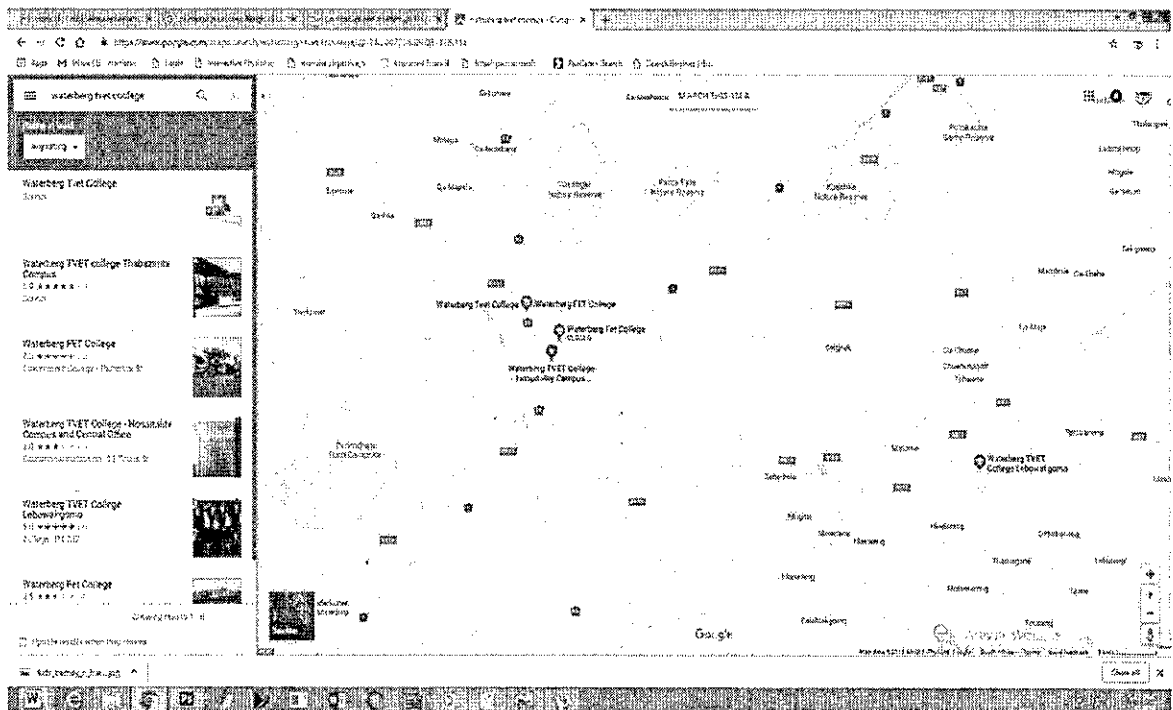
Following is the section that discusses the profiles of the two TVET Colleges that are named TVET A and TVET B Colleges. The discussions are preceded by the aerial maps of the town and city where these colleges are located respectively. The Central Offices and some of their campuses are located within the maps where the view allows.

5.4 The profiles of the Colleges

This section deals with a presentation of the profiles of the two colleges that are sampled namely, TVET A College and TVET B College. These profiles are drawn from the recent Annual Reports of these institutions.

5.4.1 The TVET A College

Map: 5.1 An aerial map: TVET A College Central Office and Campuses



The TVET A College Central Office is situated in town, Mokopane, Limpopo Province. It is a college that is situated within the area with the potential for vast socio-economic development because of latent resources.

5.4.1.1 Slogan, Vision, Mission and Values

Slogan: Together ensuring success

Vision: To be the leading TVET college in the provision of top quality education

Mission: To ensure top quality education through sound policies, processes and procedures; to provide adequate, relevant and appropriate infrastructure; to ensure expansion of, and access to vocational education and technical skills training; to develop and maintain sustainable partnerships and provide top quality education and training at all levels.

Values: The College has the slogan: 'Together ensuring success. We recognise that our success in Further Education and Training requires:

- Honesty
- Integrity
- Excellence
- Accountability
- Ownership
- Unity
- Diversity
- Respect

5.4.1.2 College situational analysis

Performance environment: Four of its sites are situated in the Waterberg Region. The college also lies in the mining and farming areas. It operates across three municipal areas, namely Lepelle-Nkumpi, Mogalakwena and Thabazimbi.

The TVET College A's service delivery takes place through the Business Studies Campus situated in Mahwelereng, Computer Science Centre situated in Mahwelereng, the Training Centre in Thabazimbi, Engineering and Skills Training Centre situated in Lebowakgomo Township, Hotel School for Hospitality in Mokopane and Rooywal Farm for Primary Agriculture Programmes in Sterkrevier. These centres cover most of the Waterberg Region in terms of the reach in service delivery.

The TVET College A is said to be endowed with a multiplicity of socio-economic resources that sits well for the prospects of the college development and growth. The following are of significance:

Mining industry: Mining industry is said to contribute 57, 5% of the GDP in Limpopo Province. The mining areas are Thabazimbi, Mokopane and Northam. In addition, the Eskom electricity generation adds more value to the socio-economic development in the region.

Agricultural forestry: The TVET College A is situated in the agricultural areas where tobacco, cotton, sunflower and soya beans are produced. Still the Lephalale, Bela Bela, Mookgopong and Thabazimbi have great potential for high agricultural output.

Tourism and Hospitality: Waterberg Region is rich in natural resources that spark enormous socio-economic advantages for the college delivery. The scenic beauty, flora and fauna, pleasant weather, diverse cultures and welcoming people are a tourist attraction. Some of the scenic attractions noted are Waterberg Biosphere Reserve, Nylsvlei Wetlands, the Makapans Valley World Heritage Sites, Bela Bela Hot springs are a few in the many available.

Organisational environment: The following is an analysis of the college that determines its organisational environment:

- Increase the number of skilled youth by expanding access to education and training for youth.
- Adequately capacitating individual institutions for effective provisioning of learning.
- Increase the number of students successfully entering the labour market upon completion of training.
- A college curriculum that is responsive to the demands of the market place and can transform and adapt quickly and effectively to changing skills needs, with a special emphasis on artisan training.

5.4.1.3 The local stakeholders

Industry: The College has established partnership with the business world to provide workplace based exposure/experience (WBE) for students. The lecturers are also offered workplace exposure in several business sectors in the region. The Park, The Ranch, Entabeni Game Reserve and local Mokopane Zoo have a partnership with the College.

The College has partnered with the Anglo Platinum Mine in Mapela and Ga-Pila villages. Companies have partnered with the Engineering and Skills Training Centre for on-course work-based training programme for students.

Local government: The College has signed a memorandum of understanding (MOU) with the Greater Capricorn District Municipality to place students for construction WBE. A relationship with the Thabazimbi Municipality is being negotiated.

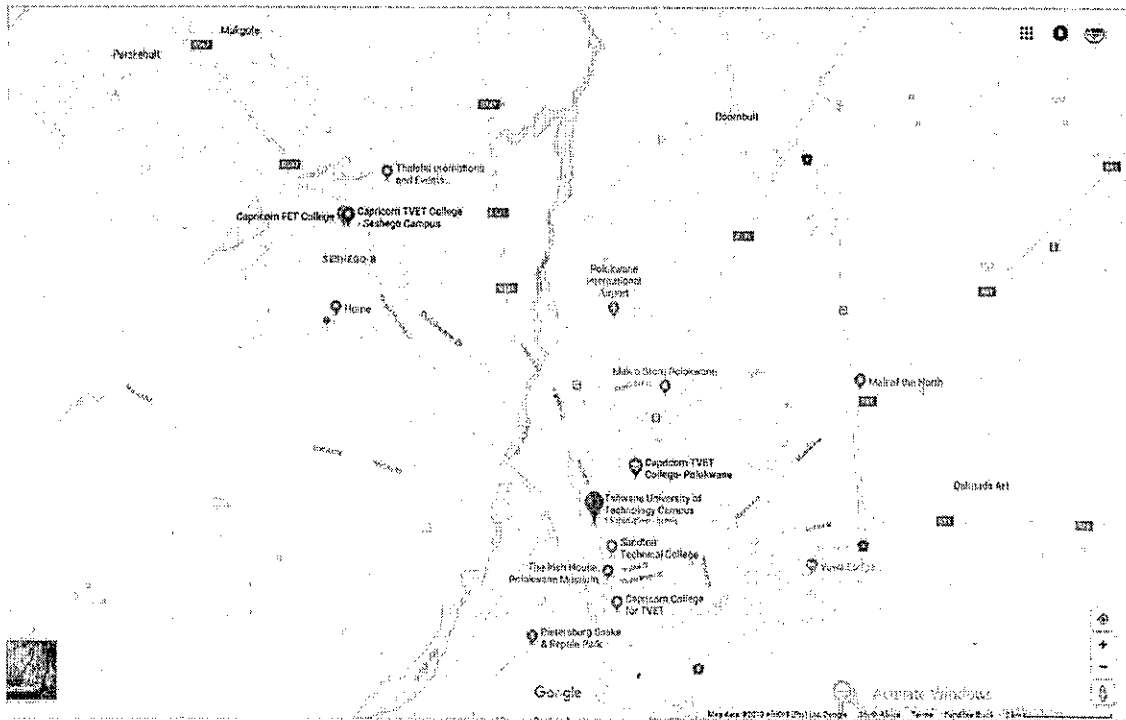
Universities: The College has signed an MOU with the University of Limpopo and Tompi Seleka Agricultural College to offer NCV Level 5. The College signed the MOU with Tshwane University of Technology for articulation and capacitation of lecturers.

SETAs: The following SETAs offer funding for learnerships, internships and apprenticeships; ETDP, AGRISETA, HWSETA, MICSETA, SASSETA and CATHSETA. The college has been granted accreditation in numerous programmes by the following SETAs; ETDP-SETA, AGRISETA, PSETA, MITSETA, FP and METSETA, and CATHSETA. FASSET has established an office in the Waterberg TVET College for the convenience of partnership activities (TVET College A. Annual Performance Report 2016).

From the above stakeholders mentioned in the Annual Performance Report 2016 there are a number of collaborations that the TVET A colleges does engage with. Most of them are big institutions.

5.4.2 The TVET B College

Map: 5.2 An aerial map: TVET B College campuses



This TVET B College has its central office situated in Polokwane City, Limpopo Province. These TVET College comprises four campuses located in different areas of the Capricorn District.

5.4.2.1 Vision, Motto, Mission and Values

Vision: The leading Technical Vocational Education and Training institution of excellence.

The motto: Achieving Excellence Together.

Mission: To offer responsive, flexible and quality programmes that are accessible to all learners through formal learning, skills development and learnerships, achieved by adhering to policies and procedures, making use of committed human capital and employing appropriate physical and fiscal resources.

Values: We treat others as we would like to be treated ourselves (respect). Abusive or disrespectful treatment is not tolerated. We will strive for fairness and equity. We are committed (integrity) to transparency, honesty and sincerity. We are committed to effective communication. We believe information is meant to be shared and that information inspires people (communication). We are satisfied with nothing less than excellence.

5.4.2.2 College situational analysis

Performance environment: TVET College B is situated in Polokwane Municipality, Capricorn District, Limpopo Province, The name “Capricorn” is derived from the geographic strip, Tropic of Capricorn, which runs across the northern section of this district. The college is located 291 kilometres north of Tshwane. There is Gateway International Airport and the N1 road that passes through Polokwane. The college is accessible from the South (Mokopane), East (Tzaneen) and from the North (Musina). TVET B is one of the seven TVET colleges in the Limpopo Province and the second largest in terms of enrolments and programmes offerings. The college's four campuses are: Polokwane, Seshego, Senwabarwana, and Ramokgopa. Seshego Campus has Bakoni Platinum Mine Training Centre as its satellite campus.

The college has formed partnerships and linkages with the local business sectors, local municipalities, SETAs, government departments and industry. The mushrooming mining activities around Musina and Greater Tubatse Municipalities have added volumes to the drivers of the local economy.

Organisational environment: Analysis of the college organisational environment in terms of achieving its strategic objectives:

- To provide quality technical vocational education and training services, and increase academic achievement and success of students.
- To have adequate infrastructure and systems in place to increase access and provide effective services to students.
- To develop partnerships and maintain good stakeholder relation to increase the number of students who are adequately prepared to enter the labour market or further and higher learning opportunities.

- To ensure continuous business excellence in terms of good corporate governance and effectual management of all college resources as well as information and data reporting.
- To monitor and evaluate all college processes in terms of the TVET College Monitoring and Evaluation Framework and report quarterly on college performance in this regard.

5.4.2.3 Legislative mandates

The Constitution of the Republic of South Africa provides for the right of basic and further education and training to everyone in the official language of their choice provided equity, redress and practicability are taken into account. In addition, the Continuing Education and Training (CET) Colleges Act No. 16 of 2006) provides for the regulation of continuing education and training through the establishment, governance and funding of public Technical and Vocational Education and Training (TVET) colleges and the promotion of quality in Continuing and Further Education and Training.

The TVET College B is further impacted upon by the following sets of legislations which also direct its strategic and national imperatives:

- Higher Education Act No. 101 of 1997;
- Skills Development Act No. 97 of 1998;
- Skills Development Levies Act No. 9 of 1999;
- General and Further Education and Training Quality Assurance Act No. 58 of 2001;
- National Qualifications Framework Act No. 67 of 2008.

In addition, the White Paper for Post-School Education and Training mandates delivery and strategy priorities in the TVET colleges. Other policy mandates include:

- National Trade Testing Regulations;
- SETA Grant Regulations;
- National Skills Development Strategy;

- Public TVET College Attendance and Punctuality Policy; and
- Policy on the Conduct of National Examination and Assessment.

Other colleges approved policy mandates are:

- Finance Services
- Academic services
- Corporate Services
- Governance

From the Chairperson (Dr Tshamano) of the Council, *"The Department of Higher Education and Training allocated funds to the College, although the allocation was below the funding norm, the College prioritised the activities with the aim of achieving more with less. The Council is committed to financial stability, fiduciary responsibility and responsiveness to community and different industry needs with the view of achieving the College's vision and mission"* (Capricorn Annual Report. 2015:1).

5.5 Conclusion

This Chapter 5 has specifically dealt with the presentation and analyses of the data obtained from thematic analysis. The chapter captures the tables that display a presentation and analysis of the data obtained from the different research participant components. The data displayed in the tables form the basis for the interpretation and discussion that give answers to the research question(s). The profiles of the TVET A and B are discussed for ease of their geographical situation and performance location. The next sixth chapter is focused on the interpretation and discussion of the data displayed in the tables in chapter 5 regarding the topic of study. The story is created from the lived experiences of the participants, observations and documents check.

CHAPTER 6: INTERPRETATION AND DISCUSSION

6.1 Introduction

In Chapter 5 the raw data have been analysed and presented. The themes have been created and placed in the tables. The data analysed are displayed in the cells on the tables to facilitate the ease in the interpretation and discussion (de Vos, Strydom, Fouche' and Delport, 2011, Bryman, 2012 and Miles, Huberman, 2014 and Marshall and Rossman, 2016).

The themes that facilitate the interpretation and discussion are a product of the literature review confirmed further by their emergence during the data analysis when the process of coding was in progress (Marshall et al., 2016).

The proposition is that the literature review that was conducted produced the data that are related to the field of focus of the study. The literature reviewed should be a useful source to confirm the related empirical findings. Therefore, this chapter deals with the interpretation and discussion developed from data analysis and presentation in chapter 5 and the literature review in Chapter 2. This is an exercise that correlates the empirical and theoretical data to develop a story about the phenomena of study (Hostee, 2010 Miles et al., 2014 and Marshall et al., 2016).

Therefore, the correlate data developed from the literature review and those that emerged from the data analysis serve as indicators in response to the research question: 'To what extent has the Technical Vocational Education and Training (TVET) colleges sub-sector been recontextualised in the two selected TVET colleges in Limpopo Province? The interpretation and discussion in this chapter are guided by the following themes developed from the literature review and the data analysis process:

- The TVET colleges and conception and inception of the NCV programme
- The TVET colleges and admission policy at L2 of the NCV programme
- The TVET colleges and viability of the NCV programme
- The TVET colleges and Student Support Service (SSS)
- The TVET colleges and stakeholders collaboration
- The TVET colleges and provision of practice lessons within college
- The TVET colleges and entrepreneurial training

- The TVET colleges and management capacity

The interpretation and discussion take a cue from Maanen's (2011): 'The Realist Tale' principle of the realist genre. This principle provides for the researcher to give a vivid and factual exposition of the participants' life experiences. However, it is recognised that it is virtually difficult if not impossible for the researcher to give an objective account about the participants' life experiences without a certain level of a bias (Miles et al., 2014)

6.2 The Interpretation and Discussion of the Data

The interpretation and discussion is an epistemological and ontological exercise required in the qualitative research method. The epistemological perspective focuses on the creation of knowledge from the subjective lived experiences of the participants in an empathic manner regarding the phenomena of study, while the ontological perspective leans on getting to understand the nature of reality of the phenomena as lived by the participants (Anderson, 2010, Ritchie, Lewis, Nicholis, and Ormston, 2013 and Terre Blanche, Durrheim and Kelly, 2006). This form of data can only be obtained through direct communication with the stakeholders which is the cornerstone of the Bernstein theory of pedagogic discourse as it applies in this study (Bernstein, 1996, Maton, 2000, Singh, 2002, Bourne, 2006 and Mukute et al., 2014). The discussion that follows is about the views of the participants regarding the relevant themes developed to explain the phenomena of study. The different components are already explained in Chapter 4 and 5.

6.2.1 The TVET colleges and conception and inception of the NCV programme

The effort to answer the question on the level of recontextualisation of the TVET colleges sub-sector could be tested through the Bernstein theory of pedagogic discourse whose key element is communication and consultation among the stakeholders to facilitate development of 'new knowledge' (Bernstein, 2000 and Jenkins, 2007). The research explores first the process that was followed when the NCV programme was introduced as a 'new knowledge' or curriculum in the TVET colleges (Gewer, 2010).

6.2.1.1 Communication

The principle that runs through the entire recontextualisation process is the need for communication between the various stakeholders when a 'new knowledge' is created for the new socio-economic and political dispensation. This is a requirement in the Bernstein theory of pedagogic discourse and should apply also in the conception of the NCV programme for the TVET colleges (Bernstein, 1996, Singh, 2002 and Hordern, 2014).

From almost all the lecturers from TVET A and B colleges, with exception of a few, the general response regarding their participation in the design of the NCV programme was that there was no communication or consultation for inputs from them as stakeholders. It was only a few lecturers in top management positions whose responses confirmed that communication and consultation during the conception of the NCV programme did take place. The middle managers and the ordinary lecturers in their numbers from both TVET A and B colleges declared a 'no communication' position in their responses. These are the responses shared by the lecturers who gave expression to the manner in which the NCV programme was designed without regard for their inputs. Lec.1a says:

You know, when I started in this college err... err... with Mam ... we were not involved in the NCV. I with Mam ... were brought here from.... So we were not involved in the process from the beginning .So, basically, I was offering a half course. We were basically not involved in it, they just brought it.

The notion that there was little or no consultation during the conception of the NCV programme is given support by Makole (2010) an expert in the TVET sub-sector for South Africa Democratic Teachers Union (SADTU) in a 'Working Document'. Makole (2010) confirms that the NCV programme is a curriculum that has not yet been exposed to the scrutiny of public opinion. The document expresses that the NCV programme has been designed within the Department of Education and implemented through the ministerial approval.

Much as there are negative experiences about the conception of the NCV programme as a new 'knowledge' there are positive responses to the notion of communication during the conception of the NCV programme in the TVET colleges.

This positive response is expressed primarily by a top manager in the TVET A College to counter the general disposition of 'no communication'. In addition, there are two lecturers from TVET A College who tacitly support the manager that there was consultation during the design and implementation of the NCV programme. Lec.9a supports in this manner:

We were not consulted (but) the principal attended the meetings, and we realised when it started that Mr ... use to say this, we were once a Bushveld College then it changed again, many names before we can be called Waterberg. The weakest people resigned, because it was difficult.

The argument that there was no consultation in the conception of the NCV programme is a contentious issue. Some of the lecturers who allege a 'no communication' give an alternative to the original position by saying '*the principal attended the meeting*' probably consultations were done with top managers. What is implied is that at their level there was neither communication nor consultation during the conception of the NCV programme in the TVET colleges. However, perhaps for the sake of non-committal they give doubtful statements that communication could have taken place with the top managers. These lecturers were able to give absolute statements regarding the fact that resident lecturers below management level were not party to the creation of the NCV programme in the TVET colleges.

The allegation of the DHET's lack of communication with the stakeholders is compounded by the views of the business sectors. Almost all the business sectors that participated in this research complained about lack of communication from the TVET colleges, as well as those who accept students to perform workplace based experience/exposure (WBE). A serious scenario is created by the responses from some business sector managers who claimed a lack of knowledge of the existence of the TVET colleges, let alone NCV programme. Gewer's (2010:23) support this proposition thus:

However, there are concerns that curriculum is not optimally aligned to the skills demands of the employers. One of the common complaints is that the Department of Education did not consult with the industry when designing the curriculum.

Another extreme case is experienced with the business sectors who express a strong wish to meet with the TVET colleges for communication so that they could establish the college-workplace alignment for the developments and benefit of the students and industry. There are business sectors who appreciate students performing WBE in their workplace; however, they feel there is a missing link where there is no communication with the college personnel. This situation is expressed by a business sector manager. Bus.1 expresses it thus:

Yes ... yes learnership programme for us is good. I am happy with the arrangement. Our local office does not have any connection with the FET (TVET). They never come and never tried.

This business sector manager is making an urgent appeal to satisfy the most important requirement advocated for in this study that is, the recontextualisation of the vocational knowledge. This is an unconscious reference to a need to comply with the principle of communication between stakeholders in developmental processes guided by the Bernstein theory of pedagogic discourse.

The general impression created from representations of different stakeholders is that during the conception of the NCV programme in the TVET colleges there was either little or no communication and interaction especially with the lecturers. Among the lecturers there is a feeling of having been marginalised while they are equally important stakeholders in the TVET sub-sector.

However, there could have been some selective communication and interaction depending on the nature of consultation decided on. This creates a likelihood of lack of compliance with the principles espoused in the field of generation of the new knowledge in the Bernstein theory of pedagogic discourse. This would effectively imply a lack of or poor recontextualisation process in the generation of 'new knowledge' and appropriation and transformation of disciplinary knowledge to pedagogic or vocational knowledge.

This study brings another point of controversy emanating from the innovation of the NCV programme within the TVET colleges sub-sector. This is the area which involves the communication with resident lecturers in the implementation of the NCV programme.

Data collected from the lecturers from TVET A and B colleges gave a sense that there is little communication also regarding the implementation of the NCV programme. The responses as populated in the tables are: 'at this level no'; 'no channel and time' 'gave reports, 'no response' and 'no channel to improve the NCV'. The verbatim responses of lack of communication are as follow: Lec.9b has this negative contribution with regard to lack of communication:

We do not get any circular that says give the inputs to the programme that you are teaching. We don't get something like give the opinion about the NCV or like the suggestion box, something like that.

The study by Mmako and Schuldtz (2016) 'An employee engagement framework for TVET colleges in South Africa' gives advice on what constitutes organisational effectiveness. They argue that there is need for employee engagement in a complex organisation such as the TVET College. This proposition is supported by Abebe (2009) who indicates that there is a serious weakness in the technocratic form of management. This should be replaced by the collegiate form of management. Singh, Manser and Menstry in Kraak et al. (2016:66) state:

The complex institutions such as a school (and we would suggest that colleges are equally, if not more complex) require collaborative and collegiate models of leadership rather than technocratic models.

There are many more responses to express lack of communication by the authorities in the implementation of the NCV programme. A more concerning complaint on a lack of communication on the part of the education authorities is expressed by Rogers (2010) in Kraak et al. (2016:78) that:

In South Africa, key decisions regarding the TVET colleges rested with national and provincial governments without much participation at institutional level. Interviewees feel that this authoritarian attitude supported by an oversized bureaucracy results in stagnation of change processes and the alienation of lecturers as professionals and critical role-players in the diffusion of innovations.

6.2.1.2 The workshops for TVET colleges' lecturers

The arrangement of workshops for lecturers on the NCV programme is confirmed also by almost all lecturers including senior management officials in the two TVET colleges. In fact there is no single lecturer who disputes that the workshops were arranged for both colleges. Despite the fact that almost all these lecturers (TVET A and B colleges) attended the workshops intended for the NCV programme there is no appreciation of this innovation. The lecturers' responses to the purpose of the workshops are full of bitterness probably emanating from the alleged unpleasant experiences in the design of the programme. An appropriate response to convey the attitudes is best described through Lec. 2b. Lec.2b complaints:

The NCV, they took us for training and told us this in an NCV course, it has 3 levels. Level 2 is equivalent to grade 10, grade 12 is equivalent to level 4. But even after so many questions there was no clear answer to what must happen.

The response of this lecturer seems to echo a general sentiment which is an expression of bitterness and non-compliance with the authoritative pronouncements. Contrariwise, Lec.10a who is in top management position had to dispute the position held by the lecturers that there was no communication even during the implementation of the NCV programme. Lec.10a had to question how the lecturers understood the purpose of workshops which she personally equated with communication. Lec.10a put this idea thus:

I think when colleagues are saying consultation we mean gathering people in an open space and you start saying you ... you ... I think when you are implementing ...err ... err. There is, I would say there is support for the NCV programme, both regionally and also nationally ... They revisit the assessment guidelines to pull out the subject guidelines dealt with in the NCV programme. To me that is consultation. Unless with consultation we are referring to face to face, you can consult if people are sending documentation to you-that is support in my view. Aaah ... there is information that is always sent, and it is

requested to say make your inputs. I can search; we can go back, where we are even requested to give some inputs.

To further strengthen the argument documents were made available to serve as evidence to prove that meetings or summits were held with the stakeholders, resident lecturers included, to discuss the TVET colleges' developments. The document 'Academic Summit: 29-30 September 2016'. Feedback by the Divisions (refer Appendix: M) is relevant. This is a document that gives information on the deliberations of the conference attended by stakeholders to the TVET College. Items for discussions include the developments in the NCV programme. Another document is the South African College Principals Organisation (SACPO) Academic Board Summit: 7-8 August 2014 (refer Appendix: L). This document typifies a consultative TVET colleges' stakeholder summit held at national level. To Lec.10a these documents were presented as concrete justification for communication that takes place at the TVET colleges and National levels respectively.

From the responses of the lecturers, there is an impression that there was a lack of appreciation of the workshops that were arranged for the TVET colleges by the authorities of the DHET. There seems also to be a strong element of disrespect for the officials who were at the helm of the arrangement of NCV programme workshops for the resident lecturers. The use of the word '*they*' as reference to the education authorities is either derogative or full of disrespect especially, when used repeatedly. Furthermore, the expressions '*It was as something that would chase people away. Most of the old people resigned*', '*after so many questions there was no clear answer to what must happen*' and '*but we learned that it was something (mean expression) that comes from the international countries*'. A lot could be explained about these expressions in terms of how repellent they were to these workshops and the NCV programme they were meant to implement. What is at the top of the agenda seems to be an unhealthy and uncaring attitude by the lecturers especially towards the authorities which further demotivate them about the NCV programme that they were expected to successfully implement. The situation discussed is related to what could be conceived as a failed recontextualisation process. In this regard I find this situation equally exemplifying Guile's (2011) explanation in Hordern (2014:25) where recontextualisation process becomes a failed exercise: The explanation stands:

It could however also be suggested that the elements of recontextualisation may not necessarily be contiguous in the sense that different elements of recontextualisation process may be enacted by different agents at different times, exacerbating disconnection between the elements, stretching the sequence, and resulting in a form of recontextualisation that is very different from a process that is enacted by the same agent or collection of agents sequentially as a unitary process. It is, of course, also conceivable that recontextualisation can fail to occur, despite the intentions of those involved.

The confirmation of poor communication as expressed in the different articles reviewed cast a dim light on the TVET colleges regarding efforts at managing stakeholder interaction to improve development through collaborative engagement. The article by Gewer (2010) 'Improving quality and expanding the further education and training college system to meet the need for an inclusive growth path' explains that communication in respect of the innovation of the NCV programme has been poor even among the business sectors. This is supported by the article by Makole (2010) that expresses that the NCV programme was designed and approved by the Minister at departmental level without stakeholders' involvement for inputs. Rogers (2010) in Kraak, Paterson and Boka (2016) confirm that the Department of Higher Education and Training (DHET) takes decisions at national and provincial levels without regard for the resident lecturers. In this instance the case of most lecturers seem to require a hearing. Now that the various experts do also express poor communication on the part of the education authorities and the stakeholders, this shortfall seems to gain some veracity.

In the middle of the various sources that allege that the DHET has not been effectively involved in communication and interaction with the stakeholders on the implementation of the NCV programme, I have uncovered some contradictory evidence based on documents provided by the TVET colleges. There is the document: 'Academic Summit: 29-30 September 2016. Feedback by the Divisions' (refer Appendix: M). This is a document that gives information about a conference for designated stakeholders to discuss developments in the TVET colleges' sub-sector with special attention also to the NCV programme. Another document of the South African College Principals Organisation's (SACPO) 'Academic Board Summit: 7-8 August 2014' (Appendix: L). This is a document that typifies a consultative TVET

colleges' stakeholders' summit to discuss service delivery in general and the NCV programme provisioning in particular at national level.

From the Annual Report 2015 for TVET B College there is a record of the workshops held at campus level. Three workshops were held in the year under review on Fundamentals, Business, Engineering and General Utility. This is another evidence of communication and consultations regarding the NCV programme as viewed by management.

However, the lecturers do not regard such workshops as a means of communication in the design and implementation of 'new knowledge' by the authorities.

The notion that relates to lack of communication and interaction on matters affecting the NCV programme provokes the discussion of the position of the Bernstein theory of pedagogic discourse as a theory framework for this study. The discussion of communication and interaction during the conception and implementation of the NCV programme are processes covered in the field of generation and recontextualising fields of the Bernstein theory of pedagogic discourse (Bernstein, 1996, Bourne, 2006 and Jenkins, 2007). In an effort to cultivate a spirit of communication when 'new knowledge' is designed, in an interview between Bernstein and Solomon (1999:266) the following was clarified:

The theory systematically encompasses and connects in one device, different contexts of experience, such as work, family and education, and different levels of regulations; from class relations and the state, through curriculum and pedagogy, down to the level of individual subjects.

The Bernstein's explanation is that it is important for each and every relevant stakeholder to make a contribution to what the 'new knowledge' should comprise of. In that case, the resident lecturers and the business sectors would in most probability want to impact through their inputs in the 'new knowledge' (NCV programme) hence this exercise is filled with conflicts and contestations (Bernstein, 1986, Singh, 2002 and Hordern, 2014).

