

APPENDIX A

Learner B

I: So can you tell about your levels that you did at the Technical College, i.e., Germiston Central Johannesburg College for Further Education and Training?

R: I started in Jo'burg ... Central College of Jo'burg. I did N2, N3 and then moved to Germiston where I did N4

I: Ok , I also understand that ... from the information that I have gathered prior this interview that you started work before you went to Technical College. Is that correct?

R: Yes

I: Alright how was your first week ... at the Technical college i.e., comparing ... the exposure that you had he at your workplace, with what you were studying at the Technical College .

R: ... in actual fact ... I find that many things which I was doing there at work, I didn't know actually anything about college so ... most of the things were ... to what I was doing at workplace but not all the courses were like some of the things were interlinked

I: ... you did N2 and N3 which was linked ... perfectly or exactly to what you were doing.

R: I think N3, which linked most perfectly to the job that I was doing because by that time I was doing ... I was still in training, so N3 is more correlated to what I was doing...

I: Okay so what can you say about N2 level?

R: ... the N2 level is just basic ... I'll say maybe equivalent to what I was doing in high school and N2 ... is more like technical stuff that I was doing but it's more like ... high school work. I was doing so N3 is mostly the actual level of the workplace.

I: Prior your attendance at the college, did you have any technical background?

R: No, no I was coming from, actually, I was doing a course which is totally different from what I was doing, B. Com. in accounting in the University of Transkei so I moved from there to this technical college.

I: Alright, I also understand that ... you moved from Central Johannesburg for Further education and Training to Germiston and there you did N4 ... can you comment on that? Was it relevant?

R: ... actually N4 is ...some stuff ...it's an advance stage from N3 which also correlated to what I was doing here, and but the problem is that I have is the job that I am doing at

the moment. If I should say is totally different from what I'm learning at the college but in the long run it's gonna link, but at the moment it's totally different.

I: If I can take from there, you are saying it's going to link in the long run, and ... how do you know that?

R: Because in the long run I'm going to shift from the work that I'm doing now to do another work which is the technician's job ... I'll be on the technicians and testing so I think in there it's going to link perfectly but at the moment ... I'm not a basically with the lines... power lines so at the moment the work is mostly N3, N4 no actually N4 is different but N3, it was a bit related

I: You are saying a bit related, which means some other things were there and some were not

R: Ja, some other things were there and some were not

I: Ok after attending all the courses ...in Johannesburg College and in Germiston, when you got back to work ...did you apply the things that you've learned there?

R: Ja some of the knowledge you apply and some of the knowledge you apply...though the knowledge you gain at the college is mostly theoretical so you have to...to interrelate that theoretical knowledge with the practical experience that you have and apply in your workplace so ja, in a way you I do apply those things.

I: Alright the next question I will pose then is, Do you think FET colleges can make learners thrive in the world of work given your experience that you have and you have to substantiate on that. Do you think that college curriculum enables learners to fit well in the world of work or alternatively does it empower... students with the necessary skills that are needed in the workplace setting?

R: ... I would say maybe depending on the job that you're doing , depending on the company itself that you are working for and ... I think it empowers me

I: Ah ... can you take it from this perspective ... these students attended ... at the college, they did not have any practical experience... so they are going for these courses N1 to N6 which means they only have theoretical knowledge, now when they take this theoretical knowledge and go to the workplace is it going to make it easy for them? I mean to perform certain tasks in... the workplace.

R: Ja, I'd say if for instance a student have done up to N6 and now he starts on the workplace, I think the workload is going to be more for that student but if maybe the student graduate at N4 level and goes to the workplace he can kindly complete the workplace than the student who has done up to N6 has more knowledge and some of the things than the student. But depending on the job the particular student is doing, I think those students can cope well in the workplace.

I: Ok, in your workplace, in your company do you normally see learners who are inducted maybe for apprenticeship, alright, when they get there or when they are inducted, do they (door open and closes). Ok as I was saying ...when these learners are inducted, do they undergo some sort of training before they can do the actual job?

R: Ja, I'd say ja everybody when you enter the workplace you have to undergo a certain training because the job, actually the skill that you have from theoretical skill that you have it's going to interrelate but it's not the actual skill that you need for that particular workplace, so you need a sort of prior training in the workplace itself for you to cope well in the workplace.

I: Okay, why do they carry out such a training, I mean here are the students they say, maybe they want students who have N3 level now ... N3 graduates apply and they are inducted, now why do they have to undergo such a training.

