

**IDENTIFYING THE EDUCATIONAL NEEDS OF CAPRICORN COLLEGE FOR
FURTHER EDUCATION AND TRAINING: A CASE STUDY**

By

JOHANNA SENTHEPELE NGOBENI

Dissertation

Submitted in the fulfilment of the requirement for the degree

of

MASTER OF EDUCATION

In

COMMUNITY AND CONTINUING EDUCATION

in the

FACULTY OF HUMANITIES

(School of Education)

at the

UNIVERSITY OF LIMPOPO, SOUTH AFRICA

SUPERVISOR: Mr Maphutha M M

CO-SUPERVISOR: Prof Themane M J

2015

DECLARATION

I declare that the dissertation hereby submitted to the University of Limpopo, for the degree of Masters of Education in Community and Continuing Education has not previously submitted by me for a degree at this or any other University; that is my work in design and in execution, and that all material contained herein has been duly acknowledged.

.....

Ngobeni JS(Mrs)

.....

Date

DEDICATION

This dissertation is written in memory of my late father Tebele Jack Letsoalo. I thank my family, especially my husband Giyani Michael and our three lovely children: Maditsela, Tebogo and Ntsako for their prayers, constant support and encouragement throughout the whole process of this research.

ACKNOWLEDGEMENTS

I wish to extend my sincere thanks the Creator of Heaven and Earth for watching over me, throughout my studies. He gave me strength and courage whenever the going got tough.

Sincere thanks are due to my supervisor, Mr Maphutha M.M and my co-supervisor Prof. Themane M.J for their guidance, advice, support and patience throughout this research project.

I thank all participants at Capricorn College for FET, as well as the campus managers in all the three campuses of Capricorn College for FET, Mr Muleya N.T at Polokwane campus, Mr Letsoalo M.M at Seshego and Ms Mohale T.E at Senwabarwana campus for allowing me to conduct this research at their campuses.

My mom, Mahlodi Letsoalo, the greatest gift I have ever had. My sisters, Mabore Selepe, Mankoana Mthembu and Kobela Mathiba who encouraged me when I was reluctant to continue with my studies. They assisted me by providing sources that enriched the literature that I reviewed in this study. May God richly bless you.

I am thankful to my assistant researcher, Michael Ngobeni who played a vital role during interview sessions of the research. He helped me greatly by taking notes during interview sessions and by assisting me as a driver to all the three campuses.

I am also thankful to my friends and colleagues who in their different ways have been supportive in printing and gathering of data.

LIST OF ACRONYMS

ABET	Adult Basic Education and Training
AGI	Association of Ghana Industries
ASGISA	Accelerated Shared Growth Initiative of South Africa
BA	Bachelor of Arts
CASS	Continuous Assessment
CEO	Chief Executive Officer
CFO	Chief Financial Officer
DHET	Department of Higher Education and Training
FET	Further Education and Training
FM	Frequency Modulation
GEA	Ghana Employers Association
IMF	International Monetary Fund
IT	Information Technology
JET	Joint Education Trust
NATED	National Assembly Training and Education Department
NBI	National Bureau of Investigation
NCV	National Certificate Vocational
NSF	National Skill Fund
NSFAS	National Student Financial Aid Scheme

NQF	National Qualification Framework
OBE	Outcome Based Education
OECD	Organisation for Economic Cooperation and Development
PhD	Doctor of Philosophy
RSA	Republic of South Africa
SETA	Sector Education and Training Authority
USA	United States of America
WBE	Work Based Experience
ZAR	South African Rand

ABSTRACT

The research was carried out in Capricorn College for FET. The main aim of this study was to identify the educational needs of Capricorn College for FET. This study attempted to answer the following research question:

- What are the educational needs of Capricorn College for FET?

This study was designed within a qualitative research paradigm using multiple-case studies. A document analysis, semi-structured interviews, observations were used to identify the educational needs of Capricorn College for FET. Semi-structured interviews allowed me to ask questions to participants while allowing the flexibility to probe further details. Semi-structured interviews helped me to have a broader view and clear understanding of educational needs that might exist in all campuses of Capricorn College for FET. Through observation educational needs of learners, educators and campus managers were noted.

Findings of this study show that there are educational needs at the Capricorn College for FET such as; the lack of funding, lack of staffing, poor learner recruitment, poor infrastructural resources and poor quality of teaching and learning. Recommendations were made for educators in the three campuses to be trained so that they can acquire knowledge about teaching methodologies. More funding should be provided to the college to enhance the smooth running of the college. The college should be equipped with resources that are required for teaching and learning. More learners should be able to study and equipped with relevant skills for job market. Capricorn College for FET should use recruitment strategies that may benefit almost learners in the country. The Department of Higher Education and Training should make sure that Capricorn College for FET be provided with necessary and enough infrastructural resources. Teaching and learning materials should be supplied to this institution and on time. In that way it will enhance the effective teaching and learning at the college.