Regarding the implementation of the NCV programme the Bernstein theory of pedagogic discourse has principles that must also apply. The process of

communication and interaction is a continuous process. During the process of pedagogic recontextualising field there are still conflicts and contestations between the different agencies. It seems this is the area where the resident lecturers would have loved to also receive recognition and make their contribution. Despite the fact that some of the lecturers have declared the NCV programme as a foreign curriculum which does not resonate with the South African context, Bernstein (1986:15) describes this contestation thus:

The dominant principles conveyed by the general regulative discourse reflects position of conflict rather than stable relationship. There are always potential or real sources of conflict, resistance, and inertia among political and administrative agents of the official recontextualising field, among the various agents of pedagogic recontextualising field, between the primary context of the acquires and the principles of and practices of the school. Furthermore, teachers and text book authors may feel unable or reluctant to reproduce the educational transmission codes underlying the official pedagogic discourse.

There is a feeling if not an act of discontent over the workshops that were conducted by the DHET among the resident lecturers. This is a performance to silently inform the authorities that they felt snubbed in the manner in which the NCV programme was conceptualised without their participation (poor communication).

The discontent explained above is better illustrated in Bernstein (Sa:15) that: *Furthermore, teachers and text book authors may feel unable or reluctant to reproduce the educational transmission codes underlying the official pedagogic discourse.*

What is explained above is a direct suggestion that where recontextualisation process has not taken place to the satisfaction of all parties that are stakeholders, the disgruntled parties could frustrate the efforts at implementation of the supposed recontextualised 'new knowledge'. Hence, Bernstein refers to the book writers and lecturers who might be reluctant to provide their full support at the implementation level or context practice stage.

6.2.2 The TVET colleges and admission policy into level 2 NCV programme

The policy prescription that the grade 9 qualification is a minimum requirement for students to register for the level 2 (L2) NCV programme in the TVET colleges has become a cause for concern and criticism amongst the stakeholders to the post-school education and training (Gewe, 2010 and Kraak et al., 2016). The most affected components of the stakeholders are the lecturers and the students themselves. This challenge that is pervasive in the entire TVET sub-sector could likely be a consequence of the poor communication with the affected stakeholders.

These constant challenges experienced in the TVET colleges explained in terms of poor communication amount to a neglect of the implementation of the principles of the Bernstein theory of pedagogic discourse that translates into a lack of the recontextualisation process (Bernstein, 1986, Singh, 2002, Bourne, 2006 and Hordern, 2013).

Lecturers from both TVET A and B colleges expressed disenchantment with the implementation of the admission policy because of specific challenges it poses that affect the sub-sector. Students for their own reasons also voiced a negative inclination towards the admission policy. The negative consequences of this policy is discussed under the sub-themes; NCV programme high-pitched, negative psychological consequences, post-Grade 12 repeat of Learning Areas and poor academic results and the dropout rate.

6.2.2.1 The NCV programme is high-pitched

In the first instance all the lecturers gave the response that the pre-Grade 12 students were a burden in the classroom performance because of their low cognition. Most of the lecturers' responses indicated that the NCV programme was high-pitched for the students who had not passed matriculation. There is a student who also indicated that the NCV programme must be classified as higher than matriculation. Despite the fact that the TVET colleges have arranged extra lessons as an intervention for these poor performing students, the lecturers confirmed that their performance was a 'waste of time and money', 'they are left behind' and 'they are cognitively different'. The lecturers went to an extent of suggesting also that the NCV

programme was more exacting to some of the students who had obtained matriculation. Lec.9a expressed the idea thus:

Usually, the reality is that, those who have grade 9 and 10 the syllabus is too difficult for them, but for those with a passion, the passion can change the attitude of a student, which I can't. They drop out because the syllabus is not what they had expected. The syllabus is very high when compared with the high school, they end up dropping out.

This is a common expression amongst most of the lecturers who feel strongly that there is a cognitive imbalance between the pre-Grade 12 qualification and L2 NCV programme offerings. There is a feeling that the NCV programme should admit the post-Grade 12 students only. There are some of the programmes in the TVET colleges where the admission is reserved preferably for the post-Grade entrants. In the IT programmes in particular, the admission at L2 is said to be selective in view of the supposed poor cognition of students from basic education.

There are two students who are convinced that the NCV programme needed a redesign in view of the fact that most students did not cope with its demands. The data displays are, 'the NCV must not be equal to matric. It must be higher' and 'pre-matric and post-matric cannot do the same programmes'. This Stu.8 proposes that:

Something should be implemented that those who are not having matric should do this, maybe it can be three years. Those with matric do it for two years. Maybe Umalusi combine matric and NCV programme to be something better, because they can be combined. Maybe if you have matric you can start with L4 then L5 and L6.

6.2.2.2 Negative psychological consequences

There is a challenge raised by both the lecturers and the students. This relates to a situation where both the pre-and post-Grade 12 students attend lessons in the same class. Both gave the responses that having the pre-and post-Grade 12 both in the same class retards progress because the pre-Grade 12 students are always left behind. The lecturers confirm that in this circumstance some of the pre-Grade 12 students who are poor performers fail the level or dropout. There is a feeling that both the pre-and post-Grade 12 students experience a negative psychological effect

when they are kept in the same class. The pre-Grade 12 learners feel that they are left behind during lessons because of low cognition. The learners in most cases develop low self-esteem. The post-Grade 12 students have been drawn backward when they found themselves in the same class with the pre-Grade 12 learners. Moreover, they felt that there was a delay in their academic progress. The post-Grade 12 students seem to find they are demeaned when they attend classes with the pre-Grade 12 counterparts. This thinking is expressed by Lec.8b thus:

Somehow, somehow is unfair to that learner, they normally feel a bit inferior and confused, that's why at times our learners deregister the NCV programme, as time goes but they want to deregister and join the NATED.

Lec.10a had a proposal: *In my recommendation and in my ...I would recommend that the DHET review the admission requirements for the NCV programme entry. Grade 9 is too low.*

The Lec.1a who is a Deputy Principal (Academic) seems to be unimpressed by the admission policy into the NCV programme and like the other stakeholders, she feels pre-Grade 12 students are disadvantaged. The proposition is made in an effort to bring to the DHET the understanding that there is need to redesign the NCV programme.

6.2.2.3 Post-Grade 12 repeat of Learning Areas

On the part of the post-Grade 12 students there is a concern specifically that they find themselves in class with the pre-Grade 12 where they do a repetition of some Learning Areas that they passed at matriculation level. The Learning Areas regarded as a repetition are primarily the three fundamental subjects which students, lecturers and some authorities feel they are a waste of time. The argument is that students with Grade 12 certificate shall have already passed these Learning Areas. The students make a suggestion that rather there should be different programmes for the pre-and post-Grade 12 students.

These students emphasise that they are disillusioned because they have been informed by the management that what they propose could only be considered by the national department of education. Students feel they are snubbed by the college because they find themselves at the level of the pre-Grade 12 learners, while they

had already qualified for NQF Level 4 qualification. The students find themselves in an unfortunate experience because they are told that the local TVET colleges may not exercise any authority to change this unfavourable situation. The Stu.4 says:

We had to negotiate this with the HOD ne', but the problem is that we are having some students who did not do these subjects from high school and trying to cover. This is rather a waste of time.

6.2.2.4 Poor academic results and dropout

The lecturers from TVET A and B colleges have indicated that the admission of the pre-and post-Grade 12 students in the same class had negative academic consequences. The expressions are that with the pre-Grade 12's in the same class: 'some students run away', 'pre-Grade 12 students are prone to dropout', 'high failure rate', 'get discouraged' and 'delay progress'. The post-Grade 12 students on the other hand feel snubbed and some deregister the programme.

What is more concerning is the poor level of achievement experienced by the pre-Grade 12 students in the L2 of the NCV programme. There is need to compare the pass and failure rates of the Grade 9 and Grade 12 students. The level of student performance impacts strongly on either retention or dropping out of college. Table 6.1 gives the actual performance of the two groups of students from TVET A College. The table gives an account of the level of dropout and failure rate of the pre-Grade 12 as compared to post-Grade 12 students during the years under review.

Table 6.1 Comparison of Grade 9 and Grade 12 students' performance in L2 NCV programme for 2015, 2016 and 2017 academic years (TVET A College).

	Roll	Absent	Wrote	Pass	Pass%	Fail	Fail%
2015							
Grade 9	155	26	129	17	13%	138	87%
Grade 12	803	102	701	564	80%	239	20%
2016							
Grade 9	94	5	89	11	12%	83	88%
Grade 12	797	33	764	546	71%	251	29%
2017							
Grade 9	89	6	83	20	24%	69	76%
Grade 12	607	15	592	460	78%	147	22%

The comparison provided gives evidence to support the unpleasant experience of the stakeholders regarding what is thought to be a consequence of the admission policy into the L2 NCV programme in the TVET colleges. This table gives an authentic picture of the disparity of performance between the Grade 9 students and Grade 12 students who register for L2 of the NCV programme.

The challenge that is faced by the students and lecturers about the pre-Grade 12 students who register for the L2 NCV programme has been evaluated by the experts in the field of the TVET sub-sector. For example Gewer (2010) and Spaul (2012) note the challenges faced by the TVET colleges regarding the admission policy in terms of the students' poor cognitive performance. Gewer's (2010) Fortright recommendation is that there are challenges with the NCV programme however, it should not be discarded. What is required is to improve on it. Akoojee's (2010) 'Intermediate skills development' in South Africa gives an account of the need to design an appropriate curriculum for skill provisioning in the country, which is an indication that the NCV programme seems to be failing the youth and the economy. Spaul's (2012) elaborate study titled 'Poverty, Privilege: Primary school inequality in South Africa' has made a finding that the students from primary school basic

education in South Africa are not cognitively ready to join the TVET sub-sector. Cosser (2010) study purports that the admission of the Grade 9 students in the L2 of the TVET colleges should be discouraged.

The Human Resources Development Council of South Africa (HRDCSA) (2014d) and the Green Paper for Post-School Education and Training (DHET, 2012a) have also made a finding that the NCV programme is rather more convenient for post-Grade 12 students than for the pre-Grade 12 learners. In their article 'Post-School Education: Broadening Alternative Pathways from School to Work', Branson, Hofmeyr and Papier have made a finding that after formal schooling, almost 51% of the youth in South Africa do not join the TVET colleges sub-sector. It was Adams (2011) in a ground-breaking study on 'Competency and Placement' test for students entering the TVET colleges that further confirmed that most students who register for the NCV programme do not qualify because of low cognition. In the FET Round Table (DHET, 2010) Umalusi the accreditation body has raised concerns about the place of the NCV programme against the different students registered at the TVET colleges.

The arguments and the contribution made by the different stakeholders about the cognitive disparity between the NCV programme and the pre-Grade 12 students could be regarded as a reflection of a situation where major decisions might have been taken in this regard without the necessary communication.

This brings to attention the principle of strong 'classification' and 'framing' in the Bernstein theory of pedagogic discourse. The principle brings into focus the point that a strong classification implies insulation between the agencies of recontextualisation resulting in poor or a lack of communication. A strong framing implies minimal or no communication within the agencies, groups and categories which result in students and teachers restricted from making inputs in the selection, pacing and evaluation of the programmes. This principle explains the actual situation of lack of communication between the recontextualising agencies in the pedagogic discourse (Bourne, 2006, Jenkins, 2007, Hordern, 2014 and Loughland et al., 2014).

6.2.3 The TVET colleges and viability of the NCV programme

The stakeholders give their views on the viability of the NCV programme based on the significance that the programme holds in their domains. The view of the viability

of the NCV programme has received mixed responses as assessed by the different stakeholders. Their views have led to a discussion of the theme under two sub-themes which are: two contradictory views and the NCV programme is good but with conditions attached.

6.2.3.1 The two contradictory views about the NCV programme

Lecturers, (TVET A and B colleges) the partners and the business sectors hold a strong opinion that the NCV programme is not good for the purpose. The data displays: 'too high for students, 'no skills for manufacturing and production', 'need redesigning' and 'more theory than practice'. These comments are dominant. The lecturers as stakeholders resident in the TVET colleges are complaining more about the lack of facilities for skills training. There is a feeling from the lecturers that the NCV programme does not provide students with manufacturing and production skills.

Both the lecturers and the business sectors allege that the NCV programme give learners too much theory without practice. This is a discredit that has been mentioned by most business sectors and they took serious exception to providing WBE to the students who have registered for the NCV programme. There are some lecturers who claim that the NCV programme is not well-defined with the results that it should be taken back to the drawing board. The high failure and dropout rates are discussed as a perennial experience in the NCV programme by the lecturers. These are the responses from lecturers and the business sectors who feel the NCV programme has failed as a viable curriculum in the TVET sub-sector.

There are lecturers also who made a commitment that the NCV programme is good and fit for the purpose. The fact that the NCV programme promises to provide skills to students for employment in the industries bodes well for these lecturers. There is the thinking that the skills that the students gain from the NCV programme do open up opportunities for employment. The Lec.1a's response confirms the positive experience thus:

Errr... I would say with the vocational subjects it is ... it gives the basis for different directions. For me I would say yes, just offering, it opens up opportunities for them. I can say NCV is doing good, exposing them to more different types of lines. I can start by offering overnight, breakfast and can end up in a hotel.

The students also in their majority expressed a positive disposition towards the NCV programme. What is interesting is that students are evaluating the NCV programme on the basis of the successful future prospects it might provide them.

Students who have a positive perception of the NCV programme in terms of the future prospects had initially opted to register with universities. Upon failure to qualify for admission at the universities for various reasons they registered with the TVET colleges. All the students expressed satisfaction with what the TVET colleges were offering to them: Stu.2 says:

I take as the first stage where you still want to go forward ... each and every minute where you want to go ...Yes; I know I am in the right direction. From now on I have the foundation of the IT and then I will go to university. Now I know with the lecturers from TVET ... you are being helped here and there.

Much as the students have expressed satisfaction with NCV programme, they were able to mention some of the areas that raised concerns. The students raised such issues that affected them. They expressed the need for enough practice lessons, extension of the teaching time and improvement on the programmes offered at the TVET colleges.

6.2.3.2 The NCV programme is good but conditionally

There is a third opinion that the NCV programme is good but there are some improvements that should have been made on its design before it was accepted as a viable post-school education and training programme. Lecturers with long serving experience in the field of vocational education at the post-school level seem to be the most disgruntled. These are some of the data that display lecturers' conditional acceptance of the NCV programme; 'good, can benefit the industry, but not trusted by the industry', 'NCV will survive, need for more WBE and practice' and a good programme but lacks resources'. In an interview with the Vice Principal the researcher gained an impression that the NCV programme was good but it had been discredited because of resources inadequately supplied. Lec.10a indicates this shortfall thus:

We just plead with the employer to say put it in your time so that you assist us to train in them the quality you need in them. I think that is the reason some of

them not all of ... in their view they are wasting their time. And more so that we mention that we are still we are still struggling with the practical component. So, they have to do more to show that they are more sharpened.

There are some students who expressed an expectation of a bright future with regard to the NCV programme, while they also mentioned some negative experiences when expected to view the programme from another different angle. Some of the responses that gave conditional acceptance of the NCV programme by the students are: 'need even more WBE, which I never had', 'too much theory and very little practice' and 'farms available but no material'. Stu.8 made an expression that best explained the conditional acceptance of the NCV programme thus ... *maybe they should increase the time for each subject, it is just there and there.*

The experience I had with the stakeholders is that there seemed to be a move to give the NCV programme a sustained lifeline with the thinking that it is 'some confusion in progress', and what was required was to improve on it consistently (Wedekind, 2008, Gewer, 2010 and Kraak et al., 2016).

The fact that the lecturers are able to state and accept the weaknesses in the programmes offered by their colleges open a room for improvement. Lec.10a who states that '*we plead with the employer... still struggling with the practical component*' seems to be a step towards self-correction.

The Green Paper (DHET, 2012) for post-school education and training expresses the fact that the NCV programme is good but seems to miss its target. This is expressed thus:

The NCV was introduced to offer learners who had completed Grade 9 an alternative pathway to intermediate occupations. However, preliminary research suggests that the NCV programme attracts a large proportion of school leavers who have completed Grade 12 ... There are various problems with this (DHET, 2012:22).

This eventuality is also expressed by Gewer in Kraak et al. (2016:33) that:

The second challenge related to the target group. The NCV assumed that the schooling system would have equipped young Grade 9s to exit

the system and cope with the cognitive demands of the curriculum. With the first group of enrolments in 2007, colleges were not discerning in their selection, and of the 26 541 students enrolled at L2 nationally, only 4 490, were still enrolled at L4 in 2009, and 1 194 met the requirements for certification at the end of 2009. Increasingly, colleges became more selective about their entry criteria, and by 2009 53% of the students were found to have achieved a Grade 12 matriculation certificate. Colleges indicated that these matriculants coped better with the demands of the NCV, and by 2011, the NCV examinations results were demonstrating signs of improvement. The views that the NCV programme places the Grade 9 students at a disadvantage still persist.

Marock, Hazell and Akoobhai in their article 'What will it take to turn TVET colleges around?' in Kraak et al. (2016) made a finding of the poor performance of TVET regarding students' performance and certification in the NCV programme. The finding is supported by Gewer (2010) and Makole (2010) who are of the same proposition that the NCV programme still needed to be improved upon to yield the required outcomes.

Paterson et al. in Kraak et al. (2016) in an article 'Perspectives on programmes, projects and policies in the TVET colleges' show how the peer tutoring yielded good results in the field of Mathematics in the NCV programme classes. This was achieved through the JET Education Services' Colleges Improvement Programme (CIP). This is a positive result which requires to be emulated by the rest of the TVET colleges sub-sector in the country. This is an achievement gained through collaborative engagement in a programme designed through collective effort.

At the global level there are sources that make a contribution towards what makes a successful TVET provisioning. Peano, De Bois, Atchoarena and Ursula (2008) and Asayehgn (2009) regard the TVET sub-sector as a source of investment in the country that should live up to the global socio-economic challenges. Furthermore, United Nations Educational, Scientific and Cultural Organisation (UNESCO) in Bonn Declaration of 2004 decided that by 2015 the TVET sub-sector in Africa shall have reached the status of education and training for sustainable development (Asayehgn, 2009). The major finding is that the TVET sub-sector can succeed through the implementation of relevant programmes. Goura (2012) is of the opinion that the

TVET sub-sector can make a significant contribution in the macro and micro industrial development. However, the challenge is that the education and training sector should develop or create relevant programmes. This is the area where the recontextualisation of vocational knowledge should be brought into the education system.

Kwame's (2013) article, 'TVET in Ghana' states that the TVET sub-sector should develop programmes that provide the skills for employability and self-employment. However, this could be achieved if the TVET colleges could provide the curriculum that equips the youth with the science and technology relevant to the needs of the industry. Once again the need for a viable developmental curriculum is at the centre of the TVET colleges' successful provisioning.

The Annual Report 2015 for TVET B College reveals the level of dropout in the three levels of the NCV programme. The statistics of dropout seem not to present an encouraging picture about the viability of the NCV programme.

Table 6.2 Low Certification Rate for L2, L3 and L4 2015 NCV programme in TVET B College

CAMPUS	NQF	Roll	Wrote	Absent	Certificate	None-certificate
CAMPUS.1 POLOKWANE	L2	1550	1300	250	48%	52%
	L3	1281	1163	118	29%	71%
	L4	1025	899	126	22%	78%
TOTAL		3856	3360	496	33%	67%
CAMPUS.2 SENWABARWANA	L2	667	552	115	43%	57%
	L3	385	355	30	35%	65%
	L4	250	219	31	33%	67%
TOTAL		1302	1126	176	37%	63%
CAMPUS.3 SESHEGO	L2	1824	1569	255	17%	83%
	L3	958	872	86	14%	86%
	L4	388	338	50	13%	87%
TOTAL		3170	2779	391	15%	58%
GRAND TOTAL		8328	7265	1063	28%	72%

The South African College Principals Organisation (SACPO) Summit of 2014 and the TVET A College Summit of 2016 documents dealt with the topics that represent the efforts at the improvement of the NCV programme rather than declare it non-implementable or a failure. The topics such as:

'Discussion of the White Paper', 'work integrated learning in the TVET College Sector' and 'Programmes and Qualification Mix', 'Academic Support for students and lecturers', and 'Strategies for Effective Implementation of work integrated learning (WIL) or work- based place experience (WBE)' are discussed. These are topics that are supportive of the lecturers with the view that the NCV programme is supposed to be viable but still has some challenges. This is an effort to improve the viability of NCV programme to offset the outstanding challenge.

The above literature sources are supportive of the need for a viable post-school education and training curriculums or programmes for the socio-economic development of the communities. The sources have also suggested possible interventions to mediate the poor programme provisioning in the post-school education and training institutions to facilitate and enhance socio-economic developments.

6.2.3.3 *Bernstein theory applied*

The level of viability of the NCV programme can be explained through the Bernstein theory in the application of the principle of *framing*. The principle of framing is applied in the area of recontextualisation process where communication becomes a significant factor within the education environment to either develop or implement a relevant curriculum for the community. Framing is facilitated through the *strong* and *weak* values.

.A strong framing will imply a restricted freedom for the teachers and students to bring some inputs and changes in the provisioning of the pedagogic knowledge or curriculum within the classroom by the teachers and the students. While a weak framing implies that there is communication within the agencies or groups resulting in the freedom of students and teachers to involve in communication in the selection, pacing and evaluation of the subject matter (Bernstein, 1986).

It is in this communicative environment that the pedagogic discourse involves the students, lecturers, family, community and industry consequently, the development of a viable curriculum which is sustainable for socio-economic development. This is collaborative engagement that infuses the instructional and symbolic elements into the discourse to create a viable vocational knowledge for the context (Bernstein, 1996, Morais and Neves, 2001 and Robertson, 2003). Bernstein (1996:15) explains this exercise thus:

In this way, the discourse reproduced in school and classrooms is influenced by the relationships which characterise its specific submission contexts. It can also be influenced by relations between school and family and community.

6.2.4 The TVET colleges and the Student Support Service

The Students Support Service (SSS) is one of the most important components to provide essential services to students in the TVET colleges. The SSS has to create an environment conducive for students in the TVET colleges upon registration and throughout their stay at the college. The SSS office and the Marketing Department serve as an important arm of the TVET sub-sector regarding the spreading out of the message of 'Institution of Choice' to the communities. Both the lecturers and the students were participants in giving responses to the questions relating to the activities of the SSS office. Chapter 4 provides data displays of responses of participants in respect of the SSS office effectiveness.

The SSS office has created a positive impression amongst the majority of lecturers and students from both TVET A and B colleges in terms of service delivery. Despite the positive responses noted there are however, some of the negatives that have emerged from other quarters of the participants' communities. The discussion is guided by the following sub-themes: academic support, financial support, career guidance, health and welfare provisioning.

6.2.4.1 Academic support

The SSS office gets positive responses from the TVET A and B colleges' lecturers regarding service delivery in academic support. The lecturers admit that the SSS office arranges academic activities for students who require such support. Academic support is provided in the form of registration, induction, library services, extra

lessons, internet services and curriculum choice support. The response given by Lec.6a goes thus:

The SSS office engage with prospective students, we tip them of the programmes that are offered at the college so that they have a thorough understanding of the programmes that we are offering and so that they have a better choice of the programmes they would like to do. The SSS organises remedial lecturers. The remedial lecturers would then specialise in your maths, English or any other programme which is a risk or killer subject for the college.

The students also in their majority express a positive disposition towards the provision of academic support by the SSS office. They agree with the lecturers that they do receive academic support from the day of registration going forward in their learning activities. Students appreciate the induction process, extra lessons and motivational talks provided by the SSS office. Stu.8 does confirm this as follows:

We communicate and see the SSS every day. We do not see them only at the opening. They are always present. If the students encounter problems they can come to see the SSS office. They help us with registration. Academically, they help us, there are things that they do, and they provide extra lessons and other curricular activities.

In these positive responses there are some lecturers who gave scathing reports about the SSS office. They give an impression they have no knowledge of the existence of the SSS office on their campuses. Responses such as, 'I don't know the SSS', 'does not help' and 'don't know the role of the SSS' have been given by the lecturers. Lec.4b expressed the concern that:

The Triple S for me, it does not help , for me it does not help ... for now we are just swimming in confusion, for instance to say what is the equivalence of grade 12 and L4, are they on the same level? ... I, I, I, don't know such that if the student ask me a question, I, I, I, just say, I don't know.

Despite this negative response from Lec.4b, there is need to appreciate that probably this is a caution that not everything could be perfect in the TVET colleges.

The same idea is expressed by Gewer (2010) about taking notice that not everything should be regarded as perfect in the SSS office service delivery.

There are two lecturers who have expressed a strong negative attitude towards any proposition regarding the provisioning and level of performance of the SSS office in their college. These two lecturers seemed to have been always negative about any form of provisioning within their college. There is another lecturer who alleged that his campus did not receive any service from the SSS office. The reason given was that his campus was situated far from the SSS office, which is almost 45 kilometres far off. In terms of the distance between the two offices it was substantively proven to be true. Besides the lecturers there are students who were able to express some negative experiences about the performance of the SSS office.

Despite some shortfalls, from the Annual Report of 2015 of the TVET B College, two campuses have implemented PLATO (web-based software programme) classes. All campuses provide academic coaching and study skills workshops, academic competitions, literary opportunity programmes and annual college students' award ceremony.

6.2.4.2 Counselling

The counselling office deals with career counselling, advice in welfare and health. The majority of the lecturers were able to express confidence in the counselling service provided in the two TVET colleges. There are lecturers who responded positively to services provided in health care and welfare through psychologists and resident nurses. There are workshops for career guidance run by Limpopo Economic Development Agency (LEDA) and National Youth Development Agency (NYDA)

The students also gave positive responses on the service delivery by the SSS office in the same areas. There are students who confirmed that there were psychologists and nurses that provided wellness services and counselling. Some of them went out of their way to support the SSS office for purposes of providing accommodation. While these students confirm the existence of these services, some openly indicated that they did not utilise them. Students indicated that regarding counselling and wellness consultations, as they were private matters, they could not share this information liberally. This form of response was provided mostly by female students.

From the positive responses about the SSS office service delivery in respect of counselling, there are rare negative responses. The lecturers who gave these responses were also angry as displayed by their body language. Lec.4b says:

It does not help, it should be counselling students, today we are in the world of awareness, the HIV, the sex awareness, and they should be there for that matter, and the bursaries and the staff. To me it does not play much of the role in the holistic development of the child such that when an adult knows how to conduct himself in the streets in the community.

From the documents checked the TVET B College provides student counselling, advising, health and wellness services; HEAIDS peer education programme; HEAIDS health and wellness programmes; campus clinic services. These services are provided on the three campuses of TVET B College. Against the credits bestowed on the SSS office there are some negative responses. What is expressed strongly by the lecturers is that some students do not make use of the services provided by the SSS in this regard.

6.2.4.3 Financial support

The lecturers have spelled out the knowledge that the SSS office takes charge in the awarding of funds for financial support to students. In this regard there is virtually neither a lecturer nor a student who refutes this reality. In fact there are lecturers who indicated that students themselves at times ignore the messages inviting them to receive information on their financial circumstances and other benefits. The lecturers feel the SSS office does its best to give service, but unfortunately students seem not to appreciate or respond positively to these efforts. Lec.4a has made the discovery thus:

Unfortunately, they don't use these facilities. If you go about the campus we have notice boards where we put information for the students. We sent them messages; unfortunately, most of them do not read messages. Even if it comes from NSFAS they don't come, we even have to go to the classes to announce, but we don't get the required responses from them. Why they don't respond, I don't have an answer to that.

The students do also confirm that they ignore some of the important messages that are sent for their urgent attention especially by the SSS office. This is the area of negligence that sometimes frustrates the SSS Office in the effort to provide the services as expected. It is ill-advised for some students to make admissions that they deliberately decide not to utilise the services provided by the college, most probably out of self-pride.

From the documents in the year under review the baseline for the total amount for bursaries was R62 785 049 for 3 779 students. The target for the year was R51 221 970 for 3 940 students. The number of students awarded bursaries was 4 002 with the amount of R57 991 989, and there were 550 unsuccessful students. There was an additional funding received from the DHET to make good for the shortfall.

6.2.4.4 The general impression

From the responses of the different components selected to give responses regarding the SSS office service delivery in the two TVET colleges, the impression gathered is that there was that some measure of success that had been achieved. However, this may not disregard the fact that there are few but significant negative responses from some of the lecturers and student participants. This is in line with Gewer's (2010:20) observation when he asserts that:

Similarly, there is limited knowledge on the effectiveness of learner support services within colleges. Data from a survey of NCV learners in 2009 suggests that there are limited learner support services available and where there are services they are not being utilised by the students.

Any effectiveness of the learner support services requires a framework of what constitutes best practice in college learner support. The Department of Education produced a framework for learner support in 2007, but this framework was not based on analysis of the weaknesses in the system and the capacity of the colleges to deliver. Therefore, the development of a framework for learner support combined with the analysis of what the support needs of learners are and what capacity is needed to address these needs, should precede any learner support planning.

My understanding of the present SSS service delivery may not be regarded as standard provisioning especially when evaluated against Gewer's (2010) caution that there is no criterion or framework to measure efficiency in performance.

The Bernstein et al. (1999) principle of elaborated and restricted language codes has a relevance to the experience that students are ignorant of the services provided by the SSS office. This situation has strong communication overtones.

In my effort to find out why students do not promptly respond to the various communication media on matters relevant to their stay at the college the lecturer said, *'I don't have the reason why'*.

From the Bernstein (1971) theory the principle of elaborated code (middle class language) and restricted code (working class language) applies. For clarification, Bernstein asserts that students from working class communities speak restricted language code while those from middle class families speak elaborated language code. Restricted code refers to the language which symbolises a communally based syntax confined to a particular group of people. This restricted code is a creation of a particular social relationship, consciousness, identification and means of communication. The elaborated code is a language which is utilised by the students from the middle class community. The language is extensive and universal in use. The students from the middle class are regarded as highly sensitive, responsive and communicative.

The TVET colleges are institutions that provide admission to the majority of students from working class communities. These students are products of communities with own peculiar material conditions (values, social organisation, forms of control, pedagogy, skills and sensitivities). From the basis of the restricted environment these students could fall foul to poor responsiveness to most development that requires their attention in the TVET college environment that utilises the elaborated code. The restricted code may hamper students to become sensitive to the various other means of communication and socio-economic development (Bernstein, 1971). From the Bernstein theory these students may not be conscious to certain messages distributed through an elaborated code. This might be a situation which causes a

breakdown in communication between the TVET colleges' authorities and the working class students.

6.2.5 The TVET colleges and the stakeholders' collaboration

In this theme the researcher explores the relationships that exist between the TVET colleges and the stakeholders in an effort to enhance collaborative participation in the socio-economic development in the country. The discussion shall primarily inform on the alignment that exists between the colleges provisioning and the workplace needs. In this study it is opted to categorise the stakeholders to the TVET colleges into 'partners' and the 'business sector'. The partners are those organisations that are regarded as non-profit making such as government institutions, parastatals, unions and agencies. The business sector includes all for profit-making enterprises.

