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Inequalities in public Further Education and Training colleges in South Africa.

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2012-11-08
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INEQUALITIES IN PUBLIC FURTHER EDUCATION AND TRAINING COLLEGES IN SOUTH AFRICA AFTER 1994

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A research report submitted to the Faculty of Commerce, Law and Management University of the Witwatersrand, in the fulfillment of the requirements for the degree of Masters of Management in Public Policy

March 2011

ABSTRACT

This report investigates the implementation of the Further Education and Training (FET) College Act of 2006 whether it achieved the founding purpose of promoting quality education and expansion of equal opportunities for South Africa. The study followed a qualitative comparative case study in which two campuses of one college were examined. Data was collected through interviews, observation and documentary analysis. The study was based on the views expressed by the college management, lecturers, and students who are the role players in the Public Further Education and Training (FET) Colleges in South Africa. Interviews were conducted to college management, lecturers and students of Centurion and Odi Campuses of Tshwane South College with the intention of determining if the students at this college were exposed to equal and quality opportunities for teaching and learning. Data from documents such as students results, staff establishment, budget, were analysed with the purpose of profiling the students and staff at Tshwane South College. Participant observation of physical facilities and usage of these facilities was done with the aim to verify the developments aimed at improving both campuses.

The fundamental principles shaping the FET College Act of 2006 are quality education and equalisation of teaching and learning opportunities. The study shows that the implementation of the FET College Act of 2006 has been to a lesser degree a success in so far as number of factors is concerned. A case in point is that there is increasing evidence that the gap that existed when it comes to job opportunities has diminished leaving more blacks, particularly women in senior positions when it comes to management and administration of the FET Colleges in South Africa.

Notwithstanding the elementary changes brought by the FET College Act, the fundamental principle that is central to education and training being the quality education and equalisation of learning and teaching opportunities is still a challenge 15 years later into the democratic rule in South Africa. There is evidence of poor infrastructure, shortage of basic learning materials and poor results due to poor quality of education and training. The overall findings of this study suggest that the FET College Act of 2006 has significantly contributed to delivery of inferior quality education and it has further widened a gap between the 'have and the have not's'. The study therefore recommends the government to review the current policy and it calls for students of public policy to persuade a study on the impact that the FET College Act of 2006 had on the education of the 'African child'.

DECLARATION

I declare that this research report is my own unaided work. It is being submitted for the Masters of Management in Public Policy at the Graduate School for Public and Development Management Faculty of Commerce, Law and Management in University of the Witwatersrand. This research report has not been submitted before for any Degree or examination in any other University.

_____

Signature

_____ day of_____ year_____

DEDICATION

This research report is dedicated to my late father Moiketsi Ezekiel Pule who passed on in 2009. He taught me that duty and honour were above everything. He instilled in me the true meaning of perseverance and dedication. He built his own house through these principles and hence they form the basis of my life. He deeply valued education and would have been proud of me.

May his soul rest in peace!

ACKNOWLEDGEMENTS

In the beginning was the Word, and the Word was with God, and the Word was God (John 1:1). It is therefore befitting to first start by giving thanks to the Almighty for the strength and wisdom he afforded me to complete this arduous work. Special thanks go to my supervisor Dr. Horacio Zandamela, to my colleagues, Thembi, Thema and Toba, finally I have made it, thanks for your support in trying time when I had to leave you alone. It has been a long but worthwhile journey. Special thanks go to my family for always being there for me, Mma you have always being the anchor of strength. Lolo, Sampras, Kagiso, Bongi and Kabelo, the road worth travelling. Dillo, you are one special person in my life, girl you have really been a blessing to me and have inspired and brought confidence in me.

LIST OF ABBREVIATIONS

FET	Further Education and Training
FET College Act	Further Education and Training Act
RDP	Reconstruction and Development Plan
GEAR	Growth, Employment and Redistribution
NC (V)	National Certificate (Vocational)
NATED Programmes	Report 191 / 190 curriculum offered at FET Colleges in South Africa
TVET	Technical Vocational Education and Training
EFA	Education For All
UNESCO	United Nations Educational Science and Cultural Organisation
UNICEF	United Nations Children's Fund
RSA	Republic of South Africa
GDE	Gauteng Department of Education
DHET	Department of Higher Education and Training

KEY WORDS

Equality
Equity
Redress
Quality Education
Public FET College
National Certificate Vocational
Policy Analysis
Neoliberalism
Inequality
Political Economy

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