KEY CONCEPTS

- Educational needs
- National Certificate Vocational
- Further Education and Training
- Further Education and Training College
- Vocational College
- Community College
- Nated programme
- Skills development

TABLE OF CONTENTS

CONTENTS	PAGE
CHAPTER ONE	
INTRODUCTION AND BACKGROUND	
1.1	INTRODUCTION 1
1.2	EDUCATIONAL CHALLENGES FACING FET/VOCATIONAL COLLEGES GLOBALLY 1
1.2.1	United State of America 1
1.2.2	Morocco 2
1.2.3	Ghana 4
1.2.4	Nigeria 5
1.2.4	South Africa 6
1.3	PROBLEM STATEMENT 8
1.4	AIM OF THE STUDY 9
1.5	RESEARCH QUESTIONS 9
1.6	SIGNIFICANCE OF THE STUDY 9
1.7	SCOPE OF THE STUDY 10
CHAPTER TWO	
LITERATURE REVIEW	
2.1	INTRODUCTION 12
2.2	Origin of Further Education and Training in South Africa 12

2.3	National Certificate Vocational Programme approach	14
2.4	The NATED programme approach	14
2.5	POLICY FOR FURTHER EDUCATION AND TRAINING	15
2.5.1	White Paper on Education and Training of 1995	15
2.5.2	Further Education and Training Act of South Africa of 1998	15
2.5.3	Skills Development Act NO. 97 of South Africa	16
2.5.4	The General and Further Education and Training Quality Assurance Act No.58 of 2001	17
2.6	DEFINITIONS OF KEY CONCEPTS	17
2.6.1	Educational needs	17
2.6.2	National Certificate Vocational	18
2.6.3	Further Education and Training	18
2.6.4	Further Education and Training College	19
2.6.5	Vocational College	19
2.6.6	Community College	20
2.6.7	NATED programme	20
2.6.8	Skills development	21
2.7	ASSUMPTIONS	20
2.7.1	Funding	21
2.7.2	Curriculum	22
2.7.3	Staffing	24
2.7.4	Learner recruitment	25
2.7.5	Infrastructural resources	26
2.8	CONCLUSION	27

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	INTRODUCTION	28
3.2	RESEARCH DESIGN	28
3.3	Population	28
3.4	Sampling	30
3.5	DATA COLLECTION	30
3.5.1	Interviews	31
3.5.1.1	Introductory phase	31
3.5.1.2	Extensive fieldwork phases	31
3.5.2	Observations	32
3.6	DATA ANALYSIS	33
3.7	Reflections	35
3.7.1	Lessons learnt	35
3.8	ETHICAL CONSIDERATIONS	36
3.9	CONCLUSION	37

CHAPTER FOUR

FINDINGS OF THE STUDY

4.1	INTRODUCTION	38
4.2	POLOKWANE CAMPUS	38
4.2.1	FACTS AND FIGURES	38

4.2.2	Campus manager	38
4.2.3.	Educators	39
4.3.4	Learners	39
4.3	CRITICAL FACTORS	40
4.3.1	Funding	40
4.3.2	Curriculum	40
4.3.3	Assessment	41
4.3.4	Staffing	41
4.3.5	Registration	42
4.3.6	Learner recruitment	42
4.3.7	Infrastructural resources	43
4.3.9	Teaching and learning	43
4.4	FINDINGS FROM OBSERVATIONS	45
4.4.1	Lesson presentation	45
4.4.2	Punctuality	45
4.4.3	Teaching and learning materials	45
4.4.4	Teacher-learner ratio	45
4.5	SESHEGO CAMPUS	46
4.5.1	FACTS AND FIGURES	46
4.5.2	Campus manager	46
4.5.3	Educators	46
4.5.4	Learners	46
4.6	CRITICAL FACTORS	47
4.6.1	Funding	47
4.6.2	Curriculum	47

4.6.3	Assessment	48
4.6.4	Staffing	48
4.6.5	Registration	48
4.6.6	Learner recruitment	49
4.6.7	Infrastructural resources	49
4.6.8	Teaching and learning	49
4.7	FINDINGS FROM OBSERVATIONS	50
4.7.1	Lesson presentations	50
4.7.2	Punctuality	50
4.7.3	Teaching and learning materials	50
4.7.4	Teacher-learner ratio	50
4.8	SENWABARWANA CAMPUS	51
4.8.1	FACTS AND FIGURES	51
4.8.2	Campus manager	51
4.8.3	Educators	51
4.8.4	Learners	51
4.9	CRITICAL FACTORS	52
4.9.1	Funding	52
4.9.2	Curriculum	52
4.9.3	Assessment	52
4.9.4	Staffing	53
4.9.5	Registration	53
4.9.6	Learner recruitment	53
4.9.7	Infrastructural resources	53
4.9.8	Teaching and learning	54

4.10	FINDINGS FROM OBSERVATIONS	54
4.10.1	Lesson presentations	54
4.10.2	Punctuality	54
4.10.3	Teaching and learning materials	54
4.10.4	Teacher-learner ratio	55
4.11	Document analysis	55
4.12	CONCLUSION	57

CHAPTER 5

CROSS-CASE ANALYSIS OF VARIABLES OF CAPRICORN COLLEGE FOR FET

5.1	INTRODUCTION	58
5.2	DATA MATRIX ON CROSS-CASE ANALYSIS	58
5.3	CRITICAL FACTORS	59
5.3.1	Funding	60
5.3.2	Curriculum	60
5.3.4	Staffing	60
5.3.5	Learner recruitment	61
5.3.6	Infrastructural resources	61
5.3.7	Teaching and learning	61
5.4	OBSERVATIONS	61
5.4.1	Lesson presentation	61
5.4.2	Punctuality	62
5.4.3	Teaching and learning materials	62
5.4.4	Teacher-learner ratio	62

5.5	CONCLUSION	62
-----	------------	----

CHAPTER 6

DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

6.1	INTRODUCTION	64
6.2	DISCUSSION	64
6.2.1	Funding	65
6.2.2	Curriculum	65
6.2.3	Staffing	66
6.2.4	Learner recruitment	66
6.2.5	Registration	67
6.2.6	Infrastructural resources	67
6.2.7	Teaching and learning	67
6.2.8	Accommodation	68
6.3	RECOMMENDATIONS	68
6.3.1	Funding	68
6.3.2	Curriculum	68
6.3.3	Staffing	69
6.3.4	Learner recruitment	69
6.3.5	Registration	70
6.3.6	Infrastructural resources	70
6.3.7	Accommodation	70
6.3.8	Lesson presentations	71
6.3.9	Punctuality	71