The significance of college-workplace relationship is determined by the nature and spirit within which the relation should exist. However, the overriding factor that enhances such a relation is mutual benefit in the partnership (Symposium report, 2006). In my endeavour to establish the relationships that exist between the TVET colleges, business sectors and partners, there have been responses that vary depending on the benefit each component would want to derive from the collaboration.

The TVET A and B colleges' lecturers expressed a strong need to establish and sustain the relationship with the relevant stakeholders for a developmental reason. In their responses they expressed a wish for a cordial working relationship with the workplace significantly to find a place for their students and lecturers for workplace-based exposure/experience (WBE) and to facilitate alignment of the skills provisioning to students. The relationship between the TVET colleges and stakeholders is discussed under the sub-themes: the TVET colleges and the partners and the TVET colleges and the business sectors

.6.2.5.1 The TVET colleges and partners

The lecturers indicated that there existed a healthy relation with the partners in almost all manner of interaction. This is a general feeling amongst lecturers in the TVET A and B colleges. Lec.1b had this to say:

Err ...there is WBE. They like 2 weeks ago they asked 25 learners at the Department of Education. Some had to go to Vhenda. They had to start last week Wednesday. I don't see this as a problem. We sent some 10 students to the Department of Education in Ladanna. They designed a programme and they are using it and they were very impressed with our students.

From the side of the partners there is a confirmation that there is a healthy relationship with the TVET colleges' sub-sector. Despite some shortfalls among the students from the TVET colleges regarding alignment, the partners have expressed support for the TVET colleges. In most cases the partners have appreciated the theory that the students acquired at the TVET colleges. The partners regard themselves as having to carry the responsibility in assisting the students to obtain further practice skills. From some partners the following are expressions of cooperation with the TVET colleges. Pt.2 said that:

We, as ... we...we...support learnerships and a number of programmes. Learnership is a mode of delivery. Students are to spend 70% in the workplace and 30% in the classroom. The TVETs are one among the number of stakeholders we support.

Added to the above expression of support there is documentation from the Health and Welfare Sector Education and Training Authority (HW SETA) that indicates the strength of the relationship existing with the TVET colleges' sub-sector. There is indeed a constitutional mandate that encourages the relationship. This is expressed thus:

As an entity of the Department of Education and Training (DHET) it (HW SETA) derives its mandate from the Constitution of the Republic of South Africa specifically Section 29 read with schedule 4, which lists education at all levels, including tertiary education as a functional area of concurrent national and provisional legislative competence (HW SETA 2015/2016:10).

The Education, Training and Development Practices (ETDP) SETA in its Part B: Performance Information (Annual Report 2015/16) also expresses a confirmation of a commitment to a relationship with the TVET colleges:

Programme 2. Strategic objectives. Quality teaching and learning in schools, TVET colleges and Higher Education Institutes (HEI). TVET lecturers and management are trained to get appropriate competencies in order to improve students' performance. In this instance 189 lecturers were trained which is 63% achievement in the year under review (ETDP SETA, 2015/16:24-25).

The support that the TVET colleges receive from partners is even more visible where the SETAs have established offices in the campuses of the TVET colleges. This is an arrangement that facilitates collaboration between the SETAs and the TVET colleges regarding provision of related programmes. This is an arrangement which I have observed in the TVET A and B colleges.

6.2.5.2 The TVET colleges and the business sectors

The lecturers from both the TVET A and B colleges do indicate that there is a frosty relationship with some of the business sectors. Several reasons are spelled out by the lecturers why there was a lax relation with some business sectors. What the lecturers have regarded as a major reason is a lack of alignment between what the colleges provide to students in class and what the workplace requires. This is also the reason provided by the business sectors that students from the TVET colleges do not possess the practical skills required by the workplace. This shortfall is surprisingly not a major consideration with the partners.

Papier, Needham, Prinsloo and McBride in Kraak et al. (2016:90) have the following to say regarding the business lack of trust in the TVET colleges provisioning:

Regarding practical skills, companies were concerned that the NCV does not provide students with sufficient practice, and one large company in particular mentioned that students frequently fail internal tests set by the employer as part of the employment interview. Similarly concerns were raised about who had NATED theoretical qualification, although it was noted that some of these students had acquired workshop hand-tool skills as part of their college training.

The lecturers from TVET A and B colleges do accept that the business sectors have a good case about a lack of alignment in respect of what the colleges offer and workplace requirements. The lecturers on their own express a feeling that the TVET colleges lack the initiative to approach the business sectors for communication involving the alignment between the two institutions pursuing the same goal. For the lecturers to accept that this shortfall is created by the TVET colleges themselves seems to be a sincere self-correction. Lec.4b makes an admission this way:

The companies say, no, no, no, under which basis do we employ this particular student, because we don't even know the curriculum which he has covered in the TVET College.

It should be common knowledge that the business sectors are not all uncompromising about the fact that students from the TVET colleges lack practice skills. Indeed there are those who acknowledge this shortfall but are appreciative of the theory that the students do learn at the colleges and are satisfied to provide them with some practice experience. This positive attitude is also confirmed by the lecturers themselves. Lec.1a confirming the positive attitude exhibited by some of the business sectors states that:

Previously, when I was teaching this, I had a lot of contacts because they were always prepared to take our students. Fortunately, I know some of the lecturers have contacts with ... (business) and some of those places. People in the work environment are prepared to help us. And on a regular basis contact them to find out whether these students are competent.

The Lec.1a is in support of the ideas put forward that the business sectors are not necessarily all displaying a negative attitude towards the TVET colleges. The lecturer gives a personal experience of the good relation that she has brokered with the business sectors. Appendix: N does confirm such relations do exist.

While the lecturers are self-corrective regarding the poor relationship existing with the business sectors, they also complain that in certain instances the business sectors are also to blame. The lecturers have complained that some business sectors do not engage with the TVET colleges because of an attitude of apathy.

Some business sectors are said to have demanded undue financial and other benefits before they could relate with the TVET colleges. These demands were experienced by some of the lecturers when negotiating for the WBE from the business sectors. Lec.2a has this story to convey:

Err ... err ... err ... one of the days I was supposed to go for the WBE. I went to this guy who is fixing the decoders. When I got there he said he does not have anything to do with us because we are taking his customers. I said we are here to learn how to fix things. He said no. Then I went to the other one in ... where they fit the televisions. Err ... I formed a relationship with the guy for a week. I even asked that guy the permission to take our students there. The guy agreed but when I made a follow up he said what are you going to give me for training your students. I said man it was only a period of exposure. He said no, I want money.

The business sectors on their part do express a lack of college-workplace alignment caused by poor communication on the part of the TVET colleges. Consequently, the business sectors have developed a lack of trust in the TVET colleges' skills training capacity. Some of the business sectors that are willing to relate with TVET colleges have come out strongly against the lecturers' non-communication position. This is the allegation that the lecturers themselves humbly accept. Bus.1 emphasised poor communication on the part of the colleges. Bus.1 who is a manager in a retail shop complains that:

What I have discovered is that they know the theory more without practical experience, They sent us students from the FET but our local office does not have any connection with the FET. They never come and we never tried.

This business sector manager is concerned about the lack of communication from the TVET colleges and also the lack of practice skills among the students. What was encouraging was the welcoming attitude towards the students and very appreciative of the theory that they have learned at college. The researcher's experience during observation was to appreciate the warmth with which this business enterprise accepts the students from TVET colleges.

It is known by experts that there are some barriers that have been created or exist between the TVET colleges and the stakeholders especially the business sectors. In this instance Ncgwango and Balwanz (2014) and Ncgwango and Lolwana (2014) advocated for the removal of barriers between colleges and labour market. Boka and Reddi (2014) are appreciative of the artisan training project taking place through the JET Education initiatives.

The documents from both the TVET A and TVET B colleges have proven that management had forged some relationships with stakeholders through different modes of agreements for work integrated learning (WIL) and WBE for both lecturers and the students. From TVET B it is documented that the college has established partnerships with local business sectors, local municipalities, SETAs, the industries and government departments. The partnerships involve governance, health, business enterprises, funding and skills training, among others.

The TVET A College Annual Performance Plan 2016 has documented partnerships entered into with numerous big institutions such as government departments, mining industries, local government, SETAs in their different sectors, universities, business industries and agencies, among others.

The Bernstein theory of pedagogic discourse seems to find its more rightful place in the theme that articulates either communication or collaboration between the TVET colleges and the stakeholders. The recontextualisation process has to do with the need for communication with the relevant stakeholders when 'new knowledge' is designed. The TVET colleges are institutions that require the support of the stakeholders to facilitate success in education and training provisioning. Therefore, curriculum implementation can only be a successful experience if there is regular communication with the business sectors and partners. This is an important requirement in the Bernstein theory of pedagogic discourse (Bernstein, 1996, Singh, 2002, Bourne, 2006 and Loughland et al, 2014).

6.2.6 The TVET colleges and students' exposure to practice lessons

One of the cardinal requirements for successful implementation of the NCV programme is the provision of 60% theory and 40% practice to students. This is a major requirement that brings a difference between the NCV programme and the

National Senior Certificate (NSC) curriculum (Akoojee, 2007, DHET, 2012 and DHET, 2013). It is in the interest of this study to determine whether TVET colleges have recontextualised this important requirement.

Responses from the lecturers and the students reveal factors that either constrain or facilitate compliance with the requirements for the provision of practice lessons in the NCV programme in the TVET colleges. Papier, Needham, Prinsloo and McBride in Kraak et al (2016) and Alenzark, Karmel and Ong (2006) propose the need for relevant practice lessons at TVET colleges for college-workplace alignment. The theme is discussed under the sub-themes: lack of infrastructure in the colleges, lecturers' poor performance and management related factors.

6.2.6.1 Lack of infrastructure in the colleges

The infrastructure challenge in the TVET colleges is expressed by the majority of the lecturers from TVET A and B colleges. The infrastructure in this study includes also the equipment that is required for provision of the practice lessons. The lecturers and the students have confirmed that their TVET colleges are failing to comply with the 60% practice and 40% theory as prescribed for the NCV programme. The data display on this theme in Chapter 4 indicates, 'some practical facilities out of use', 'no centres', lack of centres for practice work' and 'centres are a challenge'.

The lecturers offering Engineering programmes allege that the equipment required for practice lessons are said to be too expensive for the budget of the TVET colleges. The lecturers have also indicated that there are some workshops available on campus, without equipment and the machines found in the workshops are obsolete or non-functional. The complaints that are made vocal by the workplace are that students from the TVET colleges are unable to perform practice work, let alone show a display of perfection seem to hold truth. Lec.4b on the state of the workshops says:

Remember I told you about the workshops ... if it was possible now I would take you to one of the workshops, and when you get into one of the workshops you will find no machines. If there are machines, they are out-dated. So, what type of training can you give?

The students have also made their voice heard regarding the provision of practice lessons. They also indicated that very little is done regarding the provision of practice lessons in their programmes because of inadequate infrastructure. Students offering Finance, Economics and Accounting complain of the availability of very few laboratories to offer practice lessons. Those registered for Life Orientation complain of very few computer laboratories for the convenient use by the students. The Primary Agriculture students state that the TVET colleges have made land available but without the necessary equipment.

Given the strategic goal for the year 2015 the TVET B College section for Infrastructure Development and Maintenance released an extremely negative report on the provision and maintenance of the necessary infrastructure. The report states that budgetary constraints are the cause for failure to provide enough practice lessons and applications for funding submitted to the DHET. The need for the TVET colleges to engage in a strong collaborative development with the stakeholders might be helpful in this circumstance.

The need for relevant tools in the provision of practice lessons is stated by Meyer (2012) and Vollenhoven (2016) in their separate articles where they advise that the present workplace is highly developed. Therefore, for students to qualify to perform in these workshops they must have gone through the modern technical and technological training at TVET colleges. This assertion is supported by Wedekind (2009) Dasmanic (2012) and Allois (2012) who state that college workplace poor alignment is caused by provision of a wrong curriculum and lack of modern tools. The need for relevant tools in the provisioning of practice lessons is support by Papier (2017) in an article 'Improving college to work transition through enhanced training for employment', who advocates for the importance of providing specialised training to students of engineering to find acceptance in the workplace. Gamble (2006) in Powell (2011) emphasises the need for practice lessons in vocational education for students to acquire the necessary workplace skills.

6.2.6.2 Lecturer poor performance

The cause for lack of practice lessons in the TVET colleges may not be only a matter of poor or lack of infrastructure. The lecturers and the students from both TVET A

and B colleges alleged that poor performance on the part of the lecturers contributed to a lack of practice lessons in the TVET colleges

The lecturers gave responses that aimed at some form of self-correction in the case of lack of enough or no practice lessons during the NCV programme classes. Some lecturers assert that students registered for NCV programmes get confused about the use of basic equipment when they get to the field. Instruments such as tripod and measuring spirit become a shock when exposed to students in the workplace. This level of ignorance is attributable to poor performance on the part of the lecturers.

Added to the above irregularities is a complaint from a Head of Department that some lecturers concentrate on theory and discover very late in the year that either nothing or very little has been covered in the practice lessons. This is another form of lecturer poor performance. Lec.1a blames lecturers that:

It is because of the time limit that we have theory. They try to push theory work. It frustrates the students because they want to do practical work They get frustrated; they just do theory and then the lecturer from after July, now that we are having ISET, maybe by that time they have not done any practicals.

Students do have an issue with the lecturers who are unable to provide practice lessons as expected. The students in their own domain view a lack of practice lessons as attributable to the lecturers vested with theoretical knowledge without workplace experience. Other students view the anomaly as caused by poor planning on the part of the lecturers. At any rate, these are some of the challenges faced by the TVET colleges in respect of failure to provide practice lessons in the NCV programmes at college. The JET Education Services (2015) in the research project conducted in selected TVET colleges confirmed that some of the lecturers fail to give practice lessons because of lack of experience in workplace skills.

The shortage of qualified human resources to monitor the staff performance is another cause of poor provisioning of practice lessons. The shortage of qualified human resource can be attributable to a lack of personnel to perform monitoring and evaluation functions. The Annual Report (2015:89) of the TVET B College states that the challenges regarding monitoring and evaluation of teaching and learning is justification for lack of qualified human resource officials.

The allegation is that there are no appointments of competent lecturers into middle management positions to perform the duties in the curriculum management. However, lately applications to appoint such lecturers into these positions have been submitted to the DHET and the college is waiting for the response. It is in the spirit of recontextualisation of vocational knowledge that these challenges can be identified.

6.2.6.3 Management related factors

Both lecturers and the students expressed concerns about poor provision of practice lessons resulting from a lapse in management capacity. Notable factors are time tabling, procurement process and students overload in workshops.

Time table: The TVET colleges' lecturers and students complain that the time table that is utilised resembles the basic education model. The lecturers state that the present time table does not provide enough space for practice lessons. In pursuant of the utilisation of a time table that does not fit into the TVET college curriculum the participants blame it on management. This brought into consideration a strong view why the TVET colleges sub-sector did not have some autonomy in organising some of their activities.

The management alleges that the time table is a technical nightmare much as it has some labour relations challenges. The management asserts that in an attempt to stretch the time frames to allow for enough time for practice lessons, the lecturers in response bring in the Education Labour Relations Council prescript that limits the educators to seven hours of actual work. This is a situation that requires labour relations resolution since it interferes with the major activity that the lecturers and students are supposed to undertake in the TVET colleges when offering the NCV programme. The article of Garraway, Brokhorst and Wickham (2015) has emphasised the importance of practical skills acquisition for students to achieve alignment with the workplace needs.

The students also have their concerns about failure by the TVET colleges to provide practice lessons because of factors that require management attention. There is a feeling that the colleges should make time after 15h00 for more practice work. This could even involve students finding the workplace where they can engage in some practice work after regulated time. Students in the Marketing Department suggest

that the college should arrange for them to do marketing at the neighbouring schools for practice purposes. This could serve as a way of enhancing the numerical strength of the practice lessons done in the period under review. The idea behind this suggestion is that management should take up this matter seriously as they are deprived of the opportunities to engage in the much needed exercise or activity that forms part of a major requirement to be achieved to qualify for certification in the post-school education and training curriculum.

Students overload: There seems to be irregular high enrolments of students in the various programmes that become a frustration in the effort to offer prescribed practice lessons in the NCV programme. The lecturer explains that going for a practice lesson entails a particular number of students for a session. Engaging a big number of students for a lesson becomes counter-productive and a violation of the safety rules where dangerous machines are operated. So, engaging 40 students in a session would be regarded as students' overload. This results in an unproductive lesson with students having achieved either very little or nothing worthwhile.

Delays or failure to procure the necessary equipment: The lecturers do complain about the poor process that they experience in regard to securing equipment or items required to perform practice lessons in the TVET colleges. There is a complaint that the requisitions are not properly honoured by the supply chain office. There is a complaint that it takes too long for the procurement office to deliver on requisitioning, while there is also refusal to honour requisitions for lack of finances. This is the area of management that is also concerning to most lecturers from TVET A and B colleges.

In responding to the lecturers' allegations, the procurement offices in TVET A and B colleges attributed delays in the processing of requisitions to some lecturers failure to comply with the required formalities for forwarding documentation for purchases. The TVET B College procurement office report stated that:

Incomplete requisitions in terms of budget and college stamp. End -users to be advised to complete requisitions in full (Annual Report, 2015:75).

It could be assumed that this procurement challenge is an item that could have been identified in a recontextualising field of the Bernstein theory of pedagogic discourse (Bernstein, [Sa], Bourne, 2006 and Loughland et al., 2014).

Despite the negative responses from some of the participants there are lecturers who express a positive outlook on provision of practice lessons for the NCV programme in the TVET colleges. These are the lecturers and students registered in the NCV programmes accommodated in standard infrastructure with the relevant equipment. This is a situation envisaged for all NCV programmes in the TVET colleges.

What is positive is that the lecturers were able to express how prompt procurement process and practice lessons take place. The lecturers pride themselves in how they developed plans which they follow accordingly. This assertion is supported by a student. Lec.9a's confirmation reads:

For the NCV we have the practicals in class first before they go for school holidays. We teach the practicals, every week, we block for each group. We block for 4 hours to do practice on what they have done in the module. It is possible you can do that every week. It depends on how you run finances.

For the students who are registered in these rather standard-equipped departments, one was echoing the lecturers on the excitement of good work done. The other student was however, critical about the practice lessons provided in the programme and was forthright in expressing disenchantment. At any rate this was an exceptional discovery in the provision of the practice lessons for the NCV programmes in the TVET colleges. The researcher's observation was that all the infrastructure and equipment available for these NCV programmes were in good standing. The Lec.9a had the following to say:

For the NCV we have the practicals in class first before they can leave for school holidays. We teach the practicals, every week, we block the each group. We block for 4 hours to do practice on what they have done in the module. It is possible you can do that every week. It depends on how you run finances. I once attended a meeting with these other colleges. They don't want to stick to the policy. Lecturers do not do, I struggle that they should do that.

From the literature review Powell and McGrath's (2014) article on 'Advancing Life Project', discuss the perspectives of students on why they attend the TVET colleges to study for the NCV programme. In their discussion the students' acquisition of

practice skills for employability is given priority among other reasons such as, citizenship participation and contribution in the socio-economic development of communities. This is the level of thinking that coheres with the recontextualisation process as preached by Bernstein theory of pedagogic discourse (Bernstein, 1996, Hordern, 2014).

At a global level Billet (2002), Lamb and Vickers (2006) and Virtanen, Tynjala and Atelapelto (2012) contemplate on determining factors which influence college and workplace alignment and identification of education knowledge that align with workplace practices. According to Bello, Danjuma and Aduma (2007), Stone III (2012) and Green (2012), the TVET colleges' successful provisioning is mediated by offering programmes that are aligned with the industry needs.

From the responses expressed by the stakeholders and the literature review, it becomes evident that there are challenges in the provisioning of progressive education and training in the TVET colleges which must align with the workplace in terms of practice skills. However, it also becomes important to note that there are some challenges derived from human error in the innovation of the post-school education and training provisioning. The compliance with the principle of recontextualisation of vocational knowledge as expressed by Hordern (2014) could assist in circumventing these somewhat impending challenges. The communication and interaction that goes into the Bernstein theory of pedagogic discourse could serve as a necessary application.

6.2.7 The TVET colleges and entrepreneurial skilling

The South African youth is caught up in an unenviable space of poor socio-economic environment of high unemployment and poverty which require intervention. In this situation the government through Skills Development Strategy 111 (South Africa, 2011) is making efforts to propel the TVET sub-sector to live up to the demands of the country's socio-economic expectations, that is, the achievement of the Vision for 2030 objectives. It is important to find out from the lecturers, students and partners the extent to which TVET colleges recontextualise to advance the objective of reducing unemployment, poverty and inequality through developing

entrepreneurs (South Africa, 2011). The theme is discussed under the sub-themes: moral support, intellectual support, practical support and constraining factors.

6.2.7.1 Moral support

In both TVET A and B colleges' lecturers are fully supportive of assisting the students to become entrepreneurs. The most support comes in the form of information sharing. The lecturers do encourage, advice, tell, motivate and discuss this important concept as a major need with the students.

This is the level of support which each and every lecturer has claimed to be providing to the youth at the two colleges.

Besides the lecturers the partners are also playing a role in providing moral support to students to focus on the concept: entrepreneurship. There are partners that encourage that the TVET colleges should provide the NCV programmes that are designed specifically for entrepreneurship skilling. Most important is that the partners claim to be supporting the government policy on training the youth to become entrepreneurs.

The students claim that they are self-motivated towards becoming entrepreneurs. They confirm that they are advised and encouraged by their lecturers, parents and friends to become entrepreneurs. What is significant is that these students understand the plight of the present socio-economic situation of a scarcity of employment opportunities in the country, while they also claim to have developed self-motivation.

There is a positive spirit that reigns among the participants regarding providing moral support to the students in respect of developing entrepreneurs. It is also in the interest of the national policy that the students themselves should indeed become self-motivated.

6.2.7.2 Intellectual support

The intellectual support refers to the higher level of providing assistance to the youth in the form of formal classroom lessons or through workshops presentations. There are lecturers and the partners who do provide intellectual support to the students as an effort to facilitate entrepreneurial skilling. The lecturers provide subjects in the

NCV programmes that relate to entrepreneurial skilling. The IT and Finance Economics and Accounting (FEA) programmes provide New Venture Creation and Project Management as aspects of entrepreneurial skilling. The Limpopo Economic Development Agency (LEDA) and the National Youth Development Agency (NYDA) officials also confirm that they offer support through organising workshops for the TVET colleges' students.

The Education, Training and Development Practices (ETDP) (SETA) in partnership with the TVET colleges conducted research on the need for a Five Year Plan for the development of entrepreneurs. The plan has been approved by the DHET for implementation. This initiative is documented in the ETDP (SETA) 2015/16 Annual Report. Biseruka's (2010) article focuses on the TVET colleges as a sub-sector better placed to develop interventions to unemployment through the training of the youth for self-employment. On the other hand Fayolle (2007) issued a source book on new approaches to entrepreneurial education. The book gives invaluable strategies to explore and exploit business opportunities for new entrepreneurs.

There is a proposal by the lecturers that the TVET colleges should provide special subjects on entrepreneurial skilling. This proposition is strongly supported by HRDCSA (2012) in the Report of The Technical Task Team on Entrepreneurs. The intention is that the subject entrepreneurship should be taught at a more focused level. In another report the HRDCSA (2014c) 'The Task Team for Entrepreneurship: Pathway Discussion Paper 2013' a proposal is submitted for government funding of entrepreneurship training of the youth. The proposal that has been handed to the DHET by the ETDP for approval for a need to close the skills gap through a Five Year Plan resonates well with the HRDCSA initiative (Annual Report 2015/16:22). The strategic objective is put thus:

Research identifies the skill gap or mismatches of skills in the ETD sector for purpose of employability, occupational mobility and entrepreneurship. The planned target 2015/16-2019/20 is submitted to DHET for approval

6.2.7.3 Practical support

Both the lecturers and partners allege to have taken the initiative to develop entrepreneurs to another level, that of giving practical support to the youth for entrepreneurial skilling. This is the area where these officials help the youth to engage in bringing the concept of entrepreneurship to a practical level.

The lecturers and the partners claim to provide assistance to students on how to develop business plans as individuals and also at cooperative level. The students are also assisted in how to apply for funding as individuals and as a group. These are the efforts that the lecturers indicate are made to help students to engage in entrepreneurial spirit.

The Students who offer Primary Agriculture are assisted in how to apply for land and funds to purchase equipment. Students are made to understand how to engage with relevant institutions that provide for requirement related to farming. These involve the Department of Agriculture and the Department of Land Affairs. These are activities alleged to be performed by the SSS office, LEDA and the NYDA specifically to instil in the students the ideas of engaging in the practical activities towards entrepreneurship. These institutions have declared that not much has been achieved in their effort to bring about a substantial change in the field of entrepreneurial development.

6.2.7.4 Constraining factors

Despite the efforts made by the different components to assist students to develop into entrepreneurs, there are some constraining factors to achieve this goal. Both the lecturers and students have identified some of the factors that stood as barriers to achieve this objective.

Students' failure to sustain cooperatives: The lecturers have noted that the students either on their own volition or due to factors beyond control fail to establish cooperatives even when assisted by the college. What is noted is that the students are unable to manage their own projects in the absence of the lecturer. Therefore, in the case where the lecturer is not on site to monitor them, they abandon accountability and responsibility to care for their project. Furthermore, when they

complete their study they do not stay united as a cooperative instead they each go their separate ways.

Lack of resources: The lecturers have established that inadequate resources for use in the entrepreneurial skilling is also a cause for failure in the training of youth as successful entrepreneurs. The challenge goes as far as finding the qualified human resource to teach the students in entrepreneurship.

Need for entrepreneurship committees: The lecturers feel there is need to establish committees that would focus on the entrepreneurial training within the colleges as well as track and trace after completion of the programme. The ineffectiveness of career guidance in our education system seems to make itself felt through failure to produce successful entrepreneurs. Lec.5b says:

... is that most of the subjects don't start with them, they don't do them at the primary level. In fact at primary level they should do something like Marketing and Communication and grow with them. If we don't introduce them, and conscientise them as early as Sub. A and B, Grades 5 and 6 and so on. Maybe, they could just introduce Marketing. They may not be tested at the end of the year. And people going there about the career, maybe schools in town and so on.

The need to develop entrepreneurs as a response to the objectives cherished by the NDP in South Africa and the United Nations Agenda 2030 is being given popular moral support and acceptance by the stakeholders to the TVET colleges' sub-sector. However, there are serious challenges to the achievement of these objectives because of structural constraints. The TVET colleges are growing the students' enrolments disproportionate to the resources available to cater for big numbers for example, from 25.43% in 2011 to 40.88% in 2012 is an overweight to achieve the needed entrepreneurial success (NORRAG, 2016). To this end the recontextualisation process should have taken place in the TVET sub-sector prior to its implementation to avoid some of these structural constraints to entrepreneurial skilling.

Dasmanic (2011) and Woldesadik (2012) indicate that poor policy implementation, lack of information about entrepreneurship and lack of support for the youth are causes of failure to develop entrepreneurs.

In his book Rautenbach (2017) makes a comparative study of five African countries regarding their capacities to develop entrepreneurs. South Africa is one of the countries included. From the Global Entrepreneurship Monitor 2016/2017 Global Report. South Africa is compared with the four other African States (Burkina Faso, Cameroon, Egypt and Morocco) in this regard. In the two tables presented, one could discover the different levels of achievement among the five countries regarding entrepreneurial development. Of the five countries South Africa obtained the lowest rating. The figures are self-explanatory in the tables below.

Table 6.3: The five countries' comparison of entrepreneurial intentions

Country	Entrepreneurial intentions (%)
Burkina Faso	63.7
Cameroon	34.4
Egypt	63.8
Morocco	36.2
South Africa	10.1

Source: Global Entrepreneurship Monitor (GEM) 2016/2017 Global Report through Rautenbach, F. 2017. South Africa can Work. Cape Town: Penguin Books.

Furthermore, the GEM Report gives figures that present the information on the level at which South Africans are able to establish new businesses. The table gives a comparison of the same African countries sampled in Table 6.3.

Table 6.4: The five countries' comparison on ownership of new businesses

Country	New business ownership (%)
Burkina Faso	13.5
Cameroon	10.9
Egypt	6.6
Morocco	4.3
South Africa	3.3
Average: South Africa excluded	8.8

Source: Global Entrepreneurship Monitor 2016/2017 Global Report, through Rautenbach, F. 2017. South Africa can Work. Cape Town: Penguin Book.

These results seem to present some evidence that South Africa needs to do more in an effort to develop and create entrepreneurial spirit among the youth.

The proposition is in line with the recontextualisation process where the official pedagogic discourse must give the lead in the discourse relating to the need for entrepreneurial development as a policy initiative in the TVET colleges.

6.2.8 The TVET colleges and management capacity

The management capacity of the TVET colleges has been contentious since the inception of the TVET colleges' sub-sector. Gewer (2005) in his 'Unfinished Business' already made a statement that clarified the need for qualified managers in the transformation of post-school education and training system. Lack of management capacity has caused both structural and pedagogic developments in the TVET colleges in South Africa (Kraak et al., 2016). The discussion of this theme is based on the sub-themes: procurement processes; policy implementation; planning and political influence in the TVET colleges.

6.2.8.1 *Procurement process*

In respect of the procurement process the lecturers are the most expressive regarding the management incapacity. The procurement office is also a source for facilitation of effective service delivery in the organisation. There are lecturers who claim poor procurement process. The data displays provided are: 'poor procurement processes' and 'procurement process delays and disruptive programmes'.

The procurement issue has serious implications with regard to the smooth functioning of the TVET colleges precisely in the provisioning of NCV programme. Already it is mentioned that late responses to requisitions is blamed for failure to give practice lessons in several instances. The experience by some lecturers that their departments are doing well in procurement process is a fraction of the positive expectations.

There are some lecturers in other departments who are satisfied with the procurement service provided at their TVET Colleges. Some officials put the blame on the lecturers. An HOD asserts that some lecturers do not plan their supposed

purchases. They want to conduct purchases without following the stipulated procedures. In an attempt to explain this anomaly she states that:

It is possible you can do that every week (purchases). It depends on how you run finances. I once attended a meeting with these other colleges. They don't want to stick to the policy. Lecturers do not. I struggle that they should do that.

From the Procurement Office the records regarding procurement delays state that there is no feedback from the end -users. Further irregularities that translate into delays in procurements are: budget and specification committee not being active; electronic database not in place; incomplete requisitions in terms of budget and college stamp and officers not trained on contract management and administration (TVET B College Annual Report, 2015).

6.2.8.2 Policy implementation effort

Several lecturers gave explicit accounts of poor policy implementation efforts in the TVET colleges. The lecturers' responses in the data displays are: 'impractical implementation', 'lack of implementation', 'no policy implementation', 'at times poor implementation' and 'decision making is poor and misleading' .