R: Because ... I'd say maybe the job in the workplace is not, actually.... Actually that N3 is for the students ... because the students on the N3 level they can be able to best cope rather than the students maybe on the N1 level, so the students on the N3 level can cope well on the workplace. So the job that are doing, they are only inducted so that in the workplace they'll begin doing the actual job that they gonna do. If I put it right I don't know

I: No it's okay, it's fine

R: Ja, that's how I see it, like if maybe they going to take people on N1 level and take people on N3 level, those people on N3 level they can best cope than the students on N1 level and at the same time, even if you are on N3 level the real job that you are going to do, some of them interrelate with the work that you've done on N3 but some of the things are not there, some of the things you haven't done so you will need to equip yourself with the job you haven't done.

I: So basically the purpose of the training is to fill gaps that exist

R: That exists between the students and the college

I: The student and the college or knowledge from the college and the knowledge that is required by the workplace ja, I see. Okay the last one then ... I want your opinion on this one. In your own opinion how do you think colleges should prepare the learners for the workplace? Now it goes back to the curriculum that colleges have ...how should they prepare learners for the workplace, what do you think they should do?

R: ... I think on my own opinion, I think if maybe the colleges could have ... sort of ... contractual agreement with some certain companies so that maybe at a certain level maybe when you finish N4 and then you go to the particular company, that particular company equips you, have experience with the...the...the skill in the workplace itself so that when you do let's say, maybe from N3, N4 level whatever you do at the college you must apply it on the workplace as well, so that when you go up to N5 and N6 you

actually...you can best apply that knowledge that you get in the college by time you are doing it, because now if you're going to do up to N6 and then in the workplace you go back again. You start with the things that maybe you did in the N3 level. I think for some students it's going to be difficult.

I: You are saying if collegescan have ... a partnership with the companies so that learners can apply the theoretical knowledge that they have obtained at a technical college, apply it in the workplace, so who is being helped the learner or the college itself?

R: in actual fact it ... I think it helps the learners... for ...the suitability of the workplaces because at the end of the day the colleges are preparing the learners to be suitable for those workplaces. So I think in actual fact it helps the learners.

I: Okay, let's talk about the needs of the workplace and the curriculum at the technical college, don't you think that the needs of the workplace have changed and therefore the college should adapt to those changes, to meet the needs of the workplace.

R: Ja, the workplace, ... the needs of the workplace change constantly ja, at the same time... at the same time whilst the colleges will have those ...contractual partnerships with the ..with the.. with the workplaces. They will best adapt to those changes that are existing there at these companies...because I mean ... there are technological advancements which are happening ...so they'll best adapt to those changes, both the colleges and the students.

I: ...thank you very much for your time, and I want to wish all the best in your career, and may all be well for you, I thank you

Educator 2 (Mr. Steyn – 07 February 2005)

Interviewer:Perhaps we should start off by asking about your profile, where did you work before you come to Johannesburg Technical college?

Respondent: I've worked for 17,5 years at Spoornet, I got my apprenticeship as an apprentice electrician and then after that I started working at an Central Electrical Workshop in Langlaagte for about 4,5 years, and then I went to apprentice school from 1992- 1999. I did electrical training; I was a training officer at the training centre.

I: Okay, so when did you join the college?

R: ... 2000; the 1st of January 2000

I: So you basically have industrial experience and again educational experience, 'cause you are here now, that's good and what are your positions of responsibility. ...I am talking about the college, do you have any position of responsibility being a senior lecturer or serving eh on other committees, can be a subject committee or something, do you serve on such committees?

R: Only thehow can I say it?

I: Is it a committee

R: ... estate committee

I: Estate committee, it's fine, ... What do you teach?

R: Okay at the college, I've teach so far N1 trade theory, N2 trade theory, N3 Electro-technology , industrial electronics N3, and then the skills, the practicals.

I: Okay, the skills ... these skills, are they accredited?

R: By... but was temporary when my supply...accreditation

I: Okay, that's fine ... Can you tell me about ... content of what you teach or what does it entails?

R: Okay, let me start with N1 syllabus where you've taught ... occupation and safety in the first chapter and then the basics of electricity and normally chapter 8 or 9 was house wiring and testing then in N2 we cables, motors and there was transformers, transformer calculations those types of things, then with N3 electro technology again motors and now N3, there was more calculations than...N4 training which I also do is more. If you look at N4...N4... training is more ... industrial based ... if you look at starters you must know symbols and then be able to wire the diagram, N3 it's a diagram so therefore start...the

starters...starters and your resistance starters, auto transformer starters all those ones that you do in the industry as well as that you can get.

I: Alright, so ... let's talk about the curriculum and ... the reference is to the electrical subjects, ... I heard you saying that you were an apprentice, did you get the opportunity to go and attend at the technical college?