6.3.10	Teaching and learning materials	71
6.3.11	Teacher-learner ratio	71
6.4	SUGGESTIONS FOR FURTHER STUDY	72
6.5	CONCLUSION	72
	LIST OF REFERENCES	73

APPENDICES

Appendix 1	A letter to Capricorn College for FET	79
Appendix 2	An interview guide for learners	80
Appendix 3	An interview guide for educators	82
Appendix 4	An interview guide for campus managers	84
Appendix 5	Consent form	86
Appendix 6	Data matrix	88
Appendix 7	Approval letter from Capricorn College for FET	89

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This chapter forms the blueprint of this study given. It provides a broad picture of what the research entailed. Firstly, an outline, regarding the educational needs of Further Education and Training (FET) or vocational colleges internationally, is given, focussing on colleges in the United States of America (USA), Morocco, Ghana, Nigeria and South Africa with regard to educational needs. Secondly, the origin of FET in South Africa will be discussed. Thirdly, the policies for FET in South Africa will be highlighted. Included in this chapter is the aim, research questions, significance and scope of the study.

1.2 EDUCATIONAL NEEDS OF FET/VOCATIONAL COLLEGES INTERNATIONALLY AND IN SOUTH AFRICA

Community colleges in the USA play a dominant role in the educational, cultural and social aspects of life. They are viewed as centres of economic development since they contribute towards improving quality of life and providing proper training, skills and development (Bailey 2008). They are open-access institutions which provide students with educational opportunities (Lanaan 2003).

1.2.1 United States of America

Community colleges are, however, faced with huge challenges which encompass competition from other providers - such as universities and technikons - which are expanding student diversity in terms of race, ethnicity, and academic achievement, increasing reliance on global connections and low skills and literacy levels among learners. A number of serious systematic flaws have been exposed by the rapidly expanding role of the system in combination of the need to accommodate growing numbers of students. Additionally, the impact and financial cuts attributable to the recession has now brought the entire system on the brink of a crisis (Simmons & Thompson 2007).

Funding and sources for public community colleges is insufficient with a less total amount. Sources such as gifts and contracts with local businesses is worth 10% on the government's account for the vast majority, with states contributing about 40%, localities about 20% and federal institutions another 10%. This implies that state and local government funding is insufficient to cope with the rate of inflation and has fallen way behind the growth in number of students graduating from high schools who anticipate attending colleges. The funding of community colleges relies heavily on state funding and is thus vulnerable to economic downturns. They are faced with major barriers in launching new programmes, which can be attributed to higher operating costs per student due to a smaller budget (Lanaan 2003).

Limited funding is the solitary explanation for community colleges' traditionally poor financial position since they receive less funding than other types of higher education institutions. Higher education institutions are forced to spend an estimated \$2 billion per year in order to teach remedial skills not learnt in high school. This remediation burden falls particularly heavy on community colleges (Bailey 2008).

According to the United States Department of Education (2002) about one-third of the nation's first-year college students require at least one remedial course. Due to a shortage of classrooms and the large number of students who attended the remedial courses, community colleges in 2002 were forced to accommodate too many students in a single classroom, which rendered teaching and learning ineffective. Class time in expensive facilities such as laboratories were reduced and cut backs on "embellishments" such as education and career counsellors were enforced. This, combined with the colleges' state-mandated open admission policies, resulted in more drop-outs than graduates, a problem (except for the most competitive) in most American colleges.

1.2.2 Morocco

The economic and financial crisis experienced by Morocco since 1978 has had a significant impact on the government's educational policies. Firstly, public sector employment which had been expanding, suddenly languished. In 1984, for the first time since independence, some ministries did not have enough posts to employ graduates from their own technical colleges due to budgetary cuts. Employment in the

civil service has ceased to be considered as a normal outlet for college graduates (Diyen 2004). The necessity to control budgetary expenditures has led the government to reconsider the feasibility of the continuous growth in vocational centres despite the official commitment to the universal tertiary education objective. In agreement with World Bank recommendations, the Ministry of Education decided in 1984 to slow down educational expansion at tertiary levels (Driouchi 2006).

The strict application of rules concerning age limits and the right to repeat classes, limited college enrolments, which resulted in the dismissal of approximately 100 000 learners between the ages of 15 and 16 from vocational centres. The Ministry of the Interior reacted by drawing the government's attention to the potential dangers inherent in the sudden mass arrival on the labour market - and in the streets - in the context of a growing unemployment rate (Young 2006).

In 1984 a decision was made to implement a major reform of the vocational training system, which reflected the combined influence of the three main factors. The public sectors were incapable to absorb more graduates, and shortages of skilled labour in the private and social sectors necessitated alternative outlets for college drop-outs (United Nations 2007).

Vocational centres and technical institutions were set up in such a way as to cater primarily for the modern sector (even though 80% of the labour force was employed in traditional agriculture or in informal urban activities). The job prospects for graduates were determined by the rate of job creation in modern firms (Driouchi 2006). Even when technical qualifications were required of employees, employers did not systematically hire graduates of vocational schools (Diyen 2004). Comparable to most developing countries, employers in Morocco have often shown a penchant of training workers in their work places. A survey revealed that only seven percent of the labour force employed in the modern sector had professional or technical qualifications acquired in a specialised training institution (Driouchi 2006).