The lecturers complain about the protocol where students receive vital information which is not being relayed first to lecturers. The lecturers feel that management fails to implement registration policy, which results in long queues for a long period of time. This is an experience which occurs on a yearly basis without correction as alleged by the lecturers. There is a complaint that the department develops policies which were never negotiated for implementation with the stakeholders. This results in an imposition of policies that are difficult to implement. The lecturers believe that conflicts that sometimes occur between the colleges' management and the lecturers are caused by such misunderstandings. Lec.1b says:

Last week Friday there was a function and it was organised for students. The children knew about it and we were not told. The communication between the department and management ... People are sitting there, they don't know what is going on, on the ground. They just implement things that are impracticable. The management is not up to scratch.

The students had their own concerns which bordered on poor implementation practices. On average, their concerns were classified as poor policy implementation practices. Students made remarks like: 'no ideas, internet is a challenge', 'promises but no action'; and 'kitchen and air conditioning is a mess'. These are the remarks made by students they reflect poor management policy implementation. Stu.4 was critical about unfulfilled promises:

They are not doing their job. If you go to the park where we stay for lunch, it is not in good condition. Even the kitchen laboratory is a mess. So, I don't think management is doing their work. When it is hot you can't stay in here, the air conditioners are not working. Conditions are bad.

In addressing the significance of policy implementation Akoojee and McGrath (2006) in their article 'Joining-Up Policy' indicated the necessity and the power of consultations and negotiations to cohere policy design and creation of new knowledge and implementation. The need for policy implementation is elaborately indicated in Akoojee and McGrath (2006:26) that:

The study determines the gap policy aspirations and coherence and continued diversity of practices and institutional logic. This study explains how the post-school education and training sub-sectors are unable to correlate policy initiative that involves participation of various departments for successful implementation for socio-economic development.

6.2.8.3 Planning

The ability to plan is one of the major indicators to evaluate the management capacity in the TVET colleges. The managers, lecturers and the students gave responses to questions relating to the planning capacity of the management.

The lecturer in the TVET A College stated that regarding planning, systems were not in place. This statement was a response from an HOD in one of the departments in the TVET College. The lecturers severally complained about the time table that was used at the TVET colleges. The challenge was that the time table did not accommodate the practice lessons as required by the curriculum for the NCV programme. Generally, there was a feeling that the TVET colleges should improve on the time table that was currently used. The lecturers were of the idea that 60% practice and 40% theory might not be achieved unless the time table had been

improved. The Primary Agriculture was said to have failed in its provision of practice lessons because of poor planning.

Students complained about the computer lessons arranged for them. There was a feeling that very little was learned from lessons in Life Skills. Furthermore, the students complained that the management had failed to plan for their WBE with the private sectors. The WBE is a contentious issue which the lecturers also felt had not been properly handled by the management. Stu.8 says:

The most important issue is to improve the standard of technology. What they are doing is that they are doing computer science. There is nothing that deals with computer science there. The practicals offered are poor. Ba re ba dira practicals (it is said they are doing practicals-IT) we have never seen them developing a system like they can develop software that we can use.

The management of poor performance can be looked at against Selepe's (2017) Doctoral Study on the 'Management of the NCV curriculum in addressing skills shortage in Newcastle, Kwazulu Natal. This study is focused on the impact of the NCV programme in the management of the socio-economic development in Newcastle, Kwazulu Natal communities. In this study Selepe focuses on the planning dimension of the project.

6.2.8.4 Political influence in TVET colleges

It was some partners and lecturers who made strong remarks that the TVET colleges were failing in their efforts to develop into institutions of choice because of the interference by the politicians. These participants alleged that the management of the TVET colleges had been interfered with by the politicians. The Pt.7 had this to say:

Management is diluted or political. Managers are deployed. They look for people and bring them into posts without regard for quality. People are employed into wrong positions then quality suffers. Learners are not a problem.

The majority of the participants from the different components have given various responses that are negative towards the management capacity at the TVET colleges. However, there are specifically a few lecturers who gave positive experiences about the management service delivery in the TVET colleges. The data displays are: 'there are good relations', 'good and informative', 'up to date', 'it is fine, and my department is doing well according to the year plan' and 'doing well with some pitfalls'. Additionally, there are students who feel they have not experienced anything wrong with the management, while others bluntly said they cared very little about management. Some lecturers explained that the manager was informative, liberal in giving reports after attending meetings. The manager was described as a pleasant personality and the programmes were managed according to plan.

The general notion by the majority of lecturers, partners and students that there was poor management at TVET colleges was neutralised by this positive disposition. This was also supported by some documentary evidence that the TVET colleges did on certain occasions arrange meetings or joint summits to consult with the stakeholders.

Informed by the document (Appendix: M): Academic Summit: 29 September 2016, the researcher is of the view that the TVET A College does arrange consultative fora for the college lecturers and other stakeholders for collaborative engagement. The SACPO Academic Board Summit of 2014 is another documentary evidence of the TVET colleges' managers to communicate and seek inputs from the different stakeholders at national level through collaborative engagement (Appendix: L).

Extreme case: For the lecturers to claim that at the TVET colleges there are 'no meetings', 'channels are closed', 'no accessibility and visibility' could be management incapacity at its worst performance. However, what the stakeholders complain about is also worth consideration in view of some serious shortfalls regarding the daily operations at the TVET colleges.

6.2.9 Conclusion

Chapter 6 has dealt with the interpretation and discussion of the response data from the different participant components. The responses gave some impressions about their life experiences regarding the phenomena of study. There is data collected from the documents that were developed in the two TVET colleges and stakeholders. These data assisted in the interpretation and discussions of the phenomena of study. The life experiences of the participants have been confirmed or further explicated through the sources from the observations and the secondary literature reviewed.

The interpretation and discussions of the responses of participants in Chapter 6 were in aggregate meant to create stories that should lead to the findings and conclusion to the research questions and satisfy the objectives of the study. These would be paving a way for the development of Chapter 7 which covers the findings, conclusion and recommendations.

In the development of a story from the responses of the participants supported by the literature review, the principles of the Bernstein theory of pedagogic discourse were applied to confirm the theory's capacity to align with the developments of this study.

CHAPTER 7: FINDINGS, CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

Chapter 6 has provided the interpretation and discussion underpinning the findings, conclusions and recommendations. Chapter 7 gives a reflection on the aim of the study and determines whether the level of achievement expected in this research has been met. Furthermore, the main question and sub-questions that guided this research project are reflected upon while a determination is made whether they have been answered. There is also the need to indicate the limitations that were encountered during the research process. What is significant is also to establish whether the Bernstein theory of pedagogic discourse with its attendant recontextualisation process has added value to the processes of this research (Hostee, 2010, Cresswell, 2013 and Hordern, 2014).

7.2 Reflection on the Aim of the Study

The aim of the study is to determine whether there has been recontextualisation in the two selected TVET colleges in Limpopo Province, with reference to the NCV programme and related issues.

7.3 The main research question

To what extent has recontextualisation taken place in the two selected TVET colleges in Limpopo Province with reference to the NCV programme and related issues?

The research sub-questions

- What are the factors that play a role in the recontextualisation process in the two selected TVET colleges with reference to the NCV programme and related issues?
- What are the challenges that confront the process of recontextualisation in the two selected TVET colleges with reference to the NCV programme and related issues?

- What are possible intervention strategies for successful recontextualisation in the two selected TVET colleges with reference to the NCV programme and related issues?

The answers to the factors and the challenges in the recontextualisation process are most prominent in the findings and conclusion while the interventions are found in the recommendations in this Chapter 7.

7.4 Limitations to the Study

This study, much as it was expected that it would meet its purpose, there has been numerous limitations experienced, some systemic while others were man-made. However, these limitations did not render the study a fruitless experience. The following were limitations:

Methodological constraints: The qualitative research method did not provide a standing research framework for the processes to be followed as experienced in the quantitative research method. As a researcher I had to depend on the literature on existing research undertakings to develop a credible research process for the present qualitative research study (Bryman, 2012 and Miles, Huberman and Saldana, 2014).

Sample inaccuracy: The findings arrived at in a particular setting may not readily be transferred to explain the phenomena in other similar settings (Bryman, 2012). Furthermore, the interview participants sampled could not be as accurate as it was planned to satisfy the requirements of the population represented (Bryman, 2012).

Epoche: The major limitation in this study was for the researcher to completely avoid subjective influences in handling the data collected from the different participant components. The researcher is hopeful that the results are not substantively influenced by the inherent subjective value judgement of the experiences of the interviewees (Creswell, 2013).

Scope: In the initial planning of this research project the researcher had targeted three TVET colleges, one in each region of Limpopo Province. The aim of engaging three TVET colleges was an attempt to satisfy the requirement of dense description. However, the third TVET College could not be included in the research because the management was unable to give permission for the research work to be conducted (Bryman, 2012).

Disinterest in participation: There have been some individuals in some of the components who were apathetic toward participation in the research project. Some top officials in the government were not eager to offer appointments for interviews. Some of the business sectors especially those in Small, Medium and Micro Enterprises (SMME) were generally not cooperative. If these potential participants had committed themselves to this study, the quality of the findings would have been significantly enhanced (Cresswell, 2013 and Miles et al., 2014).

Inadvertent exclusion of administration officials: The administration staffs at the TVET colleges were inadvertently not included in the research process. The reason for this omission was that in the initial compilation of the proposal the focus was on students and lecturers who were involved in the actual learning process. They were found to be relevant when the study was at report writing level (Bryman, 2012).

Deficiency of documents: The various institutions that participated were not able to offer all relevant documents required as evidence to justify certain positions held. The minutes for meetings have not been readily made available. The workplaces were not any better to provide documentary data. In fact the business sectors were quick to bring the interview to an end (Miles et al., 2014).

Curriculum design and implementation study: It was a challenge to combine the design element and the implementation approach to this study. Basically, the study is a product of implementation effort. However, the process could not have taken off easily without the design part of the process. What takes place at the design level had a crucial impact on the entire implementation process. This process has been experienced also in the Mukute and Pesanayi (2014) study in their 'Contextualising Curriculum design and recontextualising its implementation'. This is the case of the application of the Bernstein pedagogic discourse in the design and implementation of

the curriculum for Climate Change Education for Southern Africa Transfrontier Conservation Area Practitioners'.

Funding: This research project did not receive any funding. It has been a personal project for the good of the post-school education and training sub-sector.

7.5 The Bernstein Theory of Pedagogic Discourse

The recontextualisation process which is a product of the Bernstein theory of pedagogic discourse is a concept which is applied in this study to determine whether the TVET sub-sector has transformed in accord with the requirements of the dawn of the new socio-economic and political dispensation (1994) in South Africa. In this study the focus is on the need for recontextualisation in the two selected TVET colleges, with reference to the NCV programme and related issues. The study understands that South African TVET sub-sector should also recontextualise to align with the local and global socio-economic demands (Edigheji, 2003, Seleti, 2004, Nafukho, Amutabi and Otunga, 2005 and Konayuma, 2007). The Bernstein theory of pedagogic discourse is the model that is applied to facilitate the recontextualisation process in the two selected TVET colleges with reference to the NCV programme and related issues. This process is viewed within the context of the new sociology of education as propagated by Basil Bernstein (Bernstein, 2000, Jenkins, 2007, Bertrams, 2008 and Goura, 2012).

7.6 Discussion of the Findings, Conclusions and Recommendations

The study focuses on involving the participants to give their life experiences on whether the TVET sub-sector has recontextualised to serve as a catalyst for socio-economic development of the communities (Clark, 2005 and Avis, 2014). The readers are to be informed about whether the TVET colleges have been recontextualised with reference to NCV programme and related issues in service delivery to resonate with the community and global socio-economic development standards (Norrage, 2016). From the data collected from interviews, documents check and observation, this study gives the developments in the various dimensions of provisioning regarding the NCV programme in the TVET colleges selected. The discussions that follow are arranged according to themes developed during literature review and data analysis. The findings, conclusions and recommendations are

meant to respond to the research aims and research questions. The themes that guide the discussions are:

- The TVET colleges and conception and inception of NCV programme
- The TVET colleges and admission policy into the NCV programme
- The TVET colleges and the viability of the NCV programme
- The TVET colleges and Students Support Service
- The TVET colleges and stakeholder collaboration
- The TVET colleges and students' exposure to practice lessons
- The TVET colleges and the entrepreneurial skilling
- The TVET colleges and management capacity

7.6.1 Findings

The findings are a response to the research aim and questions outlined in Chapter 1. The discussions of the findings are based on the themes derived from the data analysis in Chapter 4 (Hostee, 2010, Miles et al., 2014 and Marshall and Rossman, 2016).

7.6.1.1 The TVET colleges and conception and inception of NCV programme

The NCV programme is regarded as the flagship provision in the TVET sub-sector. The lecturers from both TVET A and B are expressive of the fact that the NCV programme was introduced to the colleges without considering canvassing the resident lecturers' inputs in its design. The lecturers insist that the programme was imposed without communication with them prior to implementation.

This position is challenged by the manager in the TVET A College that the design of the NCV programme was brought to colleges for resident lecturers to make inputs. There is another middle manager who supported the notion that there was communication with the previous principal who was invited to meetings in the DHET however, the resident lecturers were not involved in this communication. What is contentious is that there was no substantive evidence that in the design of the NCV programme the lecturers were engaged to give input into the programme design. The manager insisted that the NCV programme was gazetted therefore; the lecturers

could have given inputs. Even then this did not change the position held by the lecturers that they never took part in the design of the programme.

Taking this discussion to the next level is that the lecturers again alleged that they were not consulted even during the inception of the NCV programme. Both lecturers from TVET A and B colleges expressed lack of communication and consultation during the implementation period. The lecturers did agree that workshops were arranged for them regarding the NCV programme. The lecturers refuted the fact that the workshops were meant for their input since they were not initially involved in the design of the programme. The lecturers did not consider the workshops as a vehicle for communication and consultation about the NCV programme.

The TVET A College manager insisted that the documents for summit meetings held at both college (Appendix: M) and national (Appendix: L) levels were presented to discuss TVET colleges developments as evidence of communication and consultation. The TVET B College also had records in the Annual Report 2015 that reflected the workshops were held to discuss the academic developments in different fields of the NCV programme. Despite this information the lecturers felt there was no communication at the colleges concerning the NCV programme.

Lack of communication in the TVET sub-sector is a symptomatic experience not only among the lecturers. There are several sources that have confirmed poor communication in the TVET sub-sector. The positions held by Abebe (2009), Makole (2010), Gewer (2010), Rogers (2010) and Mmako and Schudtz (2016) regarding the poor communication experienced with the department of education confirm the negative responses from the resident lecturers. Gewer (2010) further made an indication that the employer party had been sceptical about accepting the students who had qualified for the NCV programme because they were not well informed about the programme.

From the responses of the lecturers it is evident that during the conception of the NCV programme, the DHET missed out on the opportunity to involve resident lecturers regarding communication. This omission caused the lecturers to develop an attitude of contempt towards the NCV programme and the DHET. This led the lecturers to disown the NCV programme.

The finding is that the rejection of the workshops had more to do with the negative attitude of the lecturers towards management than the NCV programme as a poorly designed curriculum. This attitude stems from a feeling or perception that the DHET had very low regard for the colleges' resident lecturers. This disregard for lecturers is corroborated by the researchers mentioned in the previous paragraph.

From the Bernstein's theory the recontextualisation is a process that involves the state functionaries and intellectuals in the design of the programme and communication and consultation with the other relevant stakeholders. Lack of communication and consultation with the stakeholders is a major challenge to successful recontextualisation process. The inputs of the stakeholders across all the ranks of the DHET regarding the TVET sub-sector serve as an important factor for successful recontextualisation (Bernstein, 1996, Bourne, 2006 and Mukute et al., 2014).

7.6.1.2 The TVET colleges and admission policy into NCV programme

The admission policy of students in level 2 (L2) of the NCV programme has become a controversial issue among the stakeholders. The mounting controversy is over the prescription that the minimum qualification for admission into L2 class is Grade 9 pass. This policy brought with it some challenges regarding cognitive level of performance of students admitted with this minimum qualification. The major controversy as explained in chapter 6 was considered to be valid by all accounts.

The lecturers in their majority are critical about the admission of the Grade 9 into L2 of the NCV programme. The argument is primarily that the NCV programme is high-pitched therefore not suitable for the Grade 9 level in terms of cognition. What compounds this challenge is another notion that the NCV programme is even difficult for most of the students who passed matriculation. This is a situation that is supported by lecturers from TVET A and B colleges.

In this situation there are also experts' accounts to confirm this position held by the lecturers. The articles of Gewer (2010) and Spaul (2012) made statements supported by research evidence that the pre-Grade 12 students experience serious challenges regarding performance in L2 NCV programme. In support of this proposition the TVET A College comparison of the final results in 2015, 2016 and

2017 regarding the performance of the Grade 9 and post-Grade 12 students bear testimony to the argument of the lecturers and experts on the present admission policy. A composite comparison of these results translated into percentages provides a grim picture for the Grade 9 students. The comparison reads: Grade 9=Pass 16% and Fail=83%; post-Grade 12 Pass=77% and Fail=23%. Table 6.1 in chapter 6 presents a full account of this performance. This is a situation which leads to the TVET colleges to experience high failure rates and dropouts. Further evidence against the admission policy is presented through TVET B College IT Examination Results for 2016. For this programme most students admitted have qualified for Grade 12 certificate. The following summary gives the pass percentages for the relevant levels, that is, L2=69%, L3=91% and L4=70%. For the full results refer to Appendix: Q.

Adams (2011) in the study, 'An impact study of the Competence and Placement test: Intervention at FET colleges' has found out that most of the new students who enter the TVET colleges are cognitively not fully ready for the NCV programme. This research results confirm the findings of Gewer (2010) and Spaul (2012).

Besides the challenge that is attached to poor performance, the lecturers indicated that having both Grade 9 and post-Grade 12 students in the same class had negative psychological effects on the students. This situation is said to have created a high failure rate and dropout. Cosser (2010) is of the idea that the Grade 9 students should be offered a different programme to reduce students' frustrations. Some students who had passed matriculation deregister the NCV programme because they felt they were doing a rerun of level 4 qualification on the National Qualification Framework (NQF). These students either moved to other programmes or leave the TVET College with the likelihood of dropping out. There is a plea for students that the pre-Grade 12 and post-Grade 12 must be offered different programmes.

There are four major negative experiences by the stakeholders as a consequence of the admission policy into the TVET colleges; the programme that is found to be high-pitched; the psychological negative effect experienced by students; the high failure rate and dropout and the post-Grade 12 students rerun of the level 4 of the National Qualification Framework (NQF). These are negative experiences related to the NCV programme that are regarded as consequential to poor or lack of communication or

consultation in the design of a 'new knowledge' or programme of study (Bernstein, 1996, Singh, 2002 and Hordern, 2014).

From the above evidence, there is indeed a serious challenge regarding the admission of the pre-Grade 12 students into the NCV programme. It is a challenge which has been admitted also by the TVET sub-sector countrywide with developments that there are even special extra lessons arranged for this group of students. However, there are also some post-Grade 12 students who are roped in for attendance due to particular shortcomings (Gewer, 2010 and Spaul, 2012).

7.6.1.3 The TVET colleges and viability of NCV programme

There are three experiences expressed by the stakeholders on the viability of the NCV programme three contrasting opinions given by the different stakeholders in the two selected TVET colleges.

First, there are lecturers who feel strongly that the NCV programme is not good for the purpose it was intended. The expression that students being offered NCV programme can neither produce nor manufacture is a serious negative assertion. This position is supported by some of the business sectors who are of the opinion that the NCV programme is not in line with the workplace requirements. These are regarded as extreme cases. Some business sectors make a comparison of the NCV programme with the erstwhile National Accredited Technical Education (NATED) which they regard as more productive and in alignment with the industry requirements.

Second, there are lecturers who embrace the NCV programme as good for students who focus on vocational skilling. Some of the business sectors also find the NCV programme good for the purpose. The students are also positive about the NCV programme. The students expressed their confidence that they were certain that they would become successful entrepreneurs as a result of the acquisition of the NCV programme qualification.

The third proposition is that the NCV programme could be good for the purpose if certain conditions were met. This is a more pervasive response that the NCV programme has to satisfy certain specified conditions to comply with the required standards of a viable post-school education and training programme. This level of

response has in most cases made suggestions as to what is required to turn the NCV programme around.

From the literature there are also some negative criticisms of the NCV programme regarding its viability as regards related issues. Gewer in Kraak et al. (2016) makes a claim that while the NCV programme was to be regarded as a flagship programme for socio-economic development of communities, the results are disappointing. Rasool and Mahembhe (2014) confirm that South Africa is unable to become a successful developmental state because of the poor performance of the FET colleges. Makole (2010) is of a strong opinion that poor consultation during the design of the NCV programme has compromised its viability and this is the position supported by Gewer (2010) and Rogers (2010).

At the global level Peano, De Bois, Atchoarena and Ursula (2008), Asayehgn (2009) and Goura (2012) and UNESCO in Bonn Declaration (UNESCO, 2004) have expressed doubts on the performance of the TVET sub-sectors regarding their contribution to socio-economic development in the communities. Kwame (2013) in Ghana indicated that the TVET colleges should develop Competency Based Training curriculum that resonates with the industry. Psacharopoulos (1997) asserts that the TVET colleges should not be regarded as the solution to all the socio-economic ills in communities. There is a need to develop policies that are relevant to intervene specifically in confronting some of these challenges. This assertion is supported by the Green Paper (DHET, 2012) that the biggest challenge facing the FET colleges in South Africa is that they are regarded as having solutions to all the problems of the communities.

There are varied assertions about the viability of the NCV programme for the skilling of the youth and adults for socio-economic development of the communities. What is major is that besides structural constraints to the viability of the NCV programme as confirmed by the responses of some of the participants, there are also shortfalls that are a consequence of a lack of recontextualisation (Bernstein, 1996, Guile, 2011 and Hordern, 2014).

The finding in this theme is that the NCV programme is a curriculum with numerous shortcomings. Despite these negative responses, there are other stakeholders in the category of lecturers, students, some business sectors and the experts in the field

who are hopeful about the NCV programme provided some conditions are met. This is work in progress as explained by these stakeholders of the TVET sub-sectors. The weaknesses in the NCV programme as mentioned by the stakeholders could still be resolved rather than discard the entire programme.

7.6.1 4 The TVET colleges and Students Support Service

The Students Support Service (SSS) is the section of TVET colleges that receives generally, positive response regarding service delivery from the lecturers and students at the TVET A and B colleges. The positive dispositions are expressed in the area of academic support, counselling, health and welfare and financial support. However, these positive responses are also contradicted by some strong negative remarks from lecturers who alleged that there was absolutely nothing good worth noting about the SSS office in their TVET colleges. With regard to the students there are also exceptionally negative expressions.

Despite positive responses there is an allegation from a lecturer who complains that their campus does not receive any SSS support because of their satellite status. Furthermore, there are also students who have some misgivings about the SSS service delivery regarding academic and health care provisioning.

Contrariwise, there is an anomalous claim by the lecturers that some students do not avail themselves for services provided by the SSS office. This is an anomaly confirmed by the students themselves especially in respect of the health care services. This habit of ignoring SSS service delivery is found to happen among female students. Generally it is also alleged that most students ignore messages from the SSS office made publicly available to students through various applications on campus. Gewer (2010) in support of this unfortunate practice indicates that much as there is limited learner support at the TVET colleges, the little that is available is not fully utilised by the students. The failure of the some students to respond to the messages or provisioning from the SSS office could be explained through the Bernstein's principle of their inherent restricted language code that refers to the inattentiveness of working class students to elaborated language code because of their origin to working class families (Bernstein and Solomon, 1999).

From the documents of TVET B College there are services provided such as: Academic Support (induction, support in the form of entry and exit in course, study skills workshops, PLATO web-based software programme); funding (4002 students awarded bursaries in 2015 and 550 unsuccessful); counselling (Advising, Wellness, HEAIDS Health Wellness Programme, and Campus Clinic Services).

Much as there is a majority of participants who are positive about the SSS office service delivery, Gewer (2010:20) gives advice that such contentment should be accepted with caution. This is explained as follows:

The Department of Education produced a framework for learner support in 2007, but this framework was not based on any analysis of the weaknesses in the system and the capacity of the colleges to deliver.

My finding is based on the responses of the majority participants who give supportive statements acknowledging satisfactory service delivery by the SSS office to enhance the viability of the NCV programme. The documentation from the TVET B College gives some data on the service provided by the office. However, I may not disregard the fact presented by Gewer (2010) that the DHET should provide an alternative framework that should serve as a yardstick to correctly measure the SSS office performance. The SSS office is providing satisfactory service to the colleges' communities with the understanding that such provisioning requires some form of scientific assessment lest it becomes a deceptive finding.

7.6.1.5 The TVET colleges and stakeholders' collaboration

From the lecturers of the two selected colleges there is a general expression of the existence of a healthy colleges-partners relationship. There is very little allegation of poor relationship between the TVET colleges and the partners. This is a commitment that is confirmed by the partners themselves. This relationship is found to be mandatory as expressed in chapter 6.

The TVET A and B colleges' lecturers express the relationship between the TVET colleges with the business sectors as rather chequered. These lecturers are critical about the attitude of some of the business sectors towards the TVET sub-sector provisioning. In retrospect, these lecturers also assert that the business sectors may not be wholly blamed for this seemingly negative attitude towards the TVET colleges.

They put the blame on the college personnel's poor communication with the business sectors. This is a self-correction position held by the lecturers.

The other circumstance is that the business sectors do not also make any effort to initiate communication with the TVET colleges. There are business sectors who do not know what happens in the TVET colleges in terms of programmes provisioning let alone the existence of the TVET colleges. The colleges-workplace lack of alignment is said to be a consequence of poor communication between these institutions. This is the area where the TVET sub-sector experiences poor implementation of the principle of recontextualisation process to strengthen collaborative engagement.

While the general feeling from lecturers is that the business sectors care little about the TVET colleges, there are exceptions where the opposite is the case. There are some departments in the TVET A and B colleges who have established sustainable healthy relationships with the business sectors. This is a situation where the business sectors appreciate having students from the TVET colleges in their workplace regardless of the level of practice skills acquired. The positive attitude from the business sectors is confirmed also by the lecturers themselves. The other positive note about the business sectors is that there are those who express the desire to meet with the TVET colleges' personnel to align their service delivery to students' industry needs for the sake of the students' successful learning. In this instance the big question is: who is supposed to initiate the collaboration between the two institutions?

The FET Round Table (DHET, 2010), Paterson in Kraak et al. (2016), Bernstein (not Basil) and McCathy (Sa) have indicated the significance of the TVET colleges' engagement with the stakeholders in an effort to enhance collective service delivery. The Toyota-TVET colleges' collaboration is one of the successful initiatives experienced in the South African context.

The Annual Report (2015) for TVET B College and The Annual Performance Report (2016) for TVET A College gives numerous collaborations they are involved in with SETAs, major companies and industries and universities. These are positive

engagements that benefit both the TVET colleges and the stakeholders. The element of communication is the centre of these successful endeavours. From these reports it becomes evident that the TVET colleges ignore forging relationships with the Small and Medium Enterprises.

Tagicakiverata (2012), Torino Process (2014) and World Economic Forum (WEF) (2018) have emphasised the need for constructive collaborative engagement between the TVET colleges and stakeholders for successful service delivery. The WEF confirmed that such engagements are necessary in preparation for the fourth industrial revolution.

The situation obtaining is explained in terms of the Bernstein theory of pedagogic discourse where the various agencies or groups need to communicate and interact with each other to appropriate and transform the disciplinary knowledge to pedagogic practice that facilitate college-workplace alignment (Bernstein, 1996, Singh, 2002 and Hordern, 2014). This gives the answer to the factors that facilitate or constrain recontextualisation process.

The finding in this theme is that there is poor communication between the TVET colleges and the business sectors which requires urgent attention. The lecturers in self-correction stated that the TVET colleges must initiate communication and interaction with stakeholders. Some business sectors have expressed appreciation of the intake of students from the TVET colleges despite some shortfalls in their skills acquisition. This is another major related issue to the NCV programme provisioning.

7.6.1.6 The TVET colleges and students' exposure to practice lessons

There is a general acceptance by the lecturers and students that the TVET colleges do not satisfy the required prescriptions of 60% practice and 40% theory in the provision of NCV programme. Lack of required practical skills among the students from the TVET colleges is expressed by the partners and business sectors as relevant stakeholders. This is a related issue to the recontextualisation of the NCV programme.

For the partners, a lack of practice skills by the students is regarded as a challenge that can also be corrected in the workplace. The partners have a sense of responsibility and commitment to assist in developing students' practical skills since they are also stakeholders to the TVET sub-sector. Most business sectors blame the TVET colleges on the fact that students are not provided enough practice lessons in the form of simulations.

The TVET A and B colleges' participants expressed varied reasons for the poor provisioning of practice lessons by the TVET colleges. The responses attribute poor infrastructure, lecturers' lack of practice or workplace experience and lecturers' lack of planning skills as the cause for poor practice lessons provisioning. These are related issues to the recontextualisation of the NCV programme within the TVET colleges' establishment.

It must be put on record that not all responses are an expression of negative disposition regarding provision of practice lessons in the TVET colleges. The lecturers and students who belong to departments with a well-equipped infrastructure give positive responses about the provision of practice lessons.

The Green Paper (DHET, 2012) and Government Gazette (GG) No. 37229 of 2014 indicate the shortfalls regarding provision of practice lessons at the TVET colleges as a consequence of poor infrastructure, lecturer's lack of workplace experience and lecturer's poor planning. Dasmanic (2011) and Gewer in Kraak et al. (2016) are of the view that poor lesson planning by the lecturers is also regarded as cause for lack of practice lessons. Most lecturers who are not skilled in practice lessons avoid planning for simulations. The document checks from TVET B College reveal that poor infrastructure is one of the major causes for lack of practice lessons provisioning. In giving attention to provisioning of relevant practice skills Konayuma (2011), Meyer (2012) and Vollenhoven (2016) confirm that the present global economy requires the labour force that is flexible and adaptable to the complicated demands of the present technologically oriented local and world industries. Wedekind (2009), Dasmanic (2012) and Allois (2012) assert that colleges-labour market misalignment is caused by wrong curriculum at colleges and a lack of modern tools used in the industries. This discussion brings to the fore the understanding of

the factors that are causal to either poor or successful provisioning in the TVET sub-sector because of the level of recontextualisation process achieved (Bourne, 2006, Bertrams, 2008, Guile, 2011 and Hordern, 2014).

From the above responses the researcher's finding is that poor provisioning of practice lessons is a case of a multiple challenges. This irregularity is either man-made or systemic in origin. This is one of the major causes of TVET colleges-workplace alignment in the post-school education and training sub-sector. However, those that are manmade are attributable to poor recontextualisation process.