R: Yes, what happened is when you're an apprentice electrician you sign a contract with after 3 months probation, you sign a contract with Spoornet and they train you, they take you right through till you finish the trade test. While you were training the first there were three phases: Phase 1, phase 2 and phase 3, for the first phase they will give you the training theory part and then practicals, then you will come to college and also do the theory part that you need your N courses which is N1 – N6 and also they will send you for the job training. Phase 2 exactly the same as phase 3 and then after phase 3 after you finish your training, you go for 100 days to a depo. For a practical training where you will work with someone and then when you come back you'll spend 4 – 5 weeks...revision and then with the trade test.

I: With the technical college part, ...when was this can you still remember?

R: 1984, 85, 86

I: Now looking at the curriculum ... at the time, and comparing curriculum like now, were there any changes in the curriculum?

R: If I had to look that time, the fourth final the book remain the same, according to me there was no changes on the curriculum, then on some of the N1 syllabus there was the old curriculum and the new curriculum there was changes in the book and things that they did change.

I: What kind of changes were those?

R: Things that was maybe done in N2 they start bringing to N1 as well

I: So, it was more of reshuffling taking stuff from N2 to N1, so did they add anything or remove something?

R: If I had to look at the book there were some things that they removed that did not work but they brought in those N2 ones, the changes were minimal not much changes but there was some changes.

I: alright, ... with regards to the curriculum who is involved in the changing of the curriculum?

R: Curriculum with the department and then my opinion. They must look at the industry as well, bring in the people from industry as well find out what is their needs.

I: So it's what you think should be done with regards to the curriculum?

R: Yes also you need your people to not also ... do the curriculum and the people who's going to change the curriculum it's the industry, it's ... the developers, management and also the education department must all those ones must be involved

I: All stakeholders?

R: Ja, all stakeholders

I: Ja, so anyway do you think that there is a need to change the curriculum?

R: Yes definitely

I: Why is that, do you have any reason?

R: Technology changes, and because of the technology that's changing like for instance in my time there was no PLC's programmable what you call controllers, many things become computerized but in our syllabus you'll still do the old things, some of the things that can be removed but the basics you need still in your curriculum, the basics must still be there and then a few changes with technology. Technology changed, you can bring in new technology with the other work.

I: True, now these learners of ours currently are going through the curriculum that does not change, now what are the chances of employers being interested to your graduates then?

R: We get people that are interested to score job opportunities, but with people who has got job opportunity it's only maybe three jobs but 4500 people applied, the other day some of the companies were here. More than 300 wrote the test only two passed it, and I think if you look at this ... With us here I had some of the students also came through the practical year. Where we're doing the skills, the electrical training. My opinion to people who got N6 they went up to the N6, finish their N6 and they come back and they do the training, the practical training they are more – if you look at the person whose got N1, N2 and N3 and they come and do the practical they are not serious. They are not serious about the training the people who come from N6 they are ready. There is seriousness you can see it, they want to work and a few of those guys got jobs okay.

I: ... I've also noted that you are involved in skills, which divide the college in two, there are those learners who still undergo the old curriculum and we've those learners which are privileged to have enough money to enroll for these skills course which in my view is more inline with the needs of the workplace currently ... is that so? I mean skills students undergo a course that responds positively to the needs of the workplace, hence that is why it's easy for them to get employed

R: The chances of them getting employed is far better but they must have the correct qualifications, my opinion is do your N3 and come to the practical or do your N6 and then come do the practical.

I: Ja, all I am saying is that it's much more expensive to enroll for a practical course and most of the students perhaps may not afford to enroll for practical courses and that alone disadvantage them, and then they are stuck with the old curriculum, hence their job opportunities will be, if I may say bleak ... so what is your take on that?

R: If I say...let me tell you I... a panel and I showed it to my management and they went and looked at the panel as well, you know that panel, I went to the electrical trade theory book and...if you can take only one for the lecturers to show them in class or you can...let's say turn and do group work with the students in the class but still keep safety in mind that you cannot take someone shock in class, it is very dangerous. You can have electrical equipment that they work with there but you must always keep safety in mind

I: Alright the time you were with Spoornet or Transnet

R: Transnet, but Spoornet is a department

I: Oh, okay, So the time you were in that company Transnet ... you had learners which were...from ... technical colleges before they start with their jobs in the company, did they undergo any form of training.

R: No, if you look at the training here in my time you were, it's mostly people that passed matric now what they do as well, they look they look for people who have maybe that come out of school and they give them job opportunity, but the time we are in now it's totally different there are no jobs so the students now pay for themselves to do maybe N3 and then they start looking for jobs, where in that time they in people from school, they give them job opportunity, and they send him to the college as well and he get paid while he is trained which in today's time, there are so little people that get that opportunity to get paid and to get trained.