For many years employees with better vocational training were needed. A study of Moroccan firms has revealed that the average entrepreneur prefers to hire unqualified workers and have them trained on the job (Diyen 2004). This practice enabled employers to pay workers less since their qualifications were not negotiable on the

labour market in comparison to workers in possession of a technical or professional degree. New graduates from vocational training colleges thus experienced difficulties in finding jobs; not only due to a lack of sensibleness among Moroccan employers, but also because of the low level of job creation in the modern sector. In order to deal with the problem, planners suggested that young people should not necessarily seek waged employment but that they could become self-employed technicians or craftspeople. Schemes for financial and technical support were initiated to assist those graduates who were willing to work for themselves, either alone or as a group. The low degree of institutionalisation of the Moroccan skilled labour market intervened in the transition from vocational centres to work (Diyen 2004).

In societies where feudal traditions were very strong, family, social and regional ties generally played a vital role. This applied equally well to recruitment which was influenced by factors extraneous to the technical requirements of the positions to be filled through personal recommendations. Having fitting qualifications such as a technical or professional degree, for which there was a great demand, was therefore not always enough; one also needed proper personal or social connections (Spencely 2007).

1.2.3 Ghana

Hands-on-experience for both instructors and trainees at vocational institutions are impeded by inadequate supplies of instructional material, large class sizes, inadequate training facilities, and weak connections with local industries. This pattern leads to ineffective and inefficient training of students even though emphasis is placed on passing final examinations. New graduates are thus inadequately prepared for the job market (Brand 2007).

Students in vocational education institutions are encouraged to purchase their own basic tools while female students are provided with special packages. Institutions with effective industrial attachment schemes, such as vocational centres, enable students to gain practical knowledge. An initiative for improvement in local organisations requires instructor training in the workplace through hands-on-experience.

The Ghana Industrial Skills Development Centre was established in 2002. The vocational centres work in close collaboration with the Association of Ghana Industries (AGI). The Ghana Employers Association (GEA) was tasked to harness the financial and material resources required for achieving excellence in skills training. A number of other institutions, such as the Integrated Community Centre for Employable Skills, the Opportunities Industrialisation Centre, and Department of Social Welfare's vocational centres, are part of the government's effort to produce skilful technical personnel (Roeke 2003).

1.2.4 Nigeria

Technical education encompasses the training of technically oriented personnel who are to be the initiators, facilitators and implementers of the technological development of a nation (Uddin & Uwaifo 2005). By training its citizens technically, a country contributes to a technologically literate, self-reliant and sustained nation. Nigeria has a low technology level and has always been a developing nation. Technical education institutions are owned by federal and state governments – reliant on governmental funding - as well as private individuals. Other sources of revenue are endowments, investment income, grants and gifts. The Federal Ministry of Education's budget was 38,3 billion Naira (approximately 2,51 billion ZAR) in 2006. The ministry was authorised to spend 29,2 billion Naira (approximately 1,91 billion ZAR) on technical education (African Human Development Department 2006). While there is an increase in the demand for technical education, there is an existing high dissipation in the infrastructure. The slight increase in funding was hardly noticed. In 2005, government funding of technical education programmes have not been impressive due to the negligent attitude of the government towards this programme (Uddin & Uwaifo 2005).

Most technical education departments in Nigeria do not have laboratories or adequate workshop space, functional equipment or facilities. Laboratories have to rely on equipment which was supplied when the departments were initiated. Technical education depends on engineering workshops and lecturers to teach technical education concepts in the 21st century. The available facilities programmes are quantitatively and qualitatively inadequate and obsolete. Only 40% of institutions of higher education in Nigeria have laboratory or workshop space for technical education programmes, which reflects the low quality of technology programmes. Laboratories in

other institutions too experience acute shortages of equipment and supplies (Uddin & Uwaifo 2005).

Subjects with practical content is generally organised into an average of 67% for the theoretical part and 33% for practical laboratory work. Students use the laboratories to develop case studies in their own time. The slow pace of industrialisation and technological growth in Nigeria can be attributed to the widening gap between science and technology. This results in the inability of technical education programmes to utilise scientific ideas in order to promote technology (Bassi 2004).

There is thus a great need to overhaul technical education curricula in Nigeria. Modification of the curricula, however, may not translate to the production of highly literate technical education experts or ready-made graduates for the industry, which would result in rapid growth of the economy (Bassi 2004).

Many technical education institutions are inadequately staffed both qualitatively and quantitatively. Many lecturers in technical education departments who have obtained their PhD's have been drained from technical education institutions due to the unattractive disposition of the lecturing profession in Nigeria: salary and fringe benefits of technical education teachers in Nigeria is the lowest in the world, therefore teachers migrate to countries such as the USA or the local industry in search of better remuneration (Olunloyo 2002).

1.2.5 South Africa

The development of Further Education and Training (FET) Colleges was seen as the delivery arm of the government in skills training programmes which are largely suited to the development of human resources in South Africa and especially in rural areas (Hoeckel 2007). However, the FET campuses are situated far from students' residences, thus creating transport problems for learners who have no access to it in those areas. The FET sector uses the same curricula for colleges in both rural and urban settings even though conditions in rural areas are dissimilar, e.g few industries are located in rural areas, resulting in unemployment or migration of the youth to urban areas (Moodley 2006). Long distances between campuses and a lack of employment opportunities in rural areas suggest that it is difficult to manage rural colleges in the

same manner as urban colleges (Republic of South Africa (RSA, Department of Education 1998).

With regard to recapitalisation of FET colleges, the Department of Education has introduced the National Skills Fund (NSF) as source of funding, as well as other sources for infrastructure development. These have to be managed at the centre for effective supervision and control. Most learners in the country are unable to pursue their careers due to the shortage of funds. The Minister of Higher Education and Training, Dr Blade Nzimande, is of the opinion that the increase in funding for expansion may assist colleges in maintaining their equipment (Department of Higher Education and Training 2009).