7.6.1.7 The TVET colleges and entrepreneurial skilling

The various stakeholders in the form of lecturers, partners, business sectors and students themselves have agreed to the idea that the TVET sub-sector should play a major role in the skilling of the youth to become entrepreneurs. The major challenge is what role the TVET sub-sector and the stakeholders should play to engage in the effective training of the youth to become successful entrepreneurs.

The lecturers from both TVET A and B colleges have expressed commitments in the form of moral support, motivational talks and training of prospective entrepreneurs. From the partners, besides giving moral support they organise workshops to impart numerous skills for entrepreneurship to the students. The students also expressed an inherent desire to become entrepreneurs. All the stakeholders were of the same spirit to support the government policy in encouraging the youth to focus on entrepreneurship as an effort to alleviate the challenges of unemployment, poverty and inequality (DHET, 2012).

Despite all the efforts to influence the student to develop the entrepreneurial spirit, there are some challenges that stood on the path towards successful implementations. These constrains are: The lecturers complain that students do not regard the workshops arranged for them to become entrepreneurs seriously; the Human Resources Development Council of South Africa (HRDCSA) alleges that the government does not take the lead in the initiative to develop entrepreneurs (HRDCSA, 2012); there is a complaint directed at lack of specialised programmes for entrepreneurship skilling; The provision of New Venture Creation, Project

Management and Information System programmes are regarded as the necessary offerings but not special programmes for entrepreneurship skilling.

Kraak (2016) in Kraak et al. (2016) supports the notion that the state should take the lead in the innovation towards developing entrepreneurs. Fayolle (2007), having recognised the need for specialised training in entrepreneurial skilling has produced a handbook that deals with strategies to develop entrepreneurs. Dasmanic (2011) and Woldesadik (2012) are of the opinion that there is not much literature on entrepreneurial skilling in the TVET sub-sector. It is Biseruka's (2010) article that made a commitment that the TVET sub-sector must play a major role in developing entrepreneurs.

The finding regarding poor entrepreneurial skilling of the youth find expression in the lack of a well-coordinated effort for engagement of the relevant stakeholders to package a strategy for the purpose. The study has found out that the different stakeholders are positive about the need to achieve a common purpose which is the entrepreneurial skilling. This is the first and important step towards a successful recontextualisation process (Bernstein, 1996, Mukute et al., 2014 and Hordern, 2014). The research questions involving the factors and constraints to successful recontextualisation process find their expression in the above discussion.

7.6.1.8 The TVET colleges and management capacity

The TVET colleges in their present form and nature seem to have created serious management challenges in the post-school education and training sub-sector. The various participant components involved in this research activity have indicated numerous challenges in the management and administration of the TVET colleges, subsequently the NCV programmes (Gewer, 2010 and Badenhorst and Radile, 2018).

The lecturers from both TVET A and B colleges expressed several weaknesses regarding management capacity; however, what stood out prominently is a lack of communication experienced with the leadership. This shortfall is expressed also by the other stakeholders like the partners and the business sectors. These participants have even indicated that the poor alignment between colleges and workplace is a

consequence of lack of communication. The students attribute some failures to get acceptance for workplace based experience (WBE) in some of the workplaces to a lack of communication on the part of management.

In any event, there are a few lecturers and students who give credit to the management performance capacity but with some reservations. These are mostly the participants whose learning contextual circumstances at the colleges are satisfactory.

The poor management in the TVET colleges is best described by Gewer (2010) and Wedekind and Buthelezi in Kraak et al. (2016). They assert that the TVET colleges have developed into such complex institutions that they require individuals with cooperative leadership experience and skills to manage them successfully. These are the qualities which most leaders who developed from school education environment do not possess. The White Paper for Post-School Education and Training supports the fact that the TVET colleges' sub-sector still have to secure the management personnel with cooperative institutional experience. The arrangement to send the TVET colleges' managers to Britain to train as managers through the Tirisano Fellowship is a case of acknowledgement of a need to enhance management capacity in the colleges (Kraak et al., 2016).

Against this background, the researcher has come to the finding that the TVET colleges sub-sector has not developed a leadership cohort with the institutional cooperative experience. The assertions of the stakeholders and the experts on the poor management experienced in the TVET colleges stand out as a factor which constrains the recontextualisation process (Bernstein, 1996, Singh, 2002 and Hordern, 2014).

7.6.1.9 Memo

The most striking feature of the interviews was that most of the lecturers who participated welcomed the interaction. However, during my interaction with them most seemed to have harboured some anger levelled at management. The lecturers expressed a strong disenchantment with management either at campus, Central Office or the DHET National Office. In any situation where they address management, they use the following pronouns: 'them', 'those' or 'they'. In most instances they used these pronouns where they expressed failure or poor delivery.

Where questions were asked about consultations or communication, most lecturers were uncompromising in giving negative responses.

Another attitudinal disposition was discovered with some business sectors. In fact, the management would express a warm reception but once they are told about the purpose of the visit they would start raising some disapproval. It would not take them long to indicate that they would not be able to honour an appointment. However, there were others who welcomed the visits. What was sometimes also disturbing was the haste with which they drove the interview process. The most discouraging was lack of the decency to provide a quiet place, at least an office space for the interview. The manager would allow disturbances caused by intermittent consultations during the interviews process.

In the case of the business sectors the digital recording was not appreciated even if they would not openly show it. In any event the body language would demonstrate the disapproval. Contrariwise, the partners have made my stay and interactions very comfortable. In fact, there was a deliberate freedom and openness in most of the encounters with partners as participants.

The Bernstein theory of pedagogic discourse does provide an explanation for this anomalous conduct by the stakeholders. What is expressed by the stakeholders is a revaluation of poor or lack of proper communication when 'new innovation' is initiated by the authorities. This is a reflection of a failed recontextualisation process in the design of a 'new knowledge' (Bernstein, 1996, Singh, 2002, Hordern, 2014 and Mukute et al., 2014).

7.6.2 Conclusions

The conclusions in this study are developed within the framework of findings that were arrived at on the basis of the experiences expressed by the participants, supported by the data from the literature and the observations. The discussion of the conclusions shall be guided by the same themes engaged in the findings. The factors that either facilitate or constrain the recontextualisation process shall gain prominence in the discussion of the findings. This is an effort to also respond to the research questions. The significance of the Bernstein theory is included to strengthen the conclusions arrived at.

7.6.2.1 The TVET colleges and conception and inception of NCV programme

Regarding the conception of the NCV programme the conclusion is that there was no proper and extensive communication and consultation of the resident lecturers specifically, and other stakeholders generally during the conception of the NCV programme. Lack of documentation and individual personal evidence to that effect has caused arrival at this conclusion.

There is evidence to suggest that the NCV programme workshops were held for lecturers regarding the implementation of the programme. Both the lecturers and management are agreed that workshops were held. What separates their opinions is the purpose of the workshops. The conclusion is that communication does take place between management and the resident lecturers regarding the developments in the NCV programme. The lecturers' dismissive attitude towards the workshops delivered is a reaction towards a lack of communication experienced during the design of the NCV programme. Communication and consultation are factors that facilitate or constrain a successful recontextualisation process.

The conclusion is guided by the Bernstein theory of pedagogic discourse that, where no clear communication and agreement is reached between agencies during the recontextualisation, the process becomes flawed and the outcomes are less accepted at the micro level or the school/college context (Guile, 2011 in Hordern, 2014). This is the area where related issues to recontextualisation process manifest.

7.6.2.2 The TVET colleges and admission policy in the NCV programme

The conclusion regarding the admission policy into the NCV programme is that the programme needs a redesign as proposed by the different participant stakeholders and experts. The negative psychological experiences by pre-and post-Grade 12 students, the consistent poor academic performance that results in the high failure and dropout are indicators of the related issues in the programme shortfalls. The recontextualisation process is therefore an imperative instrument to minimise

negative related consequences due to faulty pedagogic discourse in the design of 'new knowledge' (Guile, 2011 and Hordern, 2014).

7.6.2.3 The TVET colleges and viability of NCV programme

The viability of the NCV programme has met with challenges emanating from poor conception as alleged by the lecturers in the form of lack of communication. The principle of the engagement of a collective effort is a requirement that facilitates the creation of a viable vocational curriculum for implementation at micro level.

The conclusion is that the NCV programme has failed to meet the test of a comprehensive communication and consultation during its conception as explained by the lecturers and experts. This discussion exemplifies the factors that either constrain or facilitate the recontextualisation process (Bernstein, 1996, Singh, 2002, Jenkins, 2007 and Guile, 2011).

7.6.2.4 The TVET colleges and Students Support Service

The conclusion arrived at regarding the SSS office is that, it is conditionally functional in service delivery. This experience is expressed by the lecturers and students. However, what is noted is that the SSS office is still experiencing a challenge regarding an effective communication with the students. Gewer's (2010) assertion that the DHET should provide the framework for determining the criteria for evaluation of standard provisioning of the SSS office is valid. The conclusion is in compliance with the principle of communication and consultation with the relevant agencies to facilitate the creation of a viable curriculum or service delivery (Guile, 2011).

7.6.2.5 The TVET colleges and the stakeholders' collaboration

The documents check of both TVET A and B colleges reveal that both have established collaborative engagement with some stakeholders, especially big industries and institutions within their domains. On further scrutiny of documents it was discovered that there were a few if not any relationships with Small and Medium Enterprises recorded. This situation was expressed also by the lecturers and some of the business sectors.

The conclusion is that the TVET colleges still have to establish enough collaboration with Small and Medium enterprises. This is the missing link in the life of the TVET colleges. Bernstein's theory of pedagogic discourse emphasises maximum communication in its attendant principle of recontextualisation process to achieve cooperation and agreement in the design of 'new knowledge'.

7.6.2.6 The TVET colleges and students' exposure to practice lessons

The matter regarding non-compliance with the 60% practice and 40% theory provision in the NCV programme is expressed by the students, lecturers, management and the rest of the stakeholders. This negative service delivery is expressed also by the experts in the subject. The conclusion arrived at is therefore that, there is poor provisioning of practice lessons for the NCV programme in the TVET colleges. This is another negative related issue to the recontextualisation process in the TVET colleges. The much complained about poor TVET colleges-workplace alignment is a consequence of this anomaly.

7.6.2.7 The TVET colleges and entrepreneurial skilling

The policy for entrepreneurial training of the youth has gained support from the various stakeholders without exceptions. However, the yield is much less than expected. The TVET colleges are regarded as failing to develop entrepreneurs as provided for in the South Africa Vision for 2030 objectives. The TVET colleges provide Learning Areas such as New Venture Creation and Project Management which are not regarded as special programmes for entrepreneurial skilling by the lecturers and the HRDCSA.

The conclusion drawn from the literature review and different stakeholders is that entrepreneurial skilling at the TVET colleges has not reached commendable success proportions (HRDCSA, 2012, Naki, 2016, Sikhakhane, 2016 and Rautenbach, 2017).

7.6.2.8. The TVET colleges and management capacity

The management has received criticism from different quarters of the stakeholders to the TVET sub-sector. Top on the list of challenges is the poor communication expressed by the students, lecturers, managers and other stakeholders. This position is supported also by Gewer (2010), Wedekind et al. in Kraak et al. (2016)

and Rogers (2010) who discovered poor management in the TVET colleges. Most of the challenges confronting management are a consequence of poor communication.

The conclusion in this regard is that failure to communicate effectively with stakeholders has resulted in a lack of the much required collaborative engagement which is a source of enhanced service delivery in the TVET colleges. The level of communication and consultation is a factor that either facilitates or constrains successful service delivery as explained in the Bernstein theory of pedagogic discourse (Bernstein, 1996).

7.6.3 Recommendations

The recommendations for interventions to confront the challenges in the TVET sub-sector are a creation from the findings and conclusions drawn from the lived experiences of the participants' components supported by the literature consulted. The discussion of the recommendations will be confined to the themes that cut through all the chapters that make up this research project. The discussions of the recommendations throughout all the themes are accompanied by intervention strategies to give answers to the research questions for the study. The significance of the Bernstein theory to the strategies proposed is also discussed.

7.6.3.1 The TVET colleges and conception and inception of the NCV programme

The manner in which the NCV programme was conceived and designed by the DHET has negatively impacted on its successful implementation. The lack of communication alleged by the stakeholders rendered the process lack of support from the resident lecturers and some business sectors. The negative attitude displayed by the lecturers towards the workshops held is a spill over anger born of their alleged marginalisation during the design process. What is significant is to restore the confidence lost by the lecturers in the management of the TVET sub-sector.

The recommendation is that the NCV programme requires redesigning, rather than to be discarded. In this process the resident lecturers and stakeholders could still provide invaluable input for the creation of a sustainable programme. The studies by Mukute et al. (2014), Guile (2011) and Hordern (2014) are illustrative of collaborative engagement in the recontextualisation process for a successful creation of a 'new

knowledge' towards the development of a viable curriculum for implementation at context level.

7.6.3.2 The TVET colleges and admission policy into NCV programme

The recommendation that there should be a vocational programme designed strictly for students with a lower cognitive ability when evaluated on their grade 9 pass should be given attention. This should be a middle course between Grade 9 and L2 NCV programme. In its occupation orientation it should drastically reduce the classroom theoretical learning activities that have become burdensome to most under-performing students. The recontextualisation of the TVET sub-sector is a tool which through collaborations could design a programme suitable for these affected students.

7.6.3.3 The TVET colleges and viability of the NCV programme

Proposals from different stakeholders have been combined for a recommendation of what constitutes a viable vocational curriculum, namely: infrastructure availability; provision of practice skills; entrepreneurial skilling; citizenship development; increased throughput; reduced dropout and personal and community socio-economic growth. These criteria could be met through provision of a sustainable funding for infrastructure and human capital development. It is during the process of a successful recontextualisation process that these significant requirements could be prioritised and agreed upon for a viable vocational curriculum (Bernstein, 1996 and Hordern, 2014).

7.6.3.4 The TVET and students' exposure to practice lessons

Failure of the TVET colleges to comply with the 60% theory and 40% practice as expressed by the lecturers, students, partners and the business sectors has become a regular complaint in the post-school landscape. The TVET colleges are strictly vocational institutions therefore; the basic provisioning is skills training for the youth. The recommendation is that the employer organisation whose companies require human skills capacity should be canvassed to take over the responsibility of programmes design and skills training as in the Dutch TVET sub-sector (Kraak et al., 2016).

Additionally, the recommendation is that the TVET sub-sector should be placed in the custodianship of the Department of Labour (DoL). This is the department that has close relations with the industry and employment needs. The DoL would control the skills levy with ease for disbursement to the various colleges through the Sector Education and Training Authorities (SETA). This is the arrangement that could be decided through the recontextualisation process which is a principle that allows for decision through collaborative engagement.

7.6.3.5 The TVET colleges and stakeholders' collaborations

There is a general acceptance from both the lecturers and the business sectors that there is need for engagement between the TVET colleges and the business community for college-workplace alignment in service delivery. The lecturers have also recommended that it should be incumbent upon the TVET colleges' management to find strategies to approach specifically the small and medium business sectors to forge relationships. Such collaborations could materially result in the development of interventions in confronting the poor colleges-workplace alignment between the two institutions.

This recommendation is supported by Seng (2008) and Lewis (2009) who advise that TVET colleges should always consult with the industry to be informed about the different levels of industry needs and economic development. This is a Singaporean Experience and Korean Experiment that facilitates TVET colleges-workplace alignment. The element of communication manifests in the recontextualisation process is inherently significant for establish such collaborations.

7.6.3.6 The TVET colleges and entrepreneurial skilling

The recommendations to successful entrepreneurial skilling are multi-faceted and are proposed by the different stakeholders thus: redesigning basic education to include entrepreneurial subjects; the TVET colleges should offer special programmes in entrepreneurial skilling; there should be committees on entrepreneurship development and the government should lead the campaign on entrepreneurial skilling. The HRDCSA (2012) and Rautenbach (2017) have rightly said that entrepreneurial skilling has developed into a serious challenge.

Redesigning the basic education curriculum: The proposition that children should receive entrepreneurial skilling at an early primary school level is valid. This proposal was made by some of the lecturers and supported by the HRDCSA (HRDCSA, 2012).

Special curriculum for entrepreneurial skilling: There is a general request for the DHET to innovate provision of relevant special programmes for entrepreneurship skilling in the TVET colleges. The present programmes offered at colleges are found to be obsolete for the present socio-economic environment (HRDCSA).

Special Committee on entrepreneurship: It is recommended that the TVET colleges should establish Special Committees on entrepreneurship matters. This proposal is supported by the HRDCSA (2012) that there should be a National Entrepreneurship Committee to coordinate related activities. This committee could become a strong forum to engage the government on entrepreneurial matters.

The Shapero and Sokol Theory (1982) on Entrepreneur: It is important for the TVET colleges to take cognisance of the implementation of the Shapero et al. (1982) model of entrepreneurial intention. This theory gives guidelines on how to detect youth potential in entrepreneurial success. The theory proposes three elements that must obtain in the youth for possible entrepreneurial success namely, the youth that must pursue entrepreneurship and develop the intention and ultimately actual behaviour would follow. Of note is that this theory may not accurately be conclusive with its results but would assist the institutions in the selection of the youth for entrepreneurial training (Shapero et al., 1982).

The different strategies proposed by various stakeholders are indicative of the veracity of the need for the recontextualisation process in the design of a 'new knowledge'. The mobilisation of the various agencies to provide inputs in the development of strategies for entrepreneurial skilling is overdue.

7.6.3.7 The TVET colleges and management capacity

. The *AERWA* model for successful communication for cooperative administration is recommended for the TVET colleges. *The AERWA "10 Benefits of Employee*

Communication” model: The AERVA’s “10 Benefits of Employee Communication” model gives some illustrations on principles to improve communication in an organisation. The principles are as follows:

- to “build a sense of community amongst employees so that their interactions give meaning to the work.
- to educate employees so they can participate in decision making.
- to clarify how employees contribute to achieving company goals.
- to increase employees’ satisfaction through information sharing.
- to build open relationships with employees through honest communication so they trust management.
- to influence the communication climate by creating positive messages.
- to explain where the organisation is headed and help the employee make sense of the situation.
- to improve on media, lessen information overload, encourage feedback and manage the rumour mill.
- to tap into and advocate employee opinions.
- to promote employee programmes such as health/wellness, company intranet and green initiatives (AERVA, 2017)“.

Any TVET College management that can achieve the above objectives regarding communication networks would derive the benefit in the form of, increased productivity, increased morale, and improved bottom-line and retention of star players. This is in essence what every management is aspiring to achieve in an organisation (AERVA, 2017). The TVET colleges are a creation of a new socio-economic and political dispensation in South Africa which presupposes that most cardinal implementations would require recontextualisation, so also the management processes.

7.6.4 Suggestions for future research

The post-school education and training system is a field that has not received much support in respect of research undertakings. Much still has to be done in the form of research in universities and research institutions (Field, 2014). The present research

could be regarded as a scratch on the surface which could be giving some early warning signs. The following could still serve as areas for further research:

- The impact of the stakeholders' involvement in the entrepreneurial skilling within the post-school education and training system.
- The level of the TVET colleges' autonomy in respect of programme design. Is it really happening?
- Towards sustainable relationship between the TVET College and the SETAs.
- The employer narrative on how to maximise college-workplace alignment to improve youth employment opportunities.

7.6.5 Conclusion

In this study the researcher has made an effort to establish that the recontextualisation process is an exercise in the design of 'new knowledge' and implementation at the contextual practice level. The study has also established that successful design begets successful implementation. It is further noted that the recontextualisation is a process that engages communication among the stakeholders as an effort to infuse inputs from the different stakeholders to design a 'new knowledge' for appropriation and transformation into a viable vocational curriculum (Bernstein, 1996, Singh, 2002 and Hordern, 2014). Mukute et al. (2014) has made a distinctive discussion about contextual profiling by the stakeholders to facilitate the recontextualisation of the curriculum. What this study has tried to establish is whether there has been an involvement of the relevant stakeholders in the recontextualisation of the TVET colleges (selected) with reference to the NCV programme and related issues. The participants were made to give their lived experiences regarding the related questions (Miles et al., 2014).

The level of a successful recontextualisation process would be determined by how the official policy makers and the stakeholders communicate with each other to strike a balance in what makes a viable curriculum for the practice context. The emphasis that a viable curriculum for practice context is a product of contestation and conflict is a reality. The complaints that were voiced by the resident lecturers and some of the

stakeholders about lack of communication during the design of the NCV programme are evidence of a poor recontextualisation process (Bernstein, 1996, Guile, 2011 and Hordern, 2014). Bernstein (1996), Singh (2002) and Guile (2011) indicate how the different agencies of recontextualisation would conflict with each other over what discourse requires selection, delocation and relocation to create a viable pedagogic curriculum.

The study has established that recontextualisation process could be successful or a failure depending on different circumstances. In this study the participants have expressed different factors that led to a poor recontextualisation process resulting in poor implementation of the NCV programme. There are man-made and systemic challenges expressed either by participants or the literature review. All these are factors that constrain successful recontextualisation of the TVET colleges at the two selected colleges with reference to the NCV programme and related issues.

From the factors that either constrain or facilitate successful recontextualisation some recommendations were developed. The literature reviewed and the participants interviewed were also helpful in developing some interventions into poor recontextualisation, consequently the development of a viable new knowledge. The related issues emanating from the recontextualisation of the NCV programme have emerged in the form of themes that were discussed in this research work.

In the memos it should be mentioned that in the course of this study a pervasive expression of anger, displeasure and lack of commitment towards the successful implementation of the programmes delivered by the TVET colleges, from among stakeholders was experienced. The stakeholders from within and outside the colleges have complained about lack of communication exhibited by the TVET colleges. The Bernstein's (1996) principle of weak classification and framing requires some attention.

The study has made effort to align the processes that have taken place in the conception of the NCV programme with the principles that are outlined in the recontextualisation process. The principles that are outlined in the Bernstein

Pedagogic device have been made relevant to the processes that actually took place in the design and implementation of the new knowledge for the TVET sub-sector.

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VERBATIM STATEMENT FROM TRANSCRIPTS

Theme: The conception and inception of NCV programme

Question: How involved were you in the conception of the NCV programme?

The Lec.1a says, *You know when I started at Lebowakgomo...er.... we were not involved in NCV. I, with Mam Mello were brought here from Lebowakgomo. So we were not involved in the process from the beginning. So basically, I was offering a one year and a half year course. We basically not involved. We were not involved in giving inputs, do you think it's going to work?*

The Lec.6a has this statement: *I understand that this is a concept adopted from Sweden. Sweden has this type of arrangement that is why our education has collaboration with Sweden. Maybe we are implementing it in a wrong way. In the college we do discuss as I am saying, as a college we can decide on which programme we offer, but we don't design programmes as I was telling you, but we do discuss sometimes. The only people who can change is DHET but we just accept what is given to us. We don't really say design our own things, find our own way. Is more like high school.*

The Lec.6b says, *The NCV programme, the manner in which it was introduced er ... er ... I think was a model from New Zealand according to the information I got, when I was trying make research on this thing. When it started it found us using another model, the model whereby I think it was quiet effective ... I am slightly against this model because it was adopted from somewhere and imposed on us. No serve interaction was done with us ... they never gave us any chance to say let us discuss on this model ... we want to adopt, before they could adopt it, because, yes maybe at New Zealand it was OK, maybe there was quiet an expensive interaction on it, but with us, not much interaction, and I belief if maybe the government took this initiative say before we can implement this thing, let us go to our TVET institutions to say engage those lecturers, check on them on what they are doing now, and if possible we come up with something slightly different, because it seems they wanted*

something slightly different from what we are doing. But the unfortunate thing is that, they came up with something that is not doing justice to us.

The Lec.2a had to say, I don't remember but, I can remember what they said is that, there are many students who are sitting there at home who don't know where to go, so we must just dump them, I can't remember the process, I think they came to us, and they informed us about it, they informed that there was going to be a changes. So now they are opting for the one, the NCV er er er. I think the people from DHET came at our campus and informed us about the changes that are coming. But I can't remember how they brought it in. I don't remember them bringing it to us to ask for our inputs. They brought to us and say this is a new programme that we are going to follow. A don't remember them giving us a chance to make inputs. Ja ja, if they could have done that way of giving us a chance. Now I remember when they introduced the new curriculum we were called for the workshop, but in that guy who was telling us about the new curriculum, they told us even those who are writing the text books. They said they sat with the companies and asked them what is it that they want the students to know so that they come to work at their companies.

The Lec.8a says, The NCV is researched abroad I learned, and was implemented in 2007 and we were not ready for it. There were so many challenges when it was implemented like confusion, theory, practice and resources, also the interpretation. One other thing the choice of students, time–tabling and policies in general, that is it.....We did not have the opportunity to inputs except, except unless at higher levels. We were able to write reports which I may say were input but.....there was no any response.

Lec.3a in response says, Piloting, do I remember, the only thing I remember is that it was piloted, just few students were put in the system and they passed and it went into the second phase and the other programme came in. I remember the first programme was office administration. There was feedback, they changed whatever they changed and we were developing. No there was no input given for it during conception. We were introduced to a new programme. Lecturers were taken through workshops for different programmes to be offered. But being part of the curriculum design it was not."



2. Theme: Admission policy in the NCV level 2.

Question: What is your view on admission of students of the pre- and post-matric students in the level 2 NCV programme? (Lecturers)

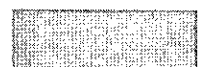
Question: How does the admission of the pre- and post-matric students in the same level 2 class affect you? (Students)

Lec.6b had to say, *Ja honestly speaking is a mammoth task, especially for a lecturer who is exposed this type of scenario whereby a learner has just past form 2, grade 9, the other one has passed grade 12 er er the grade 9 they are not doing that good... because er er more especially if maybe they are from underprivileged communities. From remote areas whereby, they did not, their schools were not much resourced, the change in scenario and change in approach that we use at the college. They are not coping, but when you look to those who have grade 12, you find them a little bit better, because they have gone slightly errrr.....but further than the grade 9. The one who got grade 12 will start complaining because you will find the lecturer say I am taking long to explain to you because we as management of the institution we try to conduct class visit. Those with grade 9 are the ones who are taking lot of time.*

Lec.1b has these, *Sir our programme is difficult because those who are not serious are students who fail. The lecturer would stay behind with those who struggle and those who are doing the NATED. Those who passed with diploma especially with clear maths-not maths literacy, because the level 2 brings a challenge, and that is, it demands some calculations and that is where they struggle.*

Those who struggle are those who don't have matric, with maths yes, I am not saying this because I am in ITC but that is the most difficult course in all the courses. The Department says grade 9, you must pass grade 9. Those students they never, it is a waste of money.

Lec.5b responded thus, *usually it poses a challenge because we are directly involved with the students. Now those who have passed matric-or failed and had a taste of matric it becomes, it's much easier for them to adjust... But those who did not even attempt grade 12 it becomes a problem because they did not even have a taste of Marketing, they are meeting Marketing the for the first time unlike fundamentals. But in our case in Marketing is a challenge. The first six months you*

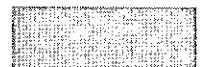


will even be discouraged as a teacher, as a parent you would say let me utilise all the strategy and in September is then that they adjust by then they would be writing very soon, hence we do have high failure rate here. At level 4 they are doing exceptionally well, level 3 are better, level 2 is where things are not just right, and that's why every year we come up with new strategies.

The Lec.3b in response says: *From grade 10 by the way grade 10 is standard 8. Let say grade 11, ja, in fact if a student from grade 12 although he does not have matric certificate, he/she would enrol for level 2 NCV, but the fact is that, level 2 is equivalent to grade 10, level 3 is equivalent to grade 11 and level 4 is equivalent to grade 12. We have grade 11 and 12 but somewhere, somehow what I can say a large number of students who have grade 12 certificates, then we are forced somehow, somehow, we are forced at least to consider them, a little bit ignoring the students who did not get matric. So we give the matric certificate students first preference. We register grade 10 up to grade 12, sorry! Ja, somewhere, somehow is a challenge, ja in terms of knowledge, there is a wide gap, the one who have grade 10 and the one who is having matric certificate there is a wide gap, hence I am saying, when coming to admission in the colleges, we do prefer those who did pass grade 12.*

Lec.4b has as these to say: *They attend in one class, grade 9, 10,11 and 12. The thing is cognitively these learners are different, very much different.....some will catch up easy with you, but some will ahg-and those with grade 12 is like a repetition of what they have done in matric and those with grade 9 is like they are starting to do these things or is a continuation of high school because in high school they were doing 7 subjects or 8 subjects for that matter.....still here we are still offering them the very same subjects they did there, some of them they ran away from. It frustrates the grade 12, mostly-Life Orientation-of high school. But with the department is not clear when the NCV started they wanted to do- that grade 12 they should not do the fundamentals subjects, but they do the core subjects for they have already covered those in high school, but those with grade 9, 10 and 11 they should be compulsory.*

Students have own preferences regarding the admission policy of students with Level 2 NCV programme. Their responses are following:



Stu.9 says: *I think in my class we have someone who has paused grade 11. I don't have a problem with that since I have realised that life without qualifications is a different one.*

Stu.1 has this conflict: *Then ka dumellana le bona (I agreed with them) then I took the level. But it was much difficult, on level, on levels. Those who failed matric too they do levels. So they did not finish matric their matric, but one thing as the time goes I realised that this is too much too. Most of the things that we were doing at level 2, I am comfortable now.*

Stu.4 makes a remark: *English and Maths I don't think they are necessary, but LO is necessary. I think is a disadvantage for failing them which restrains you from getting a certificate. We have had to negotiate this with the HOD ne; but the problem is that we are having some students, who did not do these subjects from high school and trying to cover. This is rather waste of time.*

Stu.2 expresses the situation thus: *"Some students do not know where they will go. And my lecturer told me that – the level 4 is equivalent to grade 12. So, I thought about the whole 3 years, and then but I have already-I cannot do anything except I could go to UNISA, maybe you can do 2 years to get certificate. Yes, it depends on me I would have gone to the university.*

Stu.7 says: *Why should the NCV be equivalent to matric in the high school. Maybe they should rate it a little bit higher.....not equivalent to matric, because some of the things that we are doing here other universities are giving opportunities to some of the projects we are doing here. The pre-and post-matric we are weighted the same and we are not same because like I am talking to this other lecturer. Something should be implemented that those who have matric should do this, maybe it cannot be three years. Those with matric they do it two years. Maybe Umalusi combine matric and NCV to be something better. Maybe management does not take things seriously.*

3. Theme: Viability of NCV programme

Question: How do you value the NCV programme? (Lecturers)

Question: Do you find the NCV programme good for you? (Students)

Lec.9a has this view: *So, I remember when they trained us for NCV. Some of these are in the syllabus of what we have done in teaching, most of them. Why do you say is the equivalent to matric, because if we can take the student who passed level 2 and a student who passed grade 12 and put them in one class, there would be a big difference. The one with grade 12 will suffer. The one with level 2 can communicate with you very well. In reality there were supposed to call it something even if they could say a diploma. My opinion is that the government has under graded NCV because they have a lot, a lot of work than the basic high schools.*

Lec.9b says: *The new programme introduced the practice is too minimal, not more up to the extend we are used to. So that was the better part of the old programme, and according to me it was quiet beneficial because if a student er..er..er is coming to a TVET for the first time and is not exposed to these things we are teaching him/her about it it will be difficult. But this student you teach him and he is getting exposed and he is hands on upon what you been teaching him it becomes easy for him to understand. That is why most of our students who were taught by those times in early 80s and late 90s most of them are employed and others have their own companies – unlike a student who is doing this course for 3 years and a student cannot sustain himself with this qualification that we are having now, NCV. That is, I am slightly against this model.”*

The Lec.4a says: *It is a very good programme if it can be financed property. It is a combination of theory and practical part. When we teach them theory then after teaching them we take them to the computer lab to do it practically.....we have programmes. This is the same programmes used by the top retailers such as Shoprite, Checkers etc.... All the source documents we are talking about receipts and invoices bank statements, how to withdraw money. They can see that theory done practically. That is the difference between a person who comes from a high school and the one who is doing NCV. The only area that needs attention is when it comes to resources.*

Lec.1a states: *The NCV is feeling a gap for those students who passed grade 9 but could not cope. That this NCV would be like Senior Certificate it's upgrading them that they don't stay down at that level. Errr ... I would say for with vocational subjects it ... gives them the basis for all different directions. For me I would say yes, for me*

just offering-It opens opportunities for them. I can say NCV is doing good, exposing them to more different types of lines.