I: So what do you think should be done... to the whole thing ... you've already identified the gap that exists between the industry and this institution

R: So, in my time, when I was an apprentice let me give you a preview. I don't know if the government subsidized big companies like ISCOR, Spoornet, ESKOM, Telkom those companies they maybe got subsidized because they train people now what happens is in my time. January intake we were 40 ... apprentices that was taken, taken in to start off apprenticeship, July there was about plus minus another 20 that is already 60 apprentices for a big company and it was not only Spoornet, it was all these other big companies as well. I know of the privatization they've moved it now and now a company will only take in what it needs, but my opinion was by that time if I qualified and Spoornet didn't have a job for me they could. I've done my trade test, I've got my papers and I'm qualified electrician I can go to any company and I will find a job, but with the time that we are in

today, if Spoornet needs 5 people it will train only 5. Why not rather go back to that time, we are going to have problem with people that are really qualified, we will have people that will be skilled which can do certain jobs but they are not qualified.

I: ... in the current situation you've got these... technical college or the college which is supposed to supply the needs of the workplace or the industry, now because the industry is not that much interested to the product of the college. What should be done then to resuscitate that link between the two?

R: My opinion I think what should happen we must look at the curriculum, go to the industry, work together with the industry, find out what is their need, what do they want the people to be trained at what training do they need for. The people, what are they interested in, like electrician with the learnership, now the learnership is going to start what is their way forward? How do they want training? Then get your colleges ready to do that. I is going to take still few years if I look, according to my opinion with the learnership they should have started. There was already in the 90's and year 2000, the learnership should already be in place, we are far behind.

I: So, basically saying it should be a partnership between the two ... the educational institution and the workplaces.

R: And the workplaces.

I: Ja, Mr Steyn, thank you very much for your time and your contribution ... thank you

R: ... It's a pleasure

Managing Director – Omega Lifts (Leon Theron – 2 May 2005)

I: Mr Theron how long have you been with this company Omega Lifts

R: Two years

I: Two years, Alright, Can tell us briefly about the companies you have worked for prior this one?

R: ...I've actually been working for the last 15 years. To start off, I worked for a company of lift services; it's about 11 years of my life. Alright after that I worked for a company called Cone elevators. ... I was in charge of the modifications and upgrades of their elevators, worked for them for about 3 years. After that I worked for Passion Elevators, which is a German company, okay, then I worked with them for 4 months. I started on my own, alright, okay, that's how Omega Lifts Services started. Ja, came in to being.

I: Alright, which section of the plant are you responsible for?

R: Actually we deal with...we do work basic needs of the...of the customers on the day to day basis

I: Alright, basically you have been in the lift industry probably for most of your life, ja, you've never worked somewhere else.

R: I have actually

I: It is okay. What changes occurred in the last 5 years of the elevators?

R: Ja... everything is become computerized, it's no longer the solid-state relay that we are given. You know ...by the, by the technicians and stuff like that ... The motors has totally changed, dc is no longer in use in the elevator industry. Hydraulics is no longer in use but still when you go for your training all these things are basic requirements, you know and the, the nothing more. Everything is more solid state, you know what I'm saying it's not a, you don't basic relay anymore and stuff that is things of the past

I: So you were once a student at a technical college?

R: Yes

I: I can still recall ... one time that students that are sent by companies to the technical colleges they don't normally proceed to above the level of N2. Do you what is the reason behind that?

R: ...my opinion about that is ...companies actually look at what students can go the distance and only push them and the rest don't actually go that route, you know. They only push them for the minimum requirement ja ...extra mile.

I: Alright, in your view is the curriculum or whatever is learned at the technical college relevant to your field, that is in the lift industry?

R: I would say 30%, 30% look basics never changed, ja, the basics of the electricity never change, ja

I: True

R: But I think that they could really go in more deeply.

I: Alright, in the technical college do they... do you have a specific technical college ... college that deals with the needs of the lift industry?

R: Not at all

I: In your view what can be done to remedy that?

R: ...look with elevator industry there are about 33 000 elevators in Johannesburg no in Johannesburg in South Africa you know, that's a growing industry...all over you come there is. I think what the colleges could do is start looking at the government; they've got provision for electricians. They should start making provision for something like this that is right

I: Okay next question will be, do you still take graduates from Further, Education and Training colleges, ... FET colleges are technical colleges... now a person has qualified from technical college, ja., do you still take those higher...