Most of the FET colleges are not functioning effectively and productively due to a shortage of Chief Financial Officers (CFO). None of the colleges in the Limpopo Province had CFOs when the National Student Financial Aid Scheme (NSFAS) allocation to colleges in the 2010 to 2011 financial period was increased to R3,7 billion. It is a serious problem to invest money without the requisite appointment of CFOs to efficiently manage and account for those funds (RSA, Department of Education 2006). The filling of these vacancies has now become a very urgent matter.

College funds have risen by 60% in 2012. Another issue is that students demand college refunding from the NSFAS when they have not used it to the fullest. Students regard NSFAS as a grant which entitles them to register for courses simply in order to claim from them and then use it for non-academic purposes, such as buying refrigerators, clothing and food (RSA, Department of Education 2012).

On the foundation of this background study, it became clear that FET colleges are facing vast educational challenges. A study to identify the educational needs of the Capricorn College for FET is thus relevant and significant. Lessons gained from this study may be of utmost importance towards improving the quality of education at the target institution.

1.3 PROBLEM STATEMENT

The FET sector faces a number of challenges, many of which have been discussed during the FET Stakeholder Summit in September 2010 (RSA, Department of Education 2010). The summit was convened for all FET stakeholders in order to bring together and to strengthen the FET sector, something that was critically important for the future of the skills base of the country and to confer hope to the educators and learners at FET colleges.

The current FET system in South Africa embodies poorly articulated programmes and qualifications which inhibit student mobility. Additionally, it leads to high levels of inefficient programmes that are limited and widely differ with respect to quality standards of provision of outcomes and curriculum (Green Paper on Further Education and Training 1998).

FET colleges are regarded as inferior institutions producing low-status qualifications. The main issues focused on the FET system centres around the low pass and throughput rates. There is a lack of adequate workshop facilities and a need to include practical experience in the curriculum (Green Paper on Further Education and Training 1998). Despite noble attempts and financial investments made by the previous Ministers of Education and the current Department of Higher Education and Training (DHET) to recapitalise and turn around the FET college sector, uncertainty remains about the extent to which FET colleges should be viewed as suitable alternatives to higher education (Akojee & Mc Grath 2005).

A significant number of teaching staff at FET colleges are either “under-qualified or unqualified”. In 2002, 8% of FET educators did not possess recognised tertiary qualifications (Booyens 2009) even though some had trade and industry experience. At one FET college in Kwazulu-Natal, 75% of the teaching staff had no teaching qualifications, with only a few holding academic degrees (Moodley 2006).

A problem in FET colleges is their lack of capacity and weaknesses in academic development amongst educators, which therefore impacts negatively on teaching and learning, in turn resulting in poor learner achievement. FET colleges produce only a small number of relevant students for the job market. This occurrence is so widespread that it covers almost all parts of the Limpopo Province.

Since 1994 FET colleges have been established in the Limpopo Province but currently more learners know less about the job market for which they have trained. The South African FET sector faces a number of challenges, many of which have been discussed above. Although some educational needs at Capricorn College for FET had been identified, it has not been sufficiently examined. However, even this limited information can be of value in identifying some problem areas in the FET system (Moodley 2006).

1.4 AIM OF THE STUDY

The aim of this study is to identify the educational needs of Capricorn College for FET in order to suggest better strategies that could enhance the quality of education at the target institution.

1.5 RESEARCH QUESTIONS

In order to achieve the above-mentioned aim, the following research question was formulated: What are the educational needs of Capricorn College for FET?

The above question generated the following sub-questions:

- What educational programmes are offered at the Capricorn College for FET?
- Which challenges are experienced in offering the educational programmes at the Capricorn College for FET?
- What empowerment programme is needed to address the educational needs of Capricorn College for FET?

1.6 SIGNIFICANCE OF THE STUDY

The researcher's interest in educational research lies more in the field of Community and Continuing Education, and in particular the area that covers FET institutions. Research concerning FET colleges and technical and vocational education is performed by a relatively small group of researchers and is comparatively underdeveloped (Wedekind 2008). As such, this study may be of significance to the existing body of knowledge since it could provide insight into the educational needs of

Capricorn College for FET. It may also be of value for the target institution in developing and updating policies in order to enhance the quality of teaching and learning.

This study may also benefit the learners in the sense that they may commit themselves through joint efforts to strengthen their skills development. They may overcome their barriers to learning and pave their way towards access to quality teaching and learning, as well as exposure to relevant employment opportunities.

The study may also enable facilitators to provide education and training pathways for learners. They may be able to express a need for professional development in order to update the learners' knowledge and upgrade their qualifications. Again, facilitators may promote professionalism that may enhance pedagogical effectiveness and provide more support from managers and supervisors.

FET managers at Capricorn College for FET may find this study important since it may enable them to manage the FET Colleges efficiently and effectively. It may assist them in ensuring that FET colleges comply with changes in legislation and policies concerning the Post School Education and Training landscape. Managers may also ensure that there are development programmes that could be delivered through a flexible model based on progressive skills and knowledge by the facilitators.

Curriculum developers may assist learners with skills and knowledge by contributing to the efforts of the college development activities. They may ensure that FET colleges play a leading role in the skills development process and have quality of its workforce.

1.7 SCOPE OF THE STUDY

This study contains six chapters.

Chapter One introduces the reader to the historical background of FET colleges, internationally as well as in South Africa, and focuses on the problem statement, aims of the study, research questions, the significance and scope of the study.

Chapter Two outlines the literature review. The following key concepts are clearly unpacked: educational needs, further education and training, National Certificate Vocational, Further Education and Training College, Community College, and Vocational College. Assumptions underpinning this research are also highlighted, which include funding, curriculum, learner recruitment, infrastructural resources, and staffing.