Stu.9 expressed the view: I have seen people who are working very well, who came from this college. I think my future is bright, bright because of this college. I did not know. Now that I am here and I am completing my studies, my future is looking bright. The lecturers, the way in which they educate us, I think they make us see the light. Our future must look like bright because we are here.

The Stu.3 expresses the courage thus: Whether there is a job out there or for me. I am going to do it. I love what I am doing, I did not get into civil just because there was no course that I can do, I love it. I rate my lecturers 7 out of 10 they try their best.

Stu.8 has this other view: Ja, like some of our students, the want that Life Orientation should be well stated as Computer Practice, and even that we should register with university so that when are complete level 4 are should have access to university. These are some of the issues raised by students.

The Stu.7 says: Everything that I wanted to achieve was available here. I have done commerce. This was actually what I was looking for. Yes, I am achieving. Those with matric they should do it 2 years. Maybe Umalusi combine matric and NCV to be something better, because they can be combined. The NCV should be improved it must not be considered an equivalence of matric, maybe they should increase the courses and also N5 etc. Even to the partners. Even to partner with the University of Limpopo- so that what we learn here should have equal weight with what is taught at the university.

4. Theme: The SSS efficiency

Question: How efficient is the SSS in your College? (Lecturers and Students)

The Lec.6a has this response: We got support-that is the first entrance, these are the guys that assist us in terms of administering the financial aid, housing, they also have psychological support ... in many cases students will be referred, they also offer career-wise. The first entrance will be CAP test. Triple S Also run the SRC, the social activities, sit in the campus management meetings. If students have

challenges, grievances, students, parents in case of a death of a student to give support. Our remedial lecturers report to the triple S. Students are not really aware as to who is responsible to the sports, it's like if they don't see the necessity for consultation, they don't care.

Lec.9a says: *With our SSS there is the NASFAS issue, they assist them on how to apply for it, because they are in the new world. They assist them to fill the forms. We use to have students' psychologist they were the practioners from UNIVEN. Usually, they are here year by year. Those students with academic problems, where, where, we have peer group, peer tutor, those we have remedial lecturer who is not a member of the staff, they hire. They are there specifically for students. If they are a good number they hire remedial lecturers to assist them in that subject. Nna, I use to call drug addicted students. We have a student who is preparing food for us. Eish, we take him to different workplace due to alcohol they chase him. With the assistance of SSS he stood up, and now a brilliant boy.*

The Lec.4b gives an experiences: *The triple S, I for me, it does not help. It should be counselling students. Today we are in the world of awareness, the HIV, the sex education, they should be there for that matter, and bursaries and staff, NASFAS, but, to me it does not play much of the role, in the holistic development if the child.....such that when....as an adult he knows how to conduct-himself or herself in terms of triple S hai! I don't see much.*

Lec.1b states: *The SSS at the moment I don't. The students would come to say they are afraid to go to the SSS because they talk, they are not willing or ready to service the students. I cannot understand why they are not willing or ready to assist the students. Bursaries, the students would come to me for assistance-but now the computer system that has all profiles for students is not in walking order ... and we are unable to assist. Right now no one has, has access here.*

Lec.3b. The lecturers says: *They (SSS) are doing their best, somewhere, somehow some of the circumstances are beyond control, although you can try by means to do your best, things will just perpetuate. Yes, we do have structures to deal with social issues I have just mentioned (under quality of work). There is something here, it has been coming up, goes away and comes back again.*

Stu.2 says: *When I got here it was a queue and the security show me the way of getting inside. You are supposed to have grade 12 certificates. Honestly speaking I did not talk to one of those people, I was looking at how people were arranging ... immediately when you entered the gate there were people who will let you know from here you go there. The first day there were people who told me this Block A and Block B and from there I talked to the lecturer, and the lecturer was telling me about everything about the pay and the text books and from there I just got into the campus to attend classes. Honestly speaking I did not communicate with the SRC. The people they are supporting are those that are attending classes with me, we help each other. Yes, I heard about the counsellors, at this school but, I ignored because as I was going up I was supposed to lean on my family.*

Stu.5 says: *Triple S supported me because I was not able to operate a computer ... at first from SSS I learned how to operate a computer. Now I am able to unlock the computer and type and the managed to tell me about courses which I am doing, so that I can tell my brother at home.*

Stu.1 gives the experience: *Yes. I do, during my first year here, I lost my brother sometimes, at times I used to be stressed. I think even family background like sometimes is stressing me. I use to pay my rent late, but I am happy, like even if I had to study, I can put my stress away and focus on my studies. I wish I could do that (attend counselling) but I am afraid. I thought I am going to tell the people about my stories. I can't tell my mum about anything-maybe is because my mum never told me about anything in life. I can cope with my school work then stress comes later.*

5. Theme: Workplace and College Relations

Question: What type of relation exists between your college and workplace?

(Lecturers)

Question: What type of relation exists between the stakeholder and the colleges? (Business sectors and the partners)

Question: Is there alignment between the college and workplace? (Lecturers, business sector)

Question: Does the business sector have trust in the TVET colleges' delivery? (Lecturers, business sector) Lec.8b says: *other companies, yes they are right, they don't know those TVET colleges, because they know them long but, by that time they use to call them technical colleges. They are not much familiar with these levels, the NCV courses. And then they actually don't believe that the ... credibility of their students qualifications and that is why we need to familiarise them with the actual fact, we need to engage them. We as the colleges we actually need to be introduced to them and request partnership, sometimes we must invite big companies, is a very good idea, we sometimes forget about smaller enterprises and entrepreneurs and that should be ones that should form partnership with us.*

Lec.10b says: *There could be some of the workplace managers who might behave differently towards the TVETs. It must be known that at the workplace everything is about work, there is no time to move back and display an attitude of laxity. Some of our people treat the workplace like a campus, where they work and knock off as they wish.*

Lec. 5a gave views: *Sir, Yes there are challenges, these are basically because many sectors especially private sectors they can't, they don't see themselves locating the TVET system, these are basically because many sectors especially private sectors they can't they don't see themselves locating the position of the TVET system. So, sometimes, right you sit with them and show them what is all about us, they always believe that these ones cannot do anything. So they say no they can't risk placing students from the TVETs' into their companies or areas of work, because the assumption is that they can't do a better job. It is only when you engage and sit with them, interrogate matters that some will come to understand that these are right people that should be given the opportunity.*

Lec.9b says: *What we are doing in our programme, we have some companies that you find we liaise with them, we communicate with them ... if they can help is like taking the students during the school holidays just for observation of what is happening at the workplace. Those are the only people that we partner with. It is not easy – some of the companies you know they say we don't have space, let say*

we have 40 students, then you find they want 10 only. Is a lot of challenge-but at the end of the day you find our students are able to go somewhere to do something just for a period of two weeks. We visit everyone ... we visit one per day, just to checks whether they are doing everything well.

Lec.3a says: It is such a daunting task to get some of the companies on board. And there are many factors to that, and again it depends on which side of the fence you are sitting. You need also to see the bigger picture. Remember WBE is mandatory from the DHET. Now we approach a company a company er ... er...er ... will go to a company a say listen I am looking for, a marketing students. Need them to be exposed in 1 2 3 4 whereby we have a logbook. There will be there companies that are reluctant and would say er ... er ... it is not in line with my policy as a business, you, you struggle to get the buy in, if you get companies that are willing you are very lucky, and you must maintain that relationship.

Lec.7b of this ide: I would definitely come to the fact that they must go to the industry first ... the starting point, that they are missing the right thing here because, we must train the students to get to the industry. And so the departure point is wrong because, that is the big thing that the college must turn around. Train the people accordingly, that would be much better. If they employ the wrong syllabus, the students are not employable; there is a need for a turn around.

The Bus.1 manager said, Our relationship with TVET is done by our Head office. Our H/O had an agreement with a company called ... I think Retail Relate. Yes these students depend on individuals some are good but others are not good, it depends upon them. What I discovered is that they know theory without practical experience. Yes, the theory they have. The college must also give them some practice in what they learn. Yes, yes learnership programme for us is good. I am very happy with the arrangement. Our local office does not have any connection with FET. They never come and never tried.

Bus.3. says: There is a company with the name "Letshema" which has a contract with Nedbank to recruit students from the college ... to join a training programme with Nedbank branches. In terms of how good are they is that some students selected are not passionate about the work. They do not express interest in what

they are supposed to do in the work. Yes, there are those who are willing and eager to do the job. The knowledge that they receive at the college does not align with what they are confronted with at the bank. Of course, some of them are good.

The Bus.8 manager says: Yes, we do, students are sent with a letter stating the period of story. There are not meetings held, we do talk telephonically with TVET or emails. They phone prior students coming. With those students, mostly they work in line. We tell them rules and they adapt. Each some of them they know some come from poor background they may not know. At school they learn but they took things for granted. Most students do not know types of meat. Most colleges must go on excursions on butchery or where production of cheese produced. If the teachers could come to the workplace and also those in hospitality must come to the workplace. We also learn from the students.

The Bus.4 manager says: The company has not established any relationship with the college, I do not know what the FET or TVET means. The company needs only experienced workers to operate the computerised cutting machines. (The manager never had students in his company).

*The Bus.2 manager says: When they come here they are without knowledge, they have nothing. They have theory but it has no alignment with what we are doing. The case was the same with me when I came here. *The FET have to approach the Regional office. We only get students recommended to us by the Regional office. It is the Regional office that engages with different institutions, we are a franchise.*

6. Theme: The students' exposure to practice lessons in college

Question: What is your view on the level of students' exposure to practice lessons in your college? (Lecturers and students)

Lecturers

The Lec.6 says: We don't have exposure. Simulation in the laboratory we tried to install resources and software that are current. In addition students should be getting real work that is the challenge. If we had such. We want real life IT

challenges. If we have to buy a server, a server is several millions of rands. We can't afford it. The students are getting paid the allocation is 60%-40%. The 60% goes to personnel.

The Lec.9a asserts: For the NCV we have the practice in class first before they can set out during the school holidays. In Hospitality we are assured that we can have practicals every week because we have simulation centres. It's easy, I don't think there is any college that can offer Hospitality without simulation room. It is impossible. There must be a food lab. The only thing that is a challenge is planning for the practicals. The essence is that you must block the time table for practicals and if you have a large group you divide them and cycle them for practicals for these module depending.

The Lec.4a says: you may find that we have got the practical room, a place where students are expected to do practicals. Those are doing finance are a problem. When we take them out of the class to do practice, you find that practical class is not well resourced. There is nothing it is empty, it is just a few ...sometimes we don't have those types of resources required. It is just theory. I think it is a good programme if it could be resourced. When we take these students to the practical room we don't find all the resources.

Lec.3b complains: It's just unfortunate due to some of the problems we are underperforming. For instance some in the IT Department do computer work, you find they are not enough in the sense that, I mean if there is no enough resources, how can you complete your task efficiently. Although it is not a huge problem but somewhere somehow you find that there are no resources some are old. So the leadership of the institution you go to a particular class, there is not enough equipment. There is shortage here and there. Lec.4b asserts: his college is supposed to have, you find that some of the workshops there isn't the necessary tools for the students to do practice. When we speak about the workshops we speak a specific number of students. For this room for example, can accommodate say 10 students some space is occupied by the machinery, we accommodate 40. So how are we going to train. When we get to a company they are shown a machine and they say demonstrate to us, the learner does not know anything about

the machine. Say you, you put a tape on the table, a tape measure from A to B. Most of the students do not know how to read that particular tape measure.

Lec.9b says: I have got only one suggestion my suggestion is like in our college we need simulation centres where we can give practical things for our students like for example, Accounting. When the student gets to the industry without practice experience is a problem. So at the TVETs recently there are no practice lessons even at 'A Campus' there are no practicals going on.

Students

The Stu.4 says: in level 2 I did some practice work. We did only two practicals we were supposed to do two practicals per quarter. Then last year we had only 2 practicals in a year. This disadvantaged us in a way because we lack the knowledge of what happens around the work that we are doing. We did the practicals in the kitchen laboratory within the campus. We never did any WBE because of lack of finance.

The Stu.5 does confirm: we have simulation centres, yes we have it. It is good, we have two boxes, and they use to show us practicals. This time we are still on classes but we can go for month. We are still doing theory, but during practicals time we go to the workshop, it can be a month. Ja, stay there at the workshop. We can go for a month.

The Stu.6 asserts: The teachers they teach us about certain chapters then you write a test. The practical things oh ja is really good. Very good, Good, good job. Very possible. The negative. I think maybe just because of the time frames, maybe they should increase the time for each subject. Maybe uplift the standard of teaching.

Maybe we should talk about the programming of subjects.

7. Theme: The Entrepreneur Skilling

Question: Do you engage in entrepreneurial skilling? (Lecturer)

Question: Do you have the motivation to be self-employed? (Students)

The Lec.1a has the experience: *Ja, that one is what the campus manager use to tell us that you must advice these students, because they are doing engineering they should partner with those on site. Maybe they form the CC so that they go that route.*

Ja, that is what he was advising, so I think is a good idea. We don't know if Business Studies are having it but here we don't have it, we just encourage them.

Lec.6a says: *It is something that we encourage. The NYDA comes here on a regular basis to encourage the entrepreneurial spirit. I have seen in Agriculture there are many students who are doing cooperative farming, they get funding. We have a student who designs websites, he has a clientele. He offered that I should give him students who are at level 4 for mentoring. I have a student who is working in Polokwane he has clients. During the holidays I take my students to him to give them exposure. Some are trying.*

Lec.9a asserts: *If you can check most of the panel beaters are the products of the Ambag Skool (Trade School). They employ a lot of people. Imagine in Hospitality if the students create their own jobs, selling food, hire other people to assist as manpower. They may not go look for a job. Food is eaten everywhere every day, accommodation is needed every day, and people are travelling every day. Who does not want to live? If they could practice that they could have their own businesses. You have to work in order to buy resources to start own business.*

The Lec.4a state:, *the government came with NCV to close the gap of unemployment. The students need to do practicals but we don't have the resources. The department demand that new have simulation centres. Colleges do not have resources to train for entrepreneurial ship. Very little practical work is done. The intention is good and the resources are a problem.*

Students

Stu.1 says: *By watching oh people who now own their own businesses like they enjoy life. Actually, I hate to work for other people. That is what I hate. I want people to work for me. It comes from within. Entrepreneur they don't go to somebody and say please lend me this money. That is what I want. What I hate is to work for somebody.*

Stu.3 has the ambition: *Mine goes like this, I wanna first get employed, I want to have more knowledge to be employed first. At a later stage I wanna be independent I want to have my own company. As I have sad I wanna command. Nna Sir ever since I have been growing like I, hey, do this, do this, do that, don't like that hey give rules, I wanna make my own rules. That motivates me that I want to be independent. I don't want to say, ha ha but what motivates me like people out there especially that women are taken for granted.*

Stu.2 says: *Obviously, I have to qualify first. Most of my friends own businesses, their own companies. I can see how much work it is, how much attention it needs, but as long as I will be willing, as long as it is something that I want with passion I know I can get there. This is all about reading the books. Nowadays there are lot of books we are reading that can tell you how much you can belief in yourself. The motivational people are saying that the first thing for you to do is to be yourself.*

Stu.5 embraces: *I see my future because I know many things about electricity. When I came here I did not know how to test capacity, but now I know how to test capacity, resister. Now I know I Can open a big company about electricity. When we started at level 2 we were about 300 and they said they can work, then I said look I can't just go with these people to work. There is no work here in South Africa the what if I do my own job the some than some of our students who want to be employed.*

8. Theme: Management capacity

**Question: What is your view about the management of your college?
(Students and lecturers)**

Question: What is your view on the management capacity of the TVET colleges?
(Stakeholders)

Students

Stu.6 says: *Now what I want is like what you maybe, they should create simulations as you have said. The internet to improve learning throughout the year. The practical things oh ja is really good. Very good, good, good job. "The negative". I think maybe just because if the time frames, maybe they should increase the time*

for each subject. Maybe try uplifting the standard of, of, teaching. Maybe we should have maybe like talk about the programming of subjects.

Stu.1. has the following: I can say things are moving so well, I don't know anything about the campus manager, the only thing, I know is about the lecturer because, everything is OK. But last year time-tabling, I am complaining about it.

Stu.7 has to express: I think everything is going well, the only thing that we have about-some of the things like the remarking, like the supplementaries always come back late, they told some students that they don't receive the scripts that have been remarked or results. I don't know why they don't do something about it, they should do something about that. Yes, everything is going on well, if you need help they will not help you. Maybe that is one of the reasons some students' dropout. They don't register while waiting for the results. Maybe, they will tell you it would come back during September. They do the follow ups, they say we should do the follow ups, we cannot do the follow ups they must do the follow ups.

Stu.8 says: The most important issues is to improve the standard of technology. What they are doing is that they are doing computer science, but they are doing Physical Science grade 10. There is nothing that deals with computer science there. The practicals offered are poor. We have never seen them develop systems like software that we can use. LO (Life Orientation) should change to computer literacy it must not just be LO. Our certificates also must change, we are recognised in the NQF but when we require job, we are not taken seriously.

The Lecturers

Lec.6b says: So if maybe proper consultation was there, and in the sense that we can refine the model that we are having, we could have gone far. And so many people could have been employed. So many people are unemployed and the blame is purely on us people because we could have done something about it. I can't say entirely on the Department, but it is important that whenever the Department want to implement something it must come down, not just superficially, it must come to the colleges and sit with the people especially those who have got the experience.

Lec.9b has the following: *The management is doing well just that it has its pitfalls. But we would just say smooth all the time. Even in the strategy for employment (appointments) they are doing good, they are involved. The only pitfall so far of management is the communication. We don't have communication at this college. Sometimes you will hear the information from the students, then you start to be surprised.*

Lec.4b has to say: *There is no debate about the situation. I regard myself as a spade worker. Such that I know what is happening down there. But should cascade information to the upper levels, today this is what is happening. Who is going to listen to you? Say for instance, I take it from the lecturers point of view, I put it to the campus manager, campus manager is supposed to take that point to the CEO, the CEO is supposed to take it to the DHET or to the Minister, but it does not work that way, one would say the minister does not have time to entertain this thing. As such things are just falling apart.*

Lec.6a has the expression: *We don't really, say, design our own things, find our own way. Is more like high school like today is CAPS come. We will be given whatever we are taught, we come here not well prepared, because we are given 2 days to implement the curriculum. The channels are not, we do not know what the other challenge is. I don't even know who my curriculum designer is. I in my field I don't know that person. If they call the meetings-they call them with some people higher than me. In class as I read I say this is not possible whatever he wrote I say this is not possible whatever he wrote I say this is not true. The books that we are using I can see that this is poorly written. Ours is just to facilitate the curriculum.*

Lec.9a says: *We have a good curriculum manager. He supplies us with new information on curriculum. They are doing well. When they come back from meetings they provide us with all the information and give explanations when required.*

Resources; for us we don't have a problem. Nna, I never had a problem with getting ingredients.

Stakeholders

Pt. 1 says: *I don't think TVET are doing justice to managing the affairs of the TVET colleges, like been ignorant teaching, you know the child you sometimes that has long gone, and number.2 they don't even bother to assist these learners to get placements, that placement is part of the qualification, they leave it to students. It is not possible to go and find placement for these learners. And again these TVETs are not operating properly.*

Pt. 6 says: *Management sometimes regard unions as disruptive. We don't have problems with professionals. At the level of administration some of the managers are hostile to, to, unions. They think unions are disruptive whereas not. We want to engage. Open door policy.*

Pt. 7 says: *Management is diluted or political. Managers are deployed. They look for people to bring into post without regard for quality. People are employed into wrong positions, the quality suffers. Learners are not a problem.*

The Interview process with Lec.10a of the TVET A College

Introduction by the interviewer: I am AM Mthanji a student from the University of Limpopo doing research on the developments in the TVET Colleges. This document may give an insight to the focus of the study. I hope you are not worried about my recording this interview.

A No, no, carry on it does not pose any problem with me.

Err... , you are speaking to Mrs Dipela, Deputy Principal of Waterberg College. I am the Vice Principal Academic. Waterberg College for TVET.

Q. In my communication with various stakeholders I have some complaints and concerns about the manner in which the NCV programme was conceived by the DHET. There is acclaim that the NCV was not properly conceived of and the reason been, there was no communication and consultation with the lecturers?

A. I differ very much that there was no consultation, reason been NCV was a new programme; it started in 2007, If I am correct, in 2007. And just the year that it started, there was policy document, it was gazetted that means there was consultation to that effect. Before lecturers were allocated to teach NCV on 2007 or 2006 and remember there was training of lectures by the department. I was still the DHET and Basic as one. Err... there were trainings wherein lecturers had to attend vigorous training in the introduction of the NCV programme. Some trainings were conducted in the University of Pretoria for different subjects. Remember the NCV has both fundamental and core subjects for different subjects. Different groups of lecturers had to go for training where the concept was introduced also guideline with reference to how to teach the NCV. Err, and remember in one session we called it apples and apples we were even making jokes to say we want apple meaning-being to compare or should it also include part of the examinations. So in my view there has been consultation and it did not stop there, it has been an on-going running sessions. Remember when you introduce a programme, it cannot be a once off- so even when we were doing a curriculum review of subjects or

programmes, there are running workshops that are conducted for these programmes.

Q. Implementations. I want to take this discussion a little further, that the lecturers claim that even in the implementation of the NCV programme there are no consultation going on?

A. I think when colleagues are saying consultations mean gathering people in an open space and you start saying ... wena—you are ... For even when you are implementing there is consultation. Would say there is support for the new programme, regionally and also nationally. They visit the two tom potter and we revisit the assessment guidelines to put out the subject guidelines dealt with in the NVC programme. To me that is consultation unless consultation we are referring to is face to face, you can consult if people are sending documentations to you-that is support in my view.

Q. Is there any inputs that were ever made by the lectures?

A. Always there is information that is always sent and it is requested to say make your input.

Q. Do you have documents to that effect?

A. Yes, perhaps it might take me some time, not right now. I can search and we can go and look, where we are even requested to give some inputs.

That was the crux of the matter that we never made an input and there was never a situation where we had discussion between whomever at the top and us to say this is the NC V curriculum and we are implementing it. Perhaps to give more weight, at that time curriculum manager was Miss Visser, she is still employed with the college. The only thing is that she has been moved to another section, but she can recall clearly. I would love if you can call her, because she is the one who was driving the implementation of the NCV curriculum, when we purchased material, she can relate to you that- we purchased, even when we had to build the Hotel School, I am proud to say we are one of the colleges who are offering Hospitality services and is well equipped and well researched in terms of securing the

requirements into the teaching of the NCV – Hospitality programme. Even in the Tourism when I say Miss Visser had to do consultation with the lecturers, the same lecturers did input to say they should do Galeleo and Opera. From that time since we made initiatives that the students who do best they should do Galeleo and Opera. Those were inputs from the lecturers.

Q. The Pre-matric learners admitted in the NCV they are said to be too low and they do not cope. Grades 9 are said to be a hopeless group. Are they a problem that you cannot handle at the end of the day?

A. True I agree to the motion it is a challenge to admit learners with Grade 9 qualification. Err Grade 11 is better of but the Grade 9&10 students struggle to cope with the NCV programme. The minimum pass requirement for a vocational subject in NCV is 50%. You will note that err students that come from basic education in terms of passing in grade 9 is much lower than 50% pass mark. So a student who would have just passed through a border line will never make it because the contents of the NCV curriculum is heavy, so putting in a Grade 9 unless it's performing student then he might cope in the NCV curriculum. In my recommendation and in my wish I would recommend that the Dept. review the admission requirements for NCV programme entry. Grade 9 is too low.

Q. Can we proof this documentary?

A. We can do analyses of student. We can pull up those who came with grade 9 and compare with those who came in Grade 11 and 12. We can see trends, whether what we are saying is true, we can request data analysis to do comparative analysis. We can pull the number of student because the grade 12 that we are admitting. We in most cases discourage those who come with Grade 12. We encourage those who have passed and attended grade 12, those Bachelors and Diploma we encourage them to register with University of Technology.

Q. Why don't you register the bachelor?

A. Because they would repeat the cycle when they do NCV, remember they are both NQF Level 4.

Q. What happens with the NATED.

A. They are still there offering NATED. Those with Diploma can register for N4 because that is part NQF level 4.

Q. There is a feeling that the college does not offer enough practice lessons beside WBE. Just practice within the college?

A. The requirement in terms of policy in NCV offering is that we insist offering 60% 40%, 60% practicals and 40% theory in vocational subjects. At the college we are challenged with structures and equipment. The number of students that we enrol up in engineering fields the ratio in the workshop is at a maximum, you must have at least 15 in the workshop. We find that we have to put in 30 or 35 in a workshop to one lecturer or mentor in the classroom. You find we have one workshop for level 2, you find we have 100 students, we are still challenged and battle with making up right within the workshop, time-table at least this students get at least this students gets at least full 60% as it is required.

Q. There are complaints from colleagues that the time-table used does not tally with the 60% - 40% required that makes it difficult for them to give 60% practice. Which is against the principle?

A. Err, these things are related, in the sense that the time-table issue, we try at least once a week they would have a double period so that they can do the practicals. Like I say due to numbers and structural challenges it does not necessarily at all times fully work-out. The best model is the model that is used at the universities, wherein you find that in the mornings you offer your theory classes, and you schedule on a full time basis Monday to Friday to a practical session room. Say from 2 O'clock to 4 O'clock, but when we try to implement such, we get caught with labour issues, in the sense we had to adhere to a minimum of 7 hours stipulated in the ELRC because once we stretch them to work until 4 O'clock it tips in the conditions of service that requires that the college has to employ extra people as workshop assistants to man the workshops, and that brings a challenge on the employee ... fund cannot exceed more than 60%.

Q. You shall have to battle with the 60% practice and 40% theory?

A. And that is why one intervention is not really a remedy, but one of the interventions is for the students to get exposure, is to take them to the workplaces.

Q. Mam why is it possible for LEDA to provide 80% practice and 20% theory?

A. That is a challenge, remember LEDA. I would assume the 80%-20% that they are offerings is in the learnerships programme, but in an NCV programme the difference is that it is time bound. Time bound in the sense that there are stipulated times that the students have to write the examinations. The stipulated times where you must compile your ISAC, test marks. so if you miss on these time targets you cannot plan your practicals or your theory period, You have to adhere to certain requirements, which the students should fit for the examinations. My take is, when you are referring to LEDA skills programmes, or learnership programmes is not examination bound, you found that the requirements in the learnership is 70% practical and 30% theory, there is little to compile the portfolio of evidence. The actual work is the practical work. In our skills and learnership programmes we are able to achieve that.

Q. How best can you streamline activities that are involved in the NCV to achieve requirements that things are not just off the track?

A. It differs from programme to programme, for instance, where there is infrastructure, there are no challenges like our Hospitality because we have an infrastructure, because we are well resourced, we are able to meet the 60% practice 40% theory implementation. Err ... the best model like I have said, if we can emulate the university model where you offer theory and schedule time for practice sessions and increase the workforce. NCV programme is a good programme.

Q. There is a problem between the workplace and the college because the college is not doing much to cause the workplace to give support to the TVETs?

A. I am not in agreement, yes we are not yet there in terms of ensuring that we have workplaces where we can place all students, but with the NCV we have made strides to try to accomplish that industries are opening up I can proudly say this

year for the first time the private section is opening up. This one of the banks has opened up its doors during the 2017 placement and we placed students doing FEA in all its branches within Mokopane, Lebowakgomo. To us it's a big stride, when the students came back it was like wowww, If this is what is expected at the workplace, we still have a lot to learn. In terms of Hospitality and Tourism industry we are doing well, even other government departments request us as a college to cater for them. It shows if we can open it up it becomes a success. We are still a little bit challenged with engineering and the electrical field, I think is work progress and we strongly belief it we were able to crack the industry in a similar way then we can open up in engineering.

Q. Smaller enterprises seem to be ignored?

A. Some of the challenges especially in engineering, the companies have placed on us the issues of insurance for the students. That was the first thing that they put on our table, to say we are challenged when you bring our students without insurance. We have since addressed that issue especially for those who are doing engineering even now when they go to the workplace we gave them letters that reflect that students are insured The other issue err... was that the level of their understanding was not tallying with, remember they work by production so when the student are there they consume much of their time, for production. We are still saying that is why we are sending the student there so that they must learn so that they come back from training we are sending better qualified people. If we don't do that when they complete you are still not going to employ them because they would not have that experience that you need from them. We just plead with the employer to say put it in your time so that you assist us to train them in the quality you need on them. Some of them not all of them, in their view that is wasting their time and we mention that we are still struggling with the equipment. So they have to do more to show that they are much more sharpened.

Q. How can you resolve this challenge as a college?

A. I think from our side to address this we have to intensify our practicals. That's is one thing that as a college we have to take it on to be sure that students are readily

exposed to the practical world, because like you said, if we do that the benefits are good, be well prepared and the employer will supplement on what they used do.

Q. What is your view about the college management capacity? There seems to be a shortfall is that true?

A. I take it when we refer to management we include campus managers and campus managers, and they are part of the management. The supply chain process is in such a way that it includes also the campus managers. When they sit in committee of supply chain management they can fast-track the requisitions and adhere to time.

But we still take challenges at the pace at which we are supposed to move to ensure that we acquire services that are required. Part of the challenge is to abide by the regulations, you can't just bypass them and sometimes we in our nature we want to have everything as an emergency. It derails the whole objective. It won't work that might one of the problems, that everything is held as an emergency. We have to follow procedures. It is mandatory that we must do that.