R: I can't really because like I said there's no provision for them, you know

I: Okay

R: we had to take a guy from the street, start training him into a lift technician

I: I see, you've covered that, but your opinion as well with the FET colleges to keep abreast with the developments in industry what should they do?

R: you mean actually to further the elevator industry?

I: Ja, you've mentioned that there are so many changes in the industry and technical colleges are not making any provision...ja.. for these needs. Now I am asking for your opinion, what should these technical colleges do to keep abreast with developments in these industries?

R: ...what they should do...actually look at what elevator industry requires

I: True

R: you know... and when start making a plan of saying look ...like I said 30% the rest is covered like the motor which is normal operation day to day thing ... gearbox which is normal day to day okay. I just feel look that understanding that gearbox is a gearbox or motor is a motor rotates is rotates. The actual practice of what the elevator does, you know, that's what they should start looking at. Okay I see, Combine all these things then you've got an elevator, you know. The basic principle of how elevator works is not just a little box running up and down are sure, ja

I: Thanks very much Mr. Leon for sharing your opinions and knowledge with us. Thank you very much

APPENDIX B

Curriculum developer

In what ways has the curriculum changed in the last five years?

1. How long have you been a curriculum developer?

7 years

2. In your knowledge has the curriculum changed in the last five years? If yes in what ways?

Report 190/191 hasn't changed

- *Learnership and short skill courses were introduced by DoL (SETA's) in co-operation with DoE and the provincial Education Department*
- *Note that colleges offers teaching and learning in two pathways NI:*
 - *General vocational*
 - *Trade, occupational and Professional (TOP)*

3. If no, in your view, what is the reason for its stagnation?

- *Absence of a national policy*
- *FET Act of 1998 does not accommodate the entire college curriculum implications*

4. Do you think it should change, and if so who should be the role players?

Note that the college recapitalization plan is busy addressing this issue entirely. Re:

- *New programmes will be developed to replace report 190/191*
New programmes will be based on unit standards

Chief Education specialist

In what ways has the curriculum changed in the last five years?

1. How long have you been a curriculum developer for the FET colleges?

I have been involved in FET curriculum for the last about 6 and a half years but not necessarily in development per se. I am however currently managing the initial phase of the College curriculum development process

2. In your knowledge has the curriculum changed in the last five years? If yes in what ways?

Not in any fundamental way, and certainly not in a policy framework sense. However Colleges had begun to deliver Learnerships and Skills programmes offered by the SETAs. In addition efforts were rendered to revise programmes already offered to make them more relevant and responsive to the labour market. However these did not reach the stage of being documented as Policy and will now come into the bigger curriculum development process undertaken by the Department.

3. If no, in your view, what is the reason for its stagnation?

There was apparently insufficient funding and therefore lack of capacity to undertake something as vast and intensive as curriculum development. Treasury has only this year announced allocation of funds to recapitalise Colleges over a 3 year period- and curriculum development is now at the center of the recapitalisation strategy.

4. Do you think it should change, and if so who should be the role players?

Yes- absolutely. The DoE should - and is - playing a central role, but Provincial DoEs are also key in the process. Other significant stakeholders are the Dept of Labour, SETAs, Commerce & Industry as well as the other Education sector stakeholders, i.e. GET, HET and FET Schools.

5. What is the recapitalization plan of the FET colleges (What is it about)?

An amount of R1.5bn has been allocated by Treasury over a 3 year period (2006/7 & 8) to recapitalise Colleges. What this means is that the Dept must produce a plan that will show how this money is going to be spent on the 50 FET Colleges nationally to make them modern, responsive and relevant institutions in the new economy.

An amount of R50million was also allocated for 2005 to prepare for the full recapitalisation over the following 3 years. A plan for this preparatory phase was drafted, presented to and accepted by Treasury and is currently in the full implementation phase. The key outputs for this preparatory phase are:

- A labour market HRD and scarce skills analysis
- Compilation of a database of all registered FET programmes
- An audit of all programmes offered by the 50 FET Colleges
- Curriculum development targeting 10 sub-fields
- Development of College Recapitalisation Plans
- Development of Provincial Recap Plans
- Generation of a FET Colleges Sector Plan

These outputs will inform the investment of the recap funds over the next 3 years.

6. What is report 190/191

This is a Policy Document containing all the programmes approved by the Minister of Education for implementation at FET Colleges and for which Colleges are supported with funding from the Department. External exams are set for these programmes by the National Department for Exams and Assessments (DNEA) and upon completion of each level learners are issued with either National Certificates, or upon final completion, with a National Diploma endorsed by the Department of Education.

APPENDIX C