Chapter Three describes the research methodology. The main focus of this chapter is the discussion of the means of data collection, which constitutes document analysis and fieldwork. Data collection instruments, used to collect data from different participants, are also discussed. An account of qualitative data analysis methods, employed for the data collected during the various phases is accompanied by an explanation of the data analysis instruments. The chapter concludes with an example of the data matrix used in the analysis of data.

Chapter Four focuses on the results of the study and presents an overview of the three campuses of Capricorn College for FET and highlights the different types of programmes offered by them. A discussion of educational needs concludes the chapter.

Chapter Five is concerned with cross-case analysis of the educational needs at the three campuses. The main aim is to compare and contrast cases based on the critical factors pertaining to the study while identifying the educational needs. Care was taken to preserve each individual case's uniqueness with the need to understand generic processes at work across cases.

Chapter Six present the final conclusions and recommendations of this study on possible ways to address the educational needs of the college. In conclusion issues which need to be further researched are suggested.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter entails a literature review of this study. Firstly the origin of the FET system in South Africa was outlined. Secondly, focus is on the policies for Further Education and Training. This section contains different kinds of educational Acts that help to govern the FET colleges of South Africa. Thirdly, the literature review entails definition of key concepts. The chapter ends with a brief conclusion that gives summary of all sections of the literature review.

2.2 ORIGIN OF THE FET SYSTEM IN SOUTH AFRICA

The skills shortage in the industry and labour markets in South Africa was the major rationale for the establishment of the FET system in 1995 aiming to equip people in the country with skills. This system has provided quality, relevant and well managed education and training linked to the development not only of the youth, but of communities as a whole (RSA, Department of Education 1998).

The Accelerated Shared Growth Initiative of South Africa (ASGISA) has recognized the fact that, due to a lack of skills and basic fundamental knowledge, unemployment rates increased (RSA, Department of Education 2006). Although employment opportunities existed, there was a shortage of suitably qualified applicants. Subsequently FET colleges were tasked by the Education and Training Act of 1998 to meet the demands of the labour market and industry, leading to the development of the National Certificate Vocational programmes, which were implemented in 2007 (Hall 2005).

The FET sector is regarded as an allocator of life prospects and offers both first and second opportunities to both youth and adults (RSA, Department of Education 2006). The White Paper on Education and Training of 1998 indicated that FET institutions would enable many young people to pursue post-compulsory education where flexibility, programme diversity and other support services would be able to support an open learning environment. The diversified programmes would offer knowledge, skills, attitudes and values that South Africans require as individuals and citizens, as lifelong

learners and as economically productive members of society (RSA, Department of Education 1998).

FET is a complex system sited between General Education and Higher Education. It comprises post-compulsory education distinct from that offered by universities. Its goal is to provide access to the job market. It is a level above compulsory education; from basic training to a Higher National Diploma or Foundation degree. The FET sector plays a role in expanding access, widening participation and promoting social inclusion in a society characterised by poverty, highly unequal distribution of income and high unemployment (Akoojee & Mc Grath 2005).

FET is designed to promote the integration of education and training, and to enhance learner mobility and progression, which is at the heart of the National Qualification Framework (NQF) (RSA, Department of Education 1998). The FET sector comprises a diverse group of education and training providers, both public and private: the majority of training takes place in secondary schools - grades 10 to 12 - and the rest at the FET colleges (RSA, Department of Education 2006).

The National Qualification Framework (NQF) was introduced to provide for the registration of national standards and qualifications, based on learning programmes with clearly stated outcomes. Levels 2 and 4 of the NQF correspond with grades 10 to 12 in the school system and N1 to N3 in the technical college system (RSA, Department of Education 2004). The FET system provides access to high quality education and training within a differentiated system, which offers a wider range of learning options to a diverse range of learners, including school going young people, out-of-school youth, young adults and the larger adult population (RSA, Department of Education 2006).

Since 2007 the South African Further Education and Training sector has changed its training system by providing NATED 190 and 191 to programmes (*see 2.6.7 for the definition*) in favour of the new National Certificate Vocational (NCV) programmes. The NCV is based on Outcomes Based Education (OBE) principles. A successful student may achieve a vocational qualification at NQF levels 2, 3 and 4. This provides learners who do not intend to attend a university with an opportunity to acquire a relevant qualification in a vocational field. Instead of continuing to grade 9 to obtain a Senior

Certificate, learners can obtain a vocational qualification. FET graduates may have a much better prospect of employment including self-employment (RSA, Department of Education 2006).

2.3 NATIONAL CERTIFICATE VOCATIONAL (NCV) PROGRAMME APPROACH

The NCV is a comprehensive curriculum. Its field of study relates to a broad range of economic activities, including agriculture, arts and culture, business and commerce, personal services and technology. It is required that all study programmes should incorporate such fundamentals as language and mathematics. Its greater attention to the integration of theory and practice - versus the NATED courses it is replacing - prepares students better for long term skills and the demands of a changing workplace and economy (Gewer 2010).

The NCV levels 2, 3, and 4 of the NQF were introduced in 2007 to solve the problem of the low quality and low relevance of NATED programmes. At that time there was a short supply of work placements available to private students as well as poor technical and cognitive skills of FET graduates (Duncan 2009).

It is assumed that the NCV was the consequence of weaknesses in the basic education system as well as numeracy and literacy. It is believed that, in its current form, the NCV will be required as long as the education system is producing school leavers who do not have an adequate skills base to enter occupational learning programmes (Duncan 2009).