Q. The TVET and NDP. Do you support the NDP?

A. The pace should be slow; I would say we would achieve the intention of the NDP. Remember one of the objectives is that we produce artisans, like I say the pace might be slow and we might be looking behind in terms of achieving targets that we set for ourselves. But I believe we are moving in the right direction. Us alone as a college, just within this year we are training 70 artisans through SETA, previously so the NCV qualification was not put as an entry requirement for artisan training but that has changed now we enrol students who have completed NCV level 4. Not only engineering N2, the 70 that I am talking about are pure students who have completed NCV. For this it shows that we moving in the right direction. In the Hospitality sector since, I think err 2012 in partnership with the Dept. of Tourism-we are training chefs with SACA- These students carry the emblem that they are trained through the SACA which is more weighted. These are students who have gone through the NCV qualification. That in that industry we are contributing towards the skills are increased. We might be lacking in other field, but I think we are moving in the right direction.

Q. Do you hold meetings on these issues?

A. At the college we have done sessions with everybody about the vision for 2030. But as a college like last year 2017 we had an Academic Summit, where all campuses, lecturers from campuses were invited to discuss the key importance of DHET mission and vision which encompasses some of the vision, like take it in these platforms that is where we start sharing why we are existing as a TVET, what's our main mandate. Year in and year out as a college we participate in the strategic planning sessions. The objective and vision of the DHET linked to the NDP is encapsulated in there.

Q. SSS How effective is your SSS?

A. We are one of the best in Limpopo. The reason why I say that, that we are one of the best ones, remember SSS provides financial support and is one of the emotional, social issues, and extra curriculum is one of err academic support, financially err we are one of the college that utilize all the NSFAS and even request extra funds. So I would say we are quite well.

Extracurricular, emotional support, err... you can see the trophies; some are in the principal's office. So our students participate in all activities; we are no 1 in netball for the past consecutive three years. We are title holders for the best netball in DHET. WE participate in choir, choral, movie, softball, gumboots and related. It gives a full complement of the students' growth. Academically we are the first college that participated in the UN debate, where only the universities participated. We started participating two years back. One of our students last year became No 1 competing against universities competitions. That have prompted to instil the culture of debate in the TVET colleges and this year they have initiated a debate competition. We are still challenged and lacking in terms of disability offering, we are not well equipped to handle the students with disabilities; we are not well equipped in that field. That's where we lack unfortunately we have seen challenges and we are a making strides to want to improve in that regard.

We are still challenged in providing facilities for our students. We are not well resourced. Through application from the NSFAS we have started plans to see that we are improving that over and above.

We requested from Library Lottery that we collect some of the books from the lottery library. They gave us some assistance in Hospitality. Received English dictionaries and in languages are available for student's utilization.

Wi-Fi internet, we are a rural college, and with repeated cable theft we get interrupted throughout in a scale of 0-5 where 0 is the most adverse, we are 2 in terms of Wi-Fi equipment for students. One of the worst challenges.

Q. Is there any stigma attached to the TVETs?

A. The stigma within the college for students, unprepared students we get that quite often in our academic board meetings, wherein lecturers rapidly say students that are not prepared, they have to force them to learn. The flip side on our lecturers is alleged perception out there that we are still with unqualified lecturers. That is a perception. We have qualified lecturers we sit with lecturers that are qualified. Most have honours level. It is very few that do not have teacher professional qualification, but as college, through the fund from DHET funding we have encouraged these lecturers to register the PGCE, and only those who are funded. But lecturers also on their own, they pay on their own.

Q. How good is your governance structure?

A. The two Council terms concluded were highly privileged to have competent capabilities. Their contribution has been err realized and acknowledged esp. the first term Council around their support and participation. We were able to establish in Thabazimbi a campus, (now alive). Although it might have challenges, proudly so the campus is up and running and is assisting Thabazimbi municipality area people in terms of achieving the vision of NDP like you were saying. Ensuring that err the disadvantaged communities also are given access to learning. The current Council is also well equipped in terms of expertise and let me just say what only needs to be done IS clear understanding of the role of management and council.

Thank you mam for your kindness, I hope to return to this college to discuss the findings.

REQUEST TO CONDUCT RESEARCH IN YOUR INSTITUTION/BUSINESS UNDERTAKING

TO:
.....
.....

STUDY INFORMATION SHEET

This information sheet serves to request permission to conduct research in your institution and to explain some ethical considerations to be observed by me during the research process.

This interview process relates to a study conduct at the University of Limpopo and determined favourably by the Turfloop Research Ethics Committee. The focus and title of the study read thus; "Towards the recontextualisation of the TVET sub-system in Limpopo Province".

Some ethical aspects of the interview process are:

- The information provided during the interview process shall be used only for the research purpose, and shall not jeopardise the interviewee's person.
- The interviewee's details shall remain anonymous; however, the data shall be archived as research information and data sharing.
- The interviewee reserves the right to withdraw from the process without giving any reason for it.
- The researcher shall respect the practices and routine of your institution at all times.

Let me thank you in advance for your having offered your institution to participate in this research project. Should there be any questions please contact A.M Mthanji; cell: 076 795 1317, 079 501 4799 or email; mthanji.lance@gmail.com

Signed: A.M Mthanji

1. SEMI-STRUCTURED INTERVIEW GUIDE

1.1 The interview process takes note of the following important requirements:

Several significant topics or indicators related to the main research question have been determined. The questions asked should determine answers that respond to the main research question.

1.2 These questions are supposed to tap knowledge from the participants' experiences, ideas and opinions on the subject of study. The questions are open-ended and should provoke extensive conversation, consequently, probing and prompting (Warren and Karner, 2005).

1.3 Meetings with the participants for interviews entail greetings, introductions, explanation of the purpose of the study, establishment of informed consent and permission to record the proceedings. A single interview session would take 45 to 60 minutes and this is meant to give the interviewee enough time to speak at length (Bryman, 2012 and Stringer, 2014).

2 THE INTERVIEW SCHEDULE

2.1 STUDENTS

2.1.1 Introduction

- Greetings and Introductions, explanation of research focus, informed consent and permission for use of recording device.

2.1.2 Programme of study

- At what stage of learning are you?
- How many years have you spent already? Why?
- What is your programme?
- How did you choose this programme?
- Is this programme what you intended to follow all along?
- Do you already see a way to successful employment? Why?

2.1.3 Student Support System

- Guidance. Have you received guidance prior (placement) and after registration?
- Counseling. Do you receive counseling in time of need?
- Academic and Tutorial support. Is there regular tutorial support? How effective?
- Have you been guided on workplace behaviour?
- Have you been guided on alternative pathways regarding your programme?
- Do you have information on how to improve further on your qualifications?
- Have you been guided on the significance of TVET in the community?
- Have been guided on correct decision making procedure?
- Do you have student support centre in this college?
- Do you have qualified personnel to provide student support in this college?
- Are you aware of the need for recontextualisation of TVET provisioning?

2.1.4 Students and stigma on TVETs

- Was TVET your first option?
- Why was TVET not your first option? Or was it?
- Who encouraged/discouraged you to register at the TVET?
- What can you suggest as a remedy to destigmatise TVETs institutions?

2.1.5 Practical work at college

- Do you think practical work at college fully prepares you for the workplace?
- Give reasons for that?
- What improvement do you suggest? Why?

2.1.6 Teacher/lecturer capacity

- Are you satisfied with teacher/ lecturers offering lessons?
- What is the shortfall? Intervention? Why?

2.1.7 Positive learning/ teaching environment (PLTE).

- What do you understand with PLTE? (Elements)
- Can you explain what makes this college un/attractive?
- What needs to be done in this college to improve its attractiveness?
- How can the college achieve PLTE? Why?

2.1.8 Students readiness to access TVET

- What has been your entry qualification?
- Do you think you were prepared for the TVET level of work?

- Do you have some difficulties learning? What are these?)
- What caused these obstacles?
- What intervention can you propose to remove these obstacles?

2.1.9 Poor college/workplace alignment

- Explain your experience of apprenticeship?
- What is a challenge in the workplace?
- What causes the challenge?
- What do you think could be done to improve college-workplace alignment?

2.1.10 Student Funding modality at TVET

- Explain your source/s of funding?
- Are you financially fully covered?
- What improvements do you propose? Why?

2.1.11 Entrepreneurship/Artisans in TVETs.

- Do you receive special programme for entrepreneurship training?
- Have you personally decided on the programme? Why?
- Have you been encouraged? Why?
- Does the programme provoke any interest in you to be an entrepreneur? Why?
- What is the cause of lack of interest?

2.1.12 Rural TVET

- In your experience do you think you receive the right skills?
- What could be the correct skills to be offered by this college?
- Do you receive the appropriate experiential learning?
- Do you have support from the private sector? Which?
- What support do you get from the AATSA?
- Do you have enough workshops for simulated skills training?
- Do you find yourself on a path to meet your socio-economic goals? Why?
- What can you suggest to improve the situation?

2.1.13 What is TVET

- Explain what TVET means to you?
- What should graduates achieve at the end of the programme?
- What would you wish to achieve as a person after you shall gone successfully through TVET education?

- How can the community in general benefit from a successful TVET provisioning?

2.1.14 General

- **What role do the youth play in the TVET developments?**
- Any other idea, proposition or advice.

2.2 Lecturers and HODs/Campus Manager

2.2.1. Introduction

- Greetings and Introductions.
- Purpose of interview, informed consent and permission to record proceedings.

2.2.2. Programmes

- What programme are you offering? (How long?)
- How attractive is your programme to students?
- Do you find your graduates afforded chances to do apprenticeship/learnership/internship in the workplace?
- Does your college have an occupational team? Its effectiveness?
- What are factors that cause poor acceptance of students at the workplace?
- What can you do to win acceptance of students by the workplace management for learnerships/internships programmes?

2.2.3 Student Support System (SSS)

- Can you explain activities involved in SSS?
- Is guidance provided before and after registration of a student?
- Does guidance provide information on alternative programmes in case of midway changes?
- Does guidance provide information on different pathways in a programme?
- Does your college provide counselling on psycho-social problems?
- Does SSS provide counselling to solve psycho-social problems of students? Any positive outcomes?
- Do you have a professional staff to provide this service to needy students?
- Academic and tutorial support. Do students frequently use SSS for academic and tutorial support?
- What record of success can you provide as evidence?

- Do students receive SSS on social equality and justice?
- Do students receive guidance on TVET for sustainable socio-economic development?
- Do students show improvement in the process of provision of SSS? (dropout and failure rate)
- What could be the challenge? (Intervention).

2.2.4 Stigma and TVET

- How strong is the stigma attached to your TVET college?
- What is the reason for this stigmatisation at your college?
- What could be the strategy to remove the stigma?
- Generally what has given stigma to the TVET colleges?
- Can you still believe that TVETs carry the stigma?
- What intervention can you propose? Why?

2.2.4 Practical work at college level

- Do you think college provides enough practice to students regarding choice of programmes?
- What causes the challenge?
- How can the college move over this challenge?

2.2.5 Teacher/lecturer capacity

- What do think makes a good teacher/lecturer in the TVET college?
- Have you received specialist training as TVET lecturer?
- Is there any in-service training for the lecturers?
- Who organises the in-service training for the lecturers?
- Do you contribute towards the contents of the material packaged in the programmes?
- What other support do you get from the institution for empowerment?
- What more do you need to improve performance of lecturers?

2.2.6 Positive learning and teaching environment (PLTE)

- Could you explain what entails a PLTE?
- What in your thinking constitutes the elements of a positive LTE?
- Explain the situation of your college in terms of LTE?
- What could be the cause for a poor LTE in your institution?
- What intervention could be applied in this setup?

2.2.7 Student readiness to access TVET programmes

- What is your experience regarding students' cognitive readiness to join TVETs?
- Is the present student's cognitive development ready for the level of TVET work?
- What could be the results of students' poor cognitive readiness for TVET level of work?
- What could be done to improve the students' cognitive readiness upon admission at TVETs?

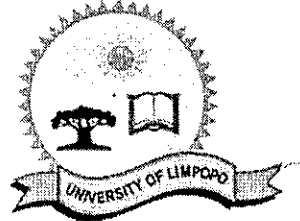
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2.2.8 Poor college and labour market connection

- What brings about misalignment between college and workplace relation?
- What are obstacles to smooth entry of students into the labour market?
- What problems do college students encounter to obtain apprenticeship/ learnership/internship programmes in the workplace?
- What mechanisms are in place to effect college/workplace alignment?
- Has your college established a smooth relationship with the workplaces?
- How was that established?
- What still has to be done to improve students' easy acceptance into the labour market?
- What role do you play to influence your students ease of acceptance in the workplace?
- Do you have an occupation team? How effective it is?

2.2.9 Funding of TVETs students, staffing, infrastructure

- Is there any shortfall in the present student funding?
- Could you propose any intervention for improvement?
- Is there any shortfall in staff funding? What?
- What intervention can you propose?
- Do you experience any shortfall in infra-structure funding? What could be an intervention?



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**TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**

MEETING: 08 September 2016

PROJECT NUMBER: TREC/135/2016: PG

PROJECT:

Title: The recontextualisation of the Technical Vocational Education and Training in the Limpopo Province
Researcher: Mr AM Mthanjli
Supervisor: Dr T Mabasa
Co-Supervisor: N/A
School: Education
Degree: PhD in Education


PROF. T. B. MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

SIMPLE OBSERVATION TOOL

The Flanders Interaction Analysis Categories Scheme (FIAC) 1970

This tool is meant to assess teacher/student and instructor/student interaction in a learning and teaching environment

1. Workshop/ Classroom	Size	No. Students	Student Setting	Equipment/ Aids	Learning Setting	Other	Relevance to re- contextualisation
2. Lecturer/ Trainer	Lesson	Disposition	Reflection – Introduction	Testing – Intellect & Cognition	Situational Problem – Solving	Introducing Profession and Skills	Relevance to re- contextualisation
3. Students	Lesson or work programme.	Communication.	Initiative & discipline.	Deportation.	Problem solving	Profession & Skills	Teamwork and respect.

The measurement criteria are: Very effective=5; Effective=4; fairly effective=3; less effective=2 and not effective=1.

Adapted from the Flanders Interaction Analysis Categories Scheme (FIAC) 1970 (Bryman, 2012) and Babbie and Mouton (2011).

DOCUMENTS CHECK TOOL

This tool serves to collect data from the documents at the TVETS, workplace and institutions with a relationship with TVETS and Newspapers.

1. Institution/Newspaper.....
2. The title and nature of the document.....
3. Broad policy issue.....
4. Broad policy issue documents.....
5. Relationship of contents to TVETS.....
.....
6. The identification of problem areas in the TVETS.....
.....
7. The efforts at suggestions for interventions.....
.....
8. Any efforts at implementation.....
.....
9. The success likelihood.....
.....
10. Any connection of the intervention and the recontextualisation process.....
.....
11. What important features are being focussed on for recontextualisation.....
.....
12. Is there any success story discussed.....
.....
13. Own evaluation.....

TO:
.....
.....

REQUEST FOR PERMISSION TO CONDUCT DOCUMENT CHECK

1.This serves as an application for permission to conduct document check in you TVET college. The document check serves as an important technique to provide relevant data to complement information obtained through other means.

4. The documents checked shall include among others;
 - Policy documents related to the study
 - Students' performance schedules
 - Lecturer performance records
 - Minutes of the Academic Committee
 - College Council meetings minutes
 - Management records for developmental initiatives
 - Any other document that provides information relevant to the study

5. The college authority reserves the right to decide on the documents to be released for the check. However, documents released shall be protected through the confidentiality ethical code as stated in the Study Information Sheet provided.

Thanking your office in advance.

AM. Mthanji



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TO : The Principal
Mr. K.R. Madzhe

CC : The Deputy Principal Corporate Services
Mr. A.M. Thema

CC : The Deputy Principal Academic Services
Mr. K.A. Riba

FROM : The Deputy Manager
Ms. M.R. Lekganyane

DATE : 26.10.2016

SUBJECT: APPLICATION TO CONDUCT RESEARCH IN THE COLLEGE: MTHANJI A.M.:
STUDENT NO 001846: UNIVERSITY OF LIMPOPO

PURPOSE

To inform the College Principal about Mr. Mthanji's application to conduct research in the College. To obtain approval of Mr. Mthanji's application to conduct research in the College from the College Principal.

BACKGROUND

The College received the application form from Mr. Mthanji to conduct research in the college with the purpose of completing his qualification during the first week of October 2016.

DISCUSSIONS

Mr. Mthanji is requesting the College to offer him an opportunity to conduct the research in the college. His title of study is "The recontextualization of TVET sub-systems in Limpopo" It is aimed at the examination of the TVET sub-system with regard to the present local labour market and community needs in the Limpopo Province.

His targets of study are:-

- Students
- Lecturers
- HODs
- Managers
- College work place coordinator

He will also undertake observations in classroom and workshops activities.

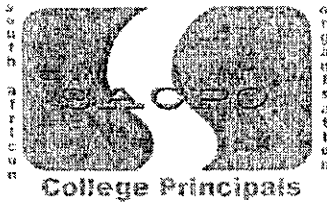
POLOKWANE CAMPUS	SENWABARWANA CAMPUS	SESHEGO CAMPUS	RAMOKGOPA CAMPUS
C/o Dorp & College Streets 0699 POLOKWANE Tel: (015) 283 3300 Fax: (015) 297 2183	Senwabarwana Main Street 0799 SENWABARWANA Tel: (015) 505 3172 Fax: (015) 505 3174	1919 Freedom Drive 0742 SESHEGO Tel: (015) 223 9600 Fax: (015) 223 5187	Next to Mokomene High School 0811 RAMOKGOPA Tel: (015) 526 2750 / 2670

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DATA ACCOUNTING LOG FOR INTERVIEWS

TVET A INTERVIEWS							
Dept	Student	Lecturer	Snr Lecturer	HOD	Dept. Principal	Others	Date
I.T.	1(m)	1(m)	1(m)			SRC	01/03/2017
FEA	1(f)	1(m)		1(m)			28/02/2017
Hospitality	1(m)	1(f)		1(f)			06/03/2017
SSS				1(m)			09/03/2017
ABM				1(f)			13/03/2017
ERD	1(m)	1(m)		1(f)			08/05/2017
Manager					1(f)		04/09/2017
Marketing						1(f)	04/09/2017
TVET B INTERVIEWS							
Civil	1(f)	1(m)	1(m)	1(m)			09/02/2017
Marketing	1(m)	1(m)		1(m)			20/02/2017
FEA	1(m)			1(f)			20/02/2017
FEA		1(f)					21/02/2017
IT	1(f)	1(f)		1(f)			21/02/2017
Manager					1(m)		21/11/2017
BUSINESS SECTOR INTERVIEWS							
Retail						1	13/10/2016
Vodacom						1	14/10/2016
Panel Beating						1	31/10/2016
Diesel Engines						1	31/10/2016
MTN						1	02/12/2016
Hospitality						1	01/10/2016
Nedbank						1	
Construction						1	17/08/2016
PARTNERS							
Loc. Gov.						1	01/11/2016
ETDP						1	10/11/2016
L.Gov.						1	18/11/2016
C of Bus.						1	29/11/2016

Union						1	07/12/2016
Union						1	05/01/2017
HWSETA						1	03/02/2017
LEDA						1	18/08/2017
NYDA						1	29/08/2017



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Telephone: (012) 323 0267 / 8 Fax Number: (012) 323 0299
E-Mail: sacpo@mweb.co.za

11 July 2014

TO: SACPO MEMBERS

Dear Colleague

SACPO ACADEMIC BOARD SUMMIT: 7 & 8 AUGUST 2014, SOUTHERN SUN OR TAMBO HOTEL

Notice is hereby given of a SACPO Academic Board Summit scheduled for 7 & 8 August 2014 at the Southern Sun OR Tambo Hotel (*directions will be forwarded in due course*)

The summit will commence on:

- Thursday, 07th August 2014 at 08:30 and will adjourn at 16:30 for the day
- A gala dinner is scheduled for 19:00 on the evening of 7 August 2014.
- The summit will continue on the 08th from 08:30 and will adjourn at 15:30 on Friday, 08th of August 2014.

SACPO will forward a formal invitation to the office of the Deputy Minister, Mr. M Manana to address members during the gala dinner on 7 August 2014.

Purpose of the workshop:

During an Academic PRASC planning meeting held on 3 July 2014 the following main issues were identified to be discussed during the summit (a formal programme will follow in due course):

- An Ideal Academic Board
- Curriculum Review
- Peer Review in Colleges
- Peer Review – HESA experience
- Articulation – collaboration between universities and colleges
- Funding in Colleges
- Case Study of good practice – examination results
- Case Study of lecturer development
- NC (V) versus Nated Programmes – experience in the Industry

NATIONAL EXECUTIVE COMMITTEE

Ms. HM Ntlatleng (President), Mr. KR Madzhe (Deputy President), Mr. SB Ndlovu (Treasurer General), Mrs. SC Sehlake (Secretary General)
Mr. JJ Moena (Eastern Cape), Vacant (Free State) Mr. DL Nkosi (Gauteng), Mr. R Cadi (KZN), Mr. TJ Kekana (Limpopo),
Mr. N Balakrishen (Mpumalanga), Mr. PS Sago (Northern Cape), Ms. M Marais (North West), Mr. L Ngubelanga (Western Cape)



**higher education
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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



**WATERBERG
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ACADEMIC SUMMIT AND AWARDS CEREMONY

Date: 29 September 2016
Time: 09:00 - 19:00
Venue: Protea The Park Hotel Mokopane

8:00-9:00 Registration and Tea

PART 1 : ACADEMIC SUMMIT Programme Director: Ms T Kgosana		
TIME ALLOCATION	ITEM	FACILITATOR
9:00 - 9:05	Opening	Mr T Lambani
9:05- 9:15	Welcome and Purpose	Ms SE Lekuloane
9:15-9:25	Academic Priorities	Mrs KR Dipela
	PRESENTATIONS :	
9:30 - 9:45 (15 Min)	Quality teaching and learning for improved certification	Mrs E Badenhorst
9:45- 10:00 (15 Min)	Academic support (for students and Lecturers) for improved performance	Ms SV Masingi
10:00-10:05 (05 Min)	TEA BREAK	
10:10:- 10:25 (15Min)	Continuous Professional Development and Capacity Building of Lecturing staff	Ms MM Motloba
10:25- 10:40 (15 Min)	Strategies for effective implementation of NII/WBE	Ms D Molamu
10:40- 10:55 15 Min	Programmes and Qualifications Mix (PQM) for a sustainable career path	Mrs KR Dipela
(05 Min)	Break!! Break!! Break!! Break!!	
	Commissions	
	Commission 1: Quality teaching and learning for improved certification	Mr TS Senong
	Commission 2: Academic support (for students and Lecturers) for improved performance	Dr P van Staden
11:00- 12:30	Commission 3: Continuous Professional	Mr L Selwa

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HOTEL SCHOOL
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BUSINESS STUDIES CENTRE
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IT AND COMPUTER SCIENCES CENTRE
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24 April 2018

Enquiries: Facilitator: Molamu D
Tel: 015 483 2441/5

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Dear Sir/Madam

RE: WORK PLACEMENT PROGRAMME - READY FOR WORK

The above refers.

It is a requirement of the *National Certificate Vocational Programmes Level 2 - Level 4* to gain practical experience with a suitable employer as part of this programme.

The purpose of this practical experience is to introduce the students to the workplace with all its challenges, as well as to apply the knowledge they obtained throughout the programme.

The *Work Placement Programme* will commence from **25 June 2018** and onwards, but before the end of **20 July 2018**. Students MAY NOT CLAIM any remuneration and they should regard this opportunity as invaluable workplace observation and experience.

It will be appreciated if you could identify an individual(s) to supervise the student(s) and to complete the following:

- Authorise the Logbook
- Complete the Evaluation Form

Students will receive a *Workplace Guide* consisting of the following:

- Code of Conduct
- Logbook
- Letter to Supervisor (identified by you)
- Workplace Evaluation (based on outcomes of the programme)

Your willingness to assist in this regard will improve the students' applied workplace competency levels and will enable our students to become more **READY FOR WORK**.

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IT AND COMPUTER SCIENCE CENTRE
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Fax: 015 - 483 0086
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INTERVIEW INFORMED CONSENT FORM

I the undersigned have read and understood duly the Study Information Sheet that:

- I should read, understand and ask questions about the study
- I shall participate in an audio recorded interview upon agreeing to the process, and my personal particulars may not be revealed to anybody outside the project.
- My contribution may be quoted in publications, reports and web pages without indication of my name.
- I give the copyright of my contribution to the researcher, A.M Mthanji, and I still reserve the right to withdraw participation without giving any reason in case I felt that way.

.....
Name of participant

.....
Signature

.....
Signature of researcher

.....
Date

WBE INSTRUCTIONS CHECKLIST		
<p>This checklist contains a summary of all the tasks you need to complete for your WBE placement. Some of these tasks must be completed before the start of your work placement, others during and some after. Use the checklist to help you keep track of what you have done and what you still need to do by ticking off each task after you have completed it.</p>		
THINGS TO DO BEFORE THE START OF YOUR WORK PLACEMENT		
		TICK WHEN DONE
1.	If you are under 18, give your parent/guardian the letter from your college about your WBE placement (letter to be provided by your college).	
2.	Fill in the 'employer and college contact information' form (Part 4).	
3.	Fill in the 'student profile' form' (Part 4).	
4.	Complete the 'learning agreement' (Part 4). Ensure that it is signed by a college representative, an employer representative and yourself.	
5.	Get a certified copy of your ID (or passport if you do not have an ID) and paste this into your task book (Part 4).	
6.	Complete the 'indemnity form' (Part 4). If you are under 18, this needs to be signed by your parent or guardian. If you are over 18 you need to sign it.	
7.	With the help of a lecturer, tick off the curriculum knowledge and skills checklist (Part 1). Both you and your lecturer need to sign the completed curriculum checklist.	
8.	Make transport arrangements to get to your host employer. Get transport money from your college, if this is being provided.	
9.	Find out what personal protective equipment (PPE) your host employer requires and make sure you have this.	
10.	Read through your task book very carefully (especially Part 2) before your placement so you know what information you will have to find in the workplace to complete it.	
11.	Ensure you have copies of the daily journal for each day of your placement (Part 2).	
COMPLETION OF TASK BOOK DURING AND AFTER YOUR PLACEMENT		TICK WHEN DONE
12.	Complete the 'workplace induction checklist' (Part 2) on the first day of your work placement.	
13.	During and after your placement, complete the structured questions and activities (Part 2).	
14.	During your work placement, fill in your daily journal (Part 2). Ask the person who supervised you each day to sign your journal.	
15.	After your placement, evaluate your experience (Part 3).	
16.	Prepare for your WBE presentation (Part 2).	
COMPLETION OF EMPLOYER SECTIONS AT THE END OF YOUR PLACEMENT, BUT BEFORE YOU LEAVE THE WORKPLACE		TICK WHEN DONE
17.	Ask your workplace supervisor to help you tick off the areas of exposure and practice you have received in the curriculum checklist (Part 1). Both you and your supervisor need to sign the completed checklist.	
18.	Ask your workplace supervisor to complete the evaluation on you (Part 3)	
19.	Ask your workplace supervisor to complete the letter about your placement (Part 3). This letter also needs to be stamped with the workplace stamp.	
PROVIDE FEEDBACK ON YOUR WORKPLACE EXPERIENCE AFTER PLACEMENT		TICK WHEN DONE
20.	Share your experience in the workplace with your college and other students using the information gathered in the presentation activity in Part 2.	

Results Nov 2016

ITC

Performance Campus

[Signature]

Level 2						Level 3						Level 4					
Written	Pass	Total	% Pass	Avg		Written	Pass	Total	% Pass	Avg		Written	Pass	Total	% Pass	Avg	
Multimedia Basics						Multimedia Content						Multimedia Service					
JOH	44	37	84%			JOH	54	53	1	98%		JOH	62	61	1	98%	
THU	25	19	76%														
Total:	69	56	81%			Total:	54	53	1	98%		Total:	62	61	1	98%	
Entrepreneurs						Project Management						Project Management					
NKW	50	41	82%			STB	0	0	0	0%		STB	46	46	0	100%	
Total:	50	41	82%			Total:	0	0	0	0%		Total:	46	46	0	100%	
Electronics						Comp Hard & Softw						Basic Com & Netw					
MOS	132	63	48%			BEN	100	99	1	99%		MEW	110	74	26	67%	
Total:	132	63	48%			Total:	100	99	1	99%		Total:	110	74	26	67%	
Intro to Info Syst						Syst Anals Design						Syst Anals & Design					
MMP	49	37	76%			SEL	104	85	19	82%		SEL	31	28	3	90%	
NKW	71	49	69%									MMP	89	50	40	56%	
Total:	120	86	72%			Total:	104	85	19	82%		Total:	111	78	33	70%	
Intro to Syst Dev						Princ of CompProg						Comp Prog					
TRU	77	48	62%			MAM	142	114	28	80%		MET	42	27	15	64%	
MEW	51	33	65%									MAM	33	5	28	15%	
Total:	128	81	63%			Total:	142	114	28	80%		Total:	99	36	36%		

Appendix: R

Table 5.1(a): Responses from TVET A College lecturers

Theme and question	Lec.1a	Lec.2	Lec.3a	Lec.4a	Lec.5a	Lec.6a	Lec.7a	Lec.8a	Lec.9a	Lec.10a
The TVET colleges and conception of NCV. Q: How involved were you in the conception of the NCV?	Not consulted, not involved.	I cannot remember the process. I think they told us about the change. I do not remember us giving inputs.	Pilot done and feedback. No input.	Poorly conceived.	Do not know anything. Was not present. Came after 2007.	Wrongly introduced. We just accepted as given. Understand adopted from Sweden. Do discuss at times at college. No meeting with designers.	Rushed on us. Inherited curriculum. Not researched. Not in line with resources.	Not consulted. No input maybe at high level. We were not read. Confusion. Foreign concept.	Not consulted. Principal attended meetings.	There was consultation. It was gazetted. There was vigorous training.
T: The TVET colleges and inception of NCV. Q: How involved are you in the inception of NCV?	N/A	There are lecturers consulted by the industry to select material. At this level no.	Pilot and feedback were done. Just workshops	N/A	Not involved in the lecturing activities.	No channel and time. Do not know who writes books and syllabus. No meetings at my level with them for input.	No channels to improve the NCV.	During implementation on we gave reports but no response. Workshop done.	Workshop done.	There was ongoing training. There were curriculum reviews. There was support from DHET. Gave inputs to Hospitality.
T: The TVET and admission policy into the NCV L2. Q: Your view on admission of pre- and post-matric in the same L2 NCV Programme?	You pick them when they write tests and exams. They are left behind. We give extra tasks. Some are not free in class.	Syllabus too high. Think it is trade school. Cannot cope. 50% pass by peer tutors. ERD too high for students	It's a problem. Curriculum is high pitched. Students are very poor in English. Block pipe. Need the grade 12.	Syllabus too heavy for pre-matric. We give extra lessons.	There is a gap and imbalance. They are not on standard. Give more tasks to Gr. 12. Use several methods.	High failure rate. Maths, Science, and Electronics are a challenge. Gr. 9 and 12 a challenge. Other colleges stopped it. Need support.	See little difference in the groups. Problem with Maths and English. Calculations a challenge.	Maths and Science are a challenge. Grade 9s suffers. Give extra classes.	Syllabus unexpected, difficult for pre-matric. They dropout. Give extra classes.	Pre-matric too low. Students struggle. Admission qualification to be reviewed.