2.4 THE NATED PROGRAMME APPROACH

For 40 years the FET colleges offered NATED 191 programmes as a recognised route to artisan qualifications, with disheartening results. Throughput rates for the first cohort of learners in 2009 were very low. Most of the intake learners were aged 16, who had left school after completing Grade 9; their inexperience and poor educational backgrounds led many to drop out of their training programmes (Gewer 2010).

Students who have progressed to N6 need 18 months of field related work to qualify for a diploma. Without work experience, students have a N6 theoretical qualification, which makes it difficult to find employment (Gewe 2010).

2.5 POLICIES FOR FURTHER EDUCATION AND TRAINING

A Policy is regarded as a framework within which individuals and institutions function (RSA, Department of Education 1995). According to Kaplan (1987), a policy is a projected programme of goals, values and practices. In order to function properly, institutions should have a policy to govern them; it is seen to be an effective co-driver of FET transformation processes.

2.5.1 White Paper on Education and Training (Republic of South Africa 1995)

The White Paper on Education and Training of 1995 is a policy document that has promoted the agenda of government and the strategy of implementation for a redefined education and training situation in South Africa. It forms the basis of education and training transformation in the country (RSA, Department of Education 1995).

2.5.2 Further Education and Training Act No 98 of 1998 (RSA 1998)

This Act was promulgated and assented to by the State President on the 20th October 1998 and became operative on 2 November 1998. Its tenets are in line with the supreme law of the land. The Constitution of the Republic of South Africa Act 108 of 1996 states that:

“Everyone has the right to a basic education, including adult basic education and to further education, which the state in reasonable measures must make progressively available and accessible”.

The FET Act promotes the values which underlies an open and democratic society based on human dignity, equality and freedom as entrenched in the supreme law of the

Republic. It also pursues excellence and responsiveness to labour market demands (RSA, Department of Education 1998).

The FET Act provides for the regulation of Further Education and Training. Its main aim was to create a single, co-ordinated system of education and training, thereby creating a sound framework for the functioning of colleges. It focuses on the critical transformation of the FET college sector, initiated in 2000, with the establishment of a task team to plot the restructuring of the institutional landscape, which resulted in the development of nine provincial plans outlining the new configuration of merged colleges and the transformation of 152 technical colleges into 50 multisite FET colleges (RSA, Department of Education 1998). It also provides for the employment of staff at public FET colleges.

2.5.3 Skills Development Act No 97 of 1998 (RSA 1998)

The Skills Development Act No 97 of 1998 provides an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African work force. It integrates the strategies within the NQF contemplated in the South African Qualifications Authority Act of 1995 (RSA, Department of Education 1998).

The Skills Development Act (1998) was put in place as a strategy to focus resources on priority skills and knowledge needed to grow industries and their employees. Furthermore, the act aimed at developing new routes to self-employment for the many unemployed South Africans, especially women, people with disabilities and rural people (RSA, Department of Education 1998a).

The act aims to improve the skills of workers by promoting education and training in the workplace. It governs the National Skills Authority and funds the skills development Levy-Grant Scheme, the Sector Education Training Authorities (SETAs), labour centres and skills development planning unit. These bodies encourage partnerships between the public and private sectors of the economy and assist new entrants to find employment in the labour market (RSA, Department of Education 1998a).

2.5.4 General and Further Education and Training Quality Assurance Act No 58 of 2001

The General and Further Education and Training Quality Assurance Act No 58 of 2001 assigns responsibility for quality assurance of general and further education and training in South Africa to Umalusi, the council of quality assurance in general and further education and training. The Council was established with the purpose of maintaining and improving norms and standards in general and further education and training and its mandates include the following:

- the monitoring and reporting on the adequacy and suitability of qualifications and standards;
- the quality assurance of all exit point assessments;
- the certification of learner achievements;
- the quality of promotion amongst providers; and
- the accreditation of private providers (RSA, Department of Education 2001).

2.6 DEFINITION OF KEY CONCEPTS

The following key concepts form the basis of this study:

2.6.1 Educational needs

Kaufman, Rojas & Mayer (1993) define these needs as *“a gap between the current results and the desired results”*.

Educational needs are *“the gaps or discrepancies between what is present and what is desired in education. They are what is lacking or deficient in the current educational situation. Educational needs should be addressed for the proper allocation and effective utilisation of available local educational resources”* (Maphutha 2005).

For the purpose of this study educational needs are challenges in the teaching and learning situation that need to be taken care of at Capricorn College for FET in order for the college to be able to equip learners with knowledge and skills.

2.6.2 National Certificate Vocational

The National Certificate Vocational is *“a new and modern qualification offered at FET colleges. It is offered at Levels 2, 3 and 4 of the National Qualification Framework which is equivalent to Grades 10, 11 and 12. NCV is one of the high skills, high quality and knowledge programmes that provides experience of the workplace environment and is intended to directly respond to the priority skills demand of the modern economy. This qualification will also provide an opportunity to enter higher education studies, subject to an appropriate subject combination”* (RSA, Dept of Education 2006).

The Department of Education of the Republic of South Africa (2006) refers to NCV as *“a certificate that is in line with the secondary school curriculum that replaces the old NATED (N1-N3) programmes”*.

For the purpose of this study the National Certificate Vocational is a qualification that learners obtain after 18 months of training at FET colleges which will equip them with the necessary knowledge and practical skills to enter the job market.

2.6.3 Further Education and Training (FET)

FET is defined as *“all teaching and training programmes leading to qualifications from Levels 2 to 4 on the National Qualifications Framework as determined in the South African Qualifications Act No 95 of 1995”* (Rooth 2011).

Brand (2007) describes FET as *“education and training provided from Grades 10 to 12, including career-oriented education and training offered in technical colleges, community colleges and private colleges”*.