Table 5.1(a):

(TVETA)

Theme and question	Lec.1a	Lec.2	Lec.3a	Lec.4a	Lec.5a	Lec.6a	Lec.7a	Lec.8a	Lec.9a	Lec.10a
T: The TVET and Viability of the NCV Programme. Q: How do you value the NCV programme?	NCV Good for pre-matric. Give basis for different vocations. But NATED is better.	Too high for students esp. ERD. Not good for both pre- and post- matric. Students are sitting at home.	Curriculum high pitched. But prepare students for vocations.	A good programme lacks resources. It gives more theory. We need more practice.	NCV good for slow learners. Good for different talents in the technical field.	No skills for manufacturing and production. Need resources. Run like high school. Design poor.	Voc. Subjects a good idea. Fundamental s a burden. Not in line with industry.	High pitched. No production skill needed by the economy. Redesign syllabus.	Good but difficult and high pitched. Students are interactive and full of knowledge.	Good programme but requires resources.
T: The TVET and SSS efficiency. Q: How efficient is the SSS in your College?	Campus has no SSS. Students have problems academic ally.	There is a nurse. Does registrations. SSS is effective.	Give academic support. There are nurses on campus.	Assist in registration, Academically, healthcare nurse. Students do not use these facilities.	Provide academically, Extra-curricular, career choice, bursaries. Invite LEDA and NYDA for workshops on careers. The students have less interest.	Assists in Finances, housing, healthcare, career and academically. With SSS students care about funding.	Help in healthcare, housing and any problem. Students don't care about who provides for them.	Don't have SSS. Students have academic challenges.	Assist with NSFAS. There is a nurse. Help with extra classes.	SSS one of the best. Provides a variety of service.
T: The TVET college and stakeholders' collaboration. Q: What type of relation exists between your college and stakeholders?	Student shown to cut and price meat. Relation is good with most of the business sector. Alignment not an obstacle.	The private sectors initially lack trust in NCV, but recently some are willing to accept our students. Some demand financial benefit.	SETAs provide training for students. A challenge to get business sectors for WBE. Lack of alignment. Company policy on safety.	Gets a great deal of support from SETAs. Teachers and managers are trained. It is a challenge. There is a gap between us and banks. Sectors work for profit, have limited time for mentoring.	SETAs fund and place students. Business sectors not trust TVETs but others do corporate. We need to talk to them. Constraint by the labour laws	Challenge in rural Limpopo. We need to go to GP. Only public sector and shops that use IT accept our students.	SETAs train students and lecturers. No WBE unless Gauteng. Wrongly placed as tellers or tea boys. NCV not trusted in alignment.	The workplace not ready to work with TVETs. Shifting of goal posts. This seems political.	SETAs train the staff. The students learn much from industry. No problems with WBE. We have equipment to align.	Making strides in relations with business. Industries opening doors. Banks are now opening up. Hospitality and Tourism doing well.

Table 5.1(a):

(TVET A)

Theme and question	Lec.1a	Lec.2	Lec.3a	Lec.4a	Lec.5a	Lec.6a	Lec.7a	Lec.8a	Lec.9a	Lec.10a
T: The TVET and Students exposure to practice lessons in college. Q: What is your view on the level of students' exposure to practice at college?	We push theory and ignore practice. At end of year students do not care for practice. Some practicals facilities are out of use.	We have workshops. We try to do practice. Need resources. The ERD is fine. Students are ready for WBE in Electronics.	No centres. Time table pose a challenge for practice. High school time table a problem.	No resources. We have rooms without equipment.	Lack of centres for practice work. Must build more simulations.	We try to develop laboratories for simulations. Equipment is expensive to secure. No perfect practice.	We do not have centres. We don't have equipment. Requisitions stalled.	Challenge is resources but we are trying. We need to conduct trade tests soon. Timetable is a challenge for practice.	There is practice work in class. We do practice every week. Some lecturers fail to plan for practice.	Poor infrastructure. Heavy enrolment for workshops. Timetable a challenge.
T: The TVET and Entrepreneurial training. Q: Do you engage students in entrepreneur skilling?	We talk about it. Students are told. Some students do catering. We still have to do more. Have no time for other things.	We only encourage and advice. Don't have special programme.	We offer New Venture Creation as a learning area. Have produced several of them but not enough. Labour provides workshops on entrepreneurship.	Lack the resources. Needed to be practical about it.	Assist students in registration of companies. Invite NYDA and LEDA to give lectures on entrepreneurial issues.	Encourage them. Invite NYDA to guide students. We have graduates with own companies.	We encourage students. Registered companies for them but failed. Some 3 success stories cited.	Encourage the students.	Encourage students in self-employment.	Making success with artisan training. 70 artisans trained.
T: The TVET and Management capacity. Q: What is your view about management at the college?	No meetings. Poor requisitioning, maintenance, learning facilities and communication. Lack authority. Staff punished for their inputs. Weekly briefs done.	There are good relations. Central Office ignores this Campus. No proper communication channels.	Poor procurement process delays or disrupts Programmes. Communication not good enough.	Poor communication, coordination, implementation and network. Lack visibility and accessibility.	Poorly focused. Decision-making is poor and Misled. Good decisions overlooked. Spent money on items that have less value for learning and teaching.	Too far from the people. Can't make input we implement Curriculum without input. Communication with authorities poor. Resources not provided.	There are issues that hamper delivery. Trying but not winning. Resources are a problem.	Irregular meetings. Communication is broken. No feedback. No equipment for practical lessons.	Good and informative. Up to date. Good relations.	Supply chain is also managed by campus managers. Rules are broken. Emergency requisitions

Appendix: S

Table 5.1(b): Responses from TVET B College lecturers

Theme and question	Lec.1b	Lec.2b	Lec.3b.	Lec.4b	Lec.5b	Lec.6	Lec.7b	Lec.8b	Lec.9b
T: The TVET and conception of the NCV. Q: How involved were you in the conception of NCV?	Not consulted. Can't remember input, maybe top managers. Just informed of change. Could have made input. They tried the text books.	Told of NCV. Workshops done. No clarity on the NCV.	Not consulted. No input. Just instructed. No communication in but workshops. There was in-service training.	No input. Not consulted. No pilot. Poorly introduced. Concept of another country not researched.	Workshop done. Did text books selection. Something that comes from international countries.	No interaction. Heard a model from New Zealand. Sections made submissions, no response.	Not informed. No input. No involvement.	Not asked	I started with NATED not NCV. I just knew about it.
T: The TVET and inception of NCV. Q: How involved are you in the inception of the NCV?	Not consulted. No input at our level probably at the Central Office.	Issues raised. No response. Channel closed. No follow up.	No contribution. There was no indaba on NCV.	No debate. No response to inputs. Force issues. Do not come to us for facts.	No response to inputs. Do not implement inputs on time.	No response to submissions. No autonomy to bring changes in the college.	Inputs asked for too late had no effect. No response. Syllabus already done.		No circular sent for inputs. No suggestion box.
T: The TVET and Admission policy into L2 NCV. Q: Your view on admission of pre- and post-matric in the same L2 NCV Programme?	A waste of money. They never perform. Those with Matric and clear Maths are L2 demands calculations. That is where there is a challenge. IT is difficult also. We are best.	Challenge. We register the post matric first. The Pre-matric are prone to dropout. Some themes are done at varsity.	There is a wide gap. We give preference to post matric.	Cognitively they are different. Some ran away. Post grade 12 seems to do a repeat of matric.	A challenge there is imbalance. High failure rate. L2 things too high. Post-matric do adjust. At L4 the pre-matric do exceptionally well. L3 do better.	Mammoth task. Not easy to teach them in one class. Great imbalance. Lack of progress in class. Grade 9 lagged behind.	NOT ASKED	There is a great imbalance. There is a negative psychological effect. Confused.	A challenge. You delay those with matric. Level too high.

Table 5.1(b): Responses from TVET B College Lecturers

(TVET B)

Theme and question	Lec.1b	Lec.2b	Lec.3b	Lec.4b	Lec.5b	Lec.6	Lec.7b	Lec.8b	Lec.9b
T: The TVET and viability of the NCV programme. Q: How do you value the NCV Programme?	IT is difficult for the students. I find NATED good.	I find IT curriculum difficult for students. Not defined. Same as varsity syllabus. No access to varsity. Bring back the Intro.	Good. L4 can benefit the industry. Content good but not trusted by the industry.	Poor in practice. Needs relook, recheck, reformulate. Cause dropout.	Just right, makes a difference, lot to learn. Form basis for higher education.	More theory than practice. High enrolments defeat success in training. Slightly against NCV. We need autonomy like varsity to improve.	Sustainable and has a place. Good alternative to NATED. Success story.	NCV will survive. Need for more WBE and practice. No artisans. NCV meaningless for employers. There is need for Trade Tests for students.	Remove NCV return to Intro. Keep NATED. Theory too difficult. Students need skills.
T: The TVET and SSS efficiency. Q: How efficient is the SSS in your college?	I don't know. Students are afraid of SSS. Computers are not working cause delays in NSFAS allocation.			Does not help. Fail to give sex education. Does not give academic support. Fail to explain NCV and Matric	SSS trying its best but it is given little time. SSS gives bursaries. SSS needs support from Marketing.	They induct, introduced to SRC. Assists with bursaries. There is a psychologist. Assist academically	They give career guidance.	We support students academically, socially, etc. Arrange WBE. There is a nurse. Students not interested in SSS.	I don't know the role of SSS. Was never at SSS. Just know there is SSS, that's all.
T: The TVET and college stakeholder relations. Q: What type of relation exists between your college and stakeholders?	There is a problem with the private sector. The public sector provides WBE without problems. I don't involve in WBE there is the Central Office.	We need to meet with companies to know what to do. We need to do the first move. Companies don't recognize our students for lack of certificates. Companies need skills on new product.	Not fully informed. SETA provides skills. The leaders should hold meetings with private sector. There is a need for collaboration. We must meet with private sectors.	Companies don't trust NCV. There is need for more practice. Students are not covered for injuries.	Companies are difficult with us. Minister invites companies but they are not willing. Some need monetary gains.	SETAs do less for TVETs. Bus. Sector not trusted. Only public sectors and Former students provide WBE.	The college must approach the industry. Student to be trained for the industry.	SETAs train lecturers and students, check the workshops. Companies don't know TVET. Don't trust the NCV. TVET must influence companies.	Companies don't want our students they lack practice. Workplace forced to start from scratch instead of moving forward.

Table 5.1(b): Responses form TVET B College Lecturers

(TVET B)

Theme and question	Lec.1b	Lec.2b	Lec.3b	Lec.4b	Lec.5b	Lec.6	Lec.7b	Lec.8b	Lec.9b
T. Students' exposure to practice lessons at college. Q: What is your view on the level of students' exposure to practice at college?	Our students design programmes for the government. There is practice at the college.	The students get practice at the college. They are knowledgeable of practical items.	There is no equipment. We do not have resources. That is management problem.	Companies declare lack of skills on our students. No basic tools. Students overload in the workshops. Practical marks at times not there.	Lack resources	Students don't get practice. Too many students per session. NCV does not alternate theory with practice.	Students not trained well. Need to be aligned to workplace.	Our students cannot read instruments for practice. Students cannot do field work.	Students do more theory than practice. Students need practice. There are no longer workshops in the campus.
T: The TVET and Entrepreneur training. Q: Do you engage students in entrepreneur skilling?	We motivate them. Offer Project Management and Information System. The 20% is on entrepreneur.	Students do project management which guides on self-employment.	We do encourage. We need to do a follow up as a college. Should have a committee. We need a special programme.	We need the resources to train them. Poor workshops and poor lecturers who know only NATED.	We discuss the issue in our meetings. Students don't know their positions after graduation. Students must start the subject at primary level.	We train them. Help them with Business plans.	Encourage students to become artisans. There are few artisans.	We produce entrepreneurs. We encourage students for self-employment. More than 50% are entrepreneurs.	We give theory. We just encourage the students.
T: Management capacity. Q: What is your view about management at the college?	No relation with staff. People don't talk. No communication. Impractical implementations. Previous management was good. Money used for fun rather than promote learning.	Channels are closed. Poor procurement process. Lack of resources.	No inter-departmental meetings. Lack of implementation.	No response to inputs. Report not responded to. Problems not solved. No support to plans for registration. There is politics in education.	Slow in delivery. Poor procurement. Registration is too slow. Struggle with timetable. No policy implementation.	No response to submissions. No consultation with people.	It is fine. At times poor implementation. Poor procurement. My dept. doing well according to year plan.	Poor procurement and registration process. There are good and weak points.	Doing well with some pitfalls. Poor communication.

Appendix: T

Table 5.2: Responses from TVET A and B Students

Theme	Question	Stu.1	Stu.2	Stu.3	Stu.4	Stu.5	Stu.6	Stu.7	Stu.8	Stu.9
T: Students admission in the L2 NCV programme.	How does the admission of the pre- and post-matric in the same L2 class affect you?	Attending with the pre-matric not good. First I knew about it late in radio. College never informed me.	I heard L4 was equal to matric. There is nothing I can do. 3 years is wasted time.	Not asked	Attending with pre-matric sometimes is a waste of time.	Not asked.	Care only for own studies.	NCV must not be equal to matric. It must be higher. Some items are done at varsity.	Pre-and post-matric cannot do the same programme. Why should NCV be quality assured by UMALUS?!	I don't have a problem attending with the pre-matric. I am after certificate.
T: The viability of the NCV programme.	Do you find the NCV programme good for you?	Wanted varsity. First was not happy but now I am comfortable. I will arrive at my destiny. Will be at UP.	Here I get the basics. I am in the right direction. I want to go to varsity hereafter.	Varsity was my choice. First, I was not sure. Now I like what I do. Women taken for granted. I am going independent. Want varsity after NCV.	Wanted varsity. I came here for basics and foundation for diploma. TVET can take you far. Lecturers are NCV qualified. Need more practical than theory.	NCV ERD is the programme I needed. I first went to varsity I could not get my programme.	Failed to get to varsity. Needed basics in IT. They offer theory and practice. Is what I want. Plan to go varsity after L4. Moscow success story.	NCV offers what I want and I am achieving Quality is good. NCV to be higher than matric. TVET was my first choice.	NCV. L4 does not give access to varsity. Life skill to be treated as qualification in Computer Practice.	I wanted varsity. I enjoy Marketing; see a future. But levels are undermined An NCV graduate who is motivated.
Students views on SSS.	How efficient is the SSS in your college?	Not informed about NCV and NATED, pre- and post-matric in the same L2. The induction is helpful. There is need for availability of computers for students.	The lecturer gave me info. SRC did not help me. I never needed counselling.	Advised academically. There was counselling for me. Not much is done, deed own research.	No help. Registration and orientation poor. No contact with SSS. Marketing very poor.	SSS arrange sport, singing and drama. Academic support.	Provide housing and academic support. Motivation to stay and I am coping.	Gave me career guidance and housing advice. Support must continue.	SSS is a link to management. It provides academic support.	Good orientation and induction. See good future. Need entrepreneur. SSS to sell the college.

Appendix: T
Table 5.2: Responses from TVET A and B Students

Theme	Question	Stu.1	Stu.2	Stu.3	Stu.4	Stu.5	Stu.6	Stu.7	Stu.8	Stu.9
Theme: Students exposure to practice lessons in college.	What is your view on the level of students' exposure to practice at college?	Needs even more of WBE which I never had.	Worried about the WBE which was not given.	Never had even the WBE which is needed.	Did few practice. 2 in a year too little. Lack material.	We have centres for practice. We are busy with theory. We shall have a month of practice.	We lack lab. for practice. No internet. Too much theory little practice. Lack of WBE political issue.	Time table is limiting. Need labs. for more practice. Two weeks of WBE too short.	Less practice. Lack of equipment. Teachers lack practice skill. Do basic practice. Farms available, no material.	Less practice. Should give you a chance to do marketing for college at schools.
Theme: TVET and entrepreneurial skilling.	Do you have the motivation to be self-employed?	Self-motivation. Runs in the family. Hate working for others.	Motivated with passion. Friends are in business. Need to be qualified first. I know the tricks.	I have motivation. Would work for capital and ideas. An independent person.	Self-motivated and lecturers. Would create capital and ideas first.	Self-inspired and mother. Need start own company.	Self-motivated. Produced ITC materials. Operate at continent. Black man to be great.	Self-inspired, teachers and NCV. Need toilet paper factory. Need funding from NYDA and local Govt.	Encouraged by others. Need funding for Travel Agency. Agric. students to start own businesses.	Do research for self-motivation. Compiling bus. plan. Start franchise college in rural areas. Can grow veggies.
Theme: The TVET and Management Capacity.	What is your view on management of the college?	Know less about management, everything is Ok.. Problem is last years' time table.	No idea. Internet is a challenge. Problem with debit order lasts year.	Results are pending. Exam leaks. Fail to get partners for WBE.	Kitchen, air conditioning and students' rest park a mess. Promises no action.	The college must engage companies for WBE.	Improve time frames for teaching. Poor programmes. Chemistry not relevant for ITC. Poor facilities.	Doing well. Problems with remarking and supplementary exams results.	Discuss local issues in meetings. Change LO to Computer literacy.	Registration queues too long. Poor communication. Fail to engage companies.

Appendix: U

Table 5.3: Responses from the Partners

Theme	Question	Pt.1	Pt.2	Pt.3	Pt.4	Pt.5	Pt.6	Pt.7	Pt.8	Pt.9
Existence of a relationship with the TVET.	Does the partnership exist?	Service level agreement. To assist TVETs.	Yes, there is a relationship. We hold meetings together.	We do not meet with TVET. We do relate through students.	We do interact with these colleges. We give bursaries.	There is a relation. We interact as top officials.	Yes. There is interaction we have shop steward at TVET.	Yes. There is interaction. We have our members in the college.	Partnership exists. Assist students in many ways.	MOU signed with some colleges. There are still talks with others.
Nature of relationship.	What is the nature of relationship?	HWSETA fund the TVETs in skills training of staff and students.	SETA gives support TVET. Fund skills development of staff and students. Arrange WBE placement.	There are some students who do practice walk in our offices.	We interact with students from TVETs. Also, from other institutions.	End -of -year invited by college for a dinner night. We are addressed by a speaker on developments. Only top officials.	We meet with college on lecturers' cases or issues. Deal with conditions of service.	We hold meeting at ELRC to advise and receive reports.	Funding in the form of NSFAS and other bursaries. Guide the students in job related issues.	Students from TVETs to join LEDA for practical skills
Learnship and internship (WBE) offering to students.	Do you have a role to play in WBE?	Fund the TVETs in regard to WBE. Fund artisan training. Some employers ignorant. NCV also funded result not yet reliable.	Supports Learnship, internships, artisanship and WBE. Problem is space. Do attend career exhibitions. Employer ignorance.	Students are allowed to do WBE in the institution. The problem insurance cover for workman's compensation.	Students are allowed to do WBE, Learnship and internship. Some are employed.	The chamber does not play a role in the WBE. Rather it supports the concept.	Senior people must talk to the sectors. We are declared intrusive.	TVET must market themselves. TVET to know the sectors available to them.	Organize students for Learnship and WBE. We collect their CV and present them to SETAs and the workplace.	The govt. to give apprenticeship for artisan training. NCV to encourage artisanship. There are few young artisans.
Alignment between the college provision and workplace need.	Do you play a role in encouraging college workplace alignment?	The TVET must update their curriculum. No research.	College must partner with employers for WIL. Programmes must be market-related. Arrange WBE for students. Labour	Programmes must be related to market demands. No alignment.	We train the interns for employment. We do not fire them. They have the theory.	College must offer market-related programmes. Bus. Council talks business and profit.	TVET must train students in accordance with demands of the economy. Teaching	TVETs must market themselves, inform companies about their programmes	Alignment is relatively poor.	Teachers lack practice skills. Gvt. dept. to provide WBE. Learnships and apprenticeship. Learners are at

Appendix: U

Table 5.3: Responses from the Partners

Theme	Pt.1 Question	Pt.2	Pt.3	Pt.4	Pt.5	Pt.6	Pt.7	Pt.8	Pt.9
Entrepreneurs skilling to students.		invited for career exhibitions.				theory without practice.			home without work. Tourism is making efforts. Some graduates are at home. Learnerships wrong from college.
	What role do you play to assist TVET to produce entrepreneurs?	SETA focuses on skills provision for employment. Supports the policy.	SETA supports the Govt. policy on self-employment.	The IDP can assist if properly approached. Presently, nothing is done.	The Expanded Public Works Programme is meant for that. Something is being done.	Training for self-employment must be market-related.	Should encourage it. Curriculum should address it. Students are willing.	TVETs Must introduce good, relevant programme. Instill the right spirit in the students.	Guide on how to apply for own business, draw business plans and apply for funding. College does little.
The TVET colleges and management capacity.	What is your view on the capacity of management?	I do not think TVETs are well-managed. Do not arrange placements. Lack of discipline.	A challenge with professional skills. The SETA trains managers. TVET staff still underperforming.	The TVET management should develop young people. Politics disrupts development.	NOT ASKED	Politics has tempered with management.	Managers doubtful of unions. Some hostile to unions. We want to engage, open door policy. There is improvement	Management is weakened no quality because of deployment. People are in wrong positions.	Incompetent managers. There is a need to appoint experienced people to run the colleges.

Appendix: V

Table 5.4: Responses from the Business Sector

Theme and question	Bus.1	Bus.2	Bus.3	Bus.4	Bus.5	Bus.6	Bus.7	Bus.8	Bus.9
T: Relationship with TVETs. Q: Is there a relationship with TVETs?	Relation is done by H/O. Students sent to branches.	We get students through the Region.	Yes, we have a relation initiated by Letsheema Project.	No relation do not know TVET college.	No knowledge of the TVETs. There are no such students.	Do not have a relation. TVETs never came to talk to us.	Used to have a relation. It is cancelled.	Have a strong relationship.	Company does not use the students.
T: Student Performance in workplace. Q: How do the students perform in workplace?	Some good others not so good. It depends on individuals. Most are eager to learn.	Not that good. They have to learn. Most do not show interest in the work.	It depends on individuals. Those who have passion succeed.	Have never had the students. Trained own people.	Never had students. Had only casuals.	Do not know anything about them. Never had them.	Use to have them. Will have to reconsider having them.	Depends on Individuals. They have to learn. Most of them are OK.	We want qualified workers.
T: Alignment between college skills training and workplace needs. Q: Is there alignment between college skills training and workplace need?	They know theory without practical experience. College must give them practice.	They have theory. There is no alignment with workplace. TVETs must decide on programmes with us.	They have book knowledge which is not in line with workplace.	The machines are not used at college. I train my workers.	Do not have them but need them. Have only youth that are casuals not students.	Do not know about them.	Don't have them.	Know a great deal of theory but have to learn more at the workplace. Also learn from them.	Big business cannot afford mistakes.
T: trust factor. Q: Do you have trust in the TVET quality of training?	Trust in the knowledge of the TVETs students.	The IT trust the students. Given a chance student from TVETs will grow.	Those with passion they succeed. College to evaluate their students.	No hope. Does not trust students with automated machines.	Trust them if they come with skills	Not ready for the student.	Not interested.	Full trust. Students are easy to learn more.	Can't trust students with big jobs. We are focused on profit.

Theme and question	Bus.1	Bus.2	Bus.3	Bus.4	Bus.5	Bus.6	Bus.7	Bus.8	Bus.9
T: Trust factor Q: Do you have trust in the TVET quality of training?	Trust in the knowledge of the VETs students.	The IT trusts the students. Given a chance student from TVETs will grow.	Those with passion succeed. College to evaluate their students.	No hope. Does not trust students with automated machines. They never approached me.	Trust them if they come with skills	Not ready for the students.	Not interested.	Full trust. Students are easy to learn more.	Cannot trust students with big jobs. We are focused on profit.
T: Prospects of improvement of relations. Q: Is there a chance for improved relationships?	There is need for meetings with TVET lecturers. We both never approached one another.	Need for meeting with lecturers. That would be for good students. We can both benefit.	Need for meeting with TVETs to benefit students. Lecturers must visit us to discuss solutions.		Need for meeting with TVETs. We can consider that.	We cannot have meetings. They never came to us.	We shall consider reengagement.	Need for regular meetings. We talk through the media. Need to talk about the programmes offered.	N/A

Source: Miles, MB, Huberman, AM and Saldana, J (2014). Qualitative Data Analysis: A method Source book, (3rded.) Thousand Oaks, CA: Sage Publications.

Appendix: W
Table 5.5 Documents check data displays

Theme	Source of data	TVET B College Annual Report: 2015.	Annual Report 2015/16 HW SETA	PL2 Report W&R SETA 2015/16	ETDP Report 2015/16
1. Consultations in conception and inception of NCV.	TVET A. College Annual Performance Report 2016. The College Academic Summit 2016. All lecturers in attendance. The SACPO 2014 Summit lectures were party.	Mini-workshops held in 3 campuses on Fundamentals, Business, Engineering, General utility	SETA		
2. Admission Policy into NCV programme.	The results of the pre-Grade 12 for 2014/15/16 reveal very poor performance.	The 2016 IT results good for post-matric. The programme admits the post-Grade 12. Generally poor pre-Grade 12 results.	.		Youth assisted to rewrite matrix.
3. Viability of the NCV programme	Dropout and high failure rate of pre-matric despite interventions.	Dropout and high failure rate despite extra classes.		Simulations to be est. for Retail Limpopo Lephahale TVET.	Training on learnerships.
4. SSS Efficiency		Induction training for lectures. Entry, on course and Exit programmes for students. PLATO web base software programme. Bursaries for 4002 students 550 turn down. Counselling, wellness, campus clinic.	Spent R115000 Over achievement in career development awareness programmes in schools and post-school youth.	100 career guidance events hosted nationally. Over-achievement.	Career guide booklets to TVET colleges.
5. The TVET and the stakeholders' relationship	The TVET has established relations with big companies, university, mines, supermarkets, Local Government. Letter to the Hotel for WBE placement.	Relations with big companies, local government, Mines, Government departments. The WBE organized with business sectors.	100 artisans trained from 2015. Provide funding for skills training for lecturers and students. Arrange students' placements. Train artisans. 180% placements.	Provide funding. Qualifications developed and submitted to QCCTO.	Provide funding for skills. Arrange placement.

6. Entrepreneurial skills	Programmes New Venture creation.	Programmes Information System and Project management.	5000 SMME companies benefit from skills development initiative in 2016.	Research for skills gap for entrepreneurs. Five year plan approved by DHET.
7. Management capacity	Summit for consultation. NCV workshops for academic staff. Organising the WBE (letter to Hotel) Appendices'	NCV meeting for academic staff. New programmes introduced in consultation with industry; organise WBE for both students and lectures.		Managers and lecturers trained for competencies-achieved.

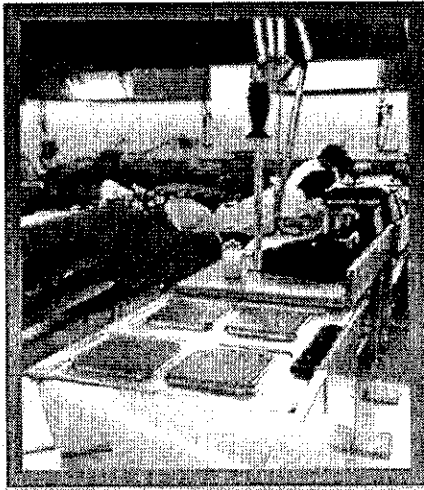
Appendix: X

Table 5.6 Observations data displays

Adapted from FIAC by Flanders (1970) and Babbie et al (2011) creation

Date	place	No. students	brief	lesson	Students attention	communication	skills	responsiveness
13/07/16	Workplace retail shop	3 females	Done earlier before the visit	Reception, Stores and Accounts.	Found to be busy at their stations	Manager satisfied with theory. Students Communicative.	The students already conversant with task. Rotation.	The manager assigns them to deal with clients. Doing well.
06/03/17	College kitchen lab.	The entire class of 20 NCV students.	Students brief by lecturer who left the lab.		Students working in pairs on lesson.	Students worked together until end of lesson	Application of theory to use machines.	Responsive to the task given.
02/10/17	Workplace Hospitality	4 students 3 females 1 male	Chef gave brief-prior knowledge. Types beef chicken, utensils.	Dinner serve.	During the entire period students revealed full attentiveness	Communicative with clients and employees.	Find to be skillful in dealing with equipment and clients	Responsive to various requests by clients and employees.
16/05/18	Workplace Hospitality	2 females	Done earlier WBE. Second WBE.	Assisted in the kitchen. Able to conduct and perform the task.	Able to use the utensils and gadgets in the kitchen.	Communication good with clients and employees.	Skillful and confident in the performance.	Could correctly respond to needs in the process.

TVET A College kitchen laboratory



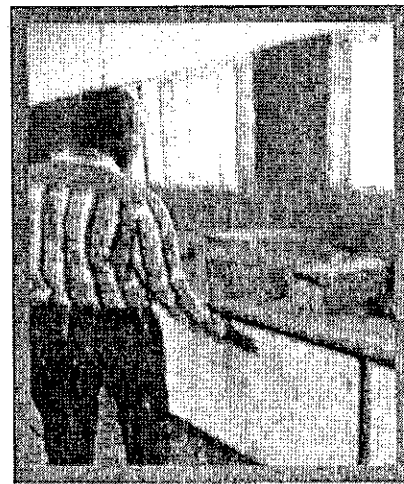
Student Waiters



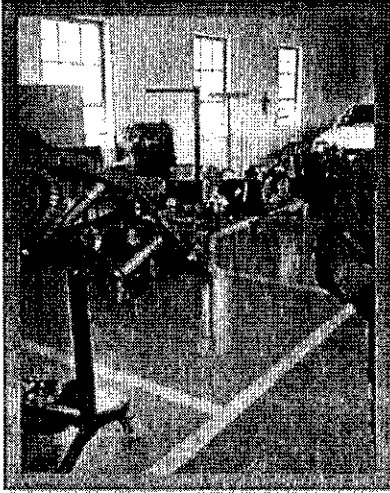
TVET A Cafeteria Simulation



IT Laboratory Simulation



TVET B motor repairs Simulations



TVET B Electrical Engineering Simulation Rooms