For the purpose of this study FET is seen as a system of opportunities for continuous learning to people of all ages through the joint endeavour of education and training programmes.

2.6.4 Further Education Training College

A Further Education and Training college is *“an institution of reconstruction that offers the second chance in education that is needed by a large number of the population in training craftspeople, technicians and entrepreneurs who will be assisting in economic development”* (RSA, Department of Education 2006).

A Further Education and Training college is *“a public or private further education and training institution. It is established, declared and registered under the FET Act, No 16 of 2006. However, it does not include schools offering further education and training programmes, like South African Schools Act 9 colleges under the authority of a government department other than the Department of Education”* (RSA, Department of Education 2007).

In the context of this research “FET college” refers to a college that deals with training programmes leading to qualifications from Levels 2 to 4 on the National Qualifications Framework. A FET college provides opportunities for continuous learning through education and training programmes and it promotes the development of quality skills.

2.6.5 Vocational college

A Vocational college is *“a trade or career school providing vocational education to students with skills that are needed to perform a particular job”* (RSA, Department of Education 2007).

Bailey (2008) describes it as *“an educational institution that prepares people for specific trades and careers at various levels from crafts to technician level”*.

For the purpose of this study a vocational college can be regarded as a suitable institution for preparing young people for the work sphere where they can contribute to society.

2.6.6 Community college

A Community college is a comprehensive institution that provides a general and liberal education, career and vocational education (USA, Department of Education 2002).

Cohen (2008) refers to community college as an institution that offers a level of accessibility in terms of time, finances and geography that cannot be found at liberal arts and private universities.

For the purpose of the study “community colleges” are institutions of learning whereby learners are provided with knowledge and skills in preparation for entering the job market.

2.6.7 Nated programme

A NATED programme is *“a type of programme which is aimed at post-matric students who would like to enter the job market fairly quickly. It encourages self-employment and develops students in the practical component of the work environment. It is a programme specifically designed for industry and is presented as a trimester programme”* (RSA, Department of Education 2009).

For the purpose of this study “NATED programme” refers to a programme that is offered at FET colleges to provide alternative educational opportunities for learners who are not capable of aspiring to the matriculation level.

2.6.8 Skills development

Skills development is *“the creation of a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally required qualifications to gain access to decent employment”* (Gamble 2003).

According to the International Labour Organisation (2006) skills development is *“a sustainable development process that can make a contribution in facilitating the transition from an informal to formal economy”*.

For the purpose of the study “skills development” is a process that is needed by learners to provide them with ideas on how to develop new routes to self-employment and to furnish knowledge to grow industries and their employees in the future.

2.7 ASSUMPTIONS

The assumptions of this study are based on the existing literature.

2.7.1 Funding

Public FET colleges are faced with serious problems related to funding. Different unconnected funding mechanisms operate in the FET colleges, both at National and Provincial level as well as across different state departments. Without an over-arching funding strategy for FET linked to a clear national policy, the funds available are not used to best effect (White paper for Post-school Education and Training 2013).

Funding of the public sector FET provider has been extremely unequal, with most historically black institutions receiving poor levels of funding, resulting in poor efficiency in many FET institutions. The Department of Education in South Africa raised issues for assistance of all FET colleges with regard to funding (RSA, Department of Education 2007).

Apart from funding received from the National Treasury, the government encourages colleges to engage with the Sector Education and Training Authorities (SETAs) to access their funding. The Department of Education of Republic of South Africa has made funding available to FET colleges from the National Skills Fund, in which colleges have access through the submission of bids, applying for projects that can run into millions of ZAR (RSA, Department of Education 2007).

The National Student Financial Aid Scheme (NSFAS) provides funding for learners at FET colleges. This is limited to the enrolment plan of the various colleges. It is crucial that FET colleges’ management and councils be improved and stabilised in order for them to manage the college funds on infrastructure and staff resources (RSA, Department of Education 2007).

One major source of income over the period 2007 and 2009 was the Recapitalisation Fund, set up by the state to inject colleges with much needed capital to position them into becoming major players in the post-school education and training arena. It aimed at addressing the problem of unskilled and unemployed youth in the country. The department aimed to improve the quality of the programmes offered and increase the enrolment in colleges (RSA, Department of Education 2009).

Core funding was made available by the Department of Higher Education and Training (DHET) for staff, infrastructure and student support services to enable colleges to be responsive and dynamic. Departmental funding should cover the founding of bridging programmes, where these are approved by the DHET. The fees from students who did not qualify for subsidies contributed towards it. Other funding sources must be explored by college managers and should include SETAs and employers as well as various private funding agencies (White paper for Post-school Education and Training 2013).

2.7.2 Curriculum

The programmes, innovations, and curriculum development have lagged behind changes in industry and the labour market over the past ten years. At the curriculum level, preparation for employability requires a stronger rather than weaker combination of practice and theory. Practical training and experience are crucial for both employment and self-employment but not at the expense of theoretical education that builds the ability to think beyond well-known and concrete everyday situations, as is demanded by modern technology (Gamble 2003).

Preparation for employability reduces the traditional differentiation between occupational efficiency in a particular job and the broad range of competencies required for success in self-employment. If colleges should focus on preparation for employability in the wider sense, they would prepare students for the labour market where the likelihood of obtaining a job is no longer taken for granted. FET colleges offer many ingredients required for employability, but often not in the correct combinations (Gewer 2009).

The division between engineering studies and business studies is evident not only at the level of offered subjects, but also in terms of teacher qualifications and organisational culture. This is to narrow down a programme blend of the diverse education and training needs of the country. Entrepreneurship / Small Business Management is a compulsory subject in many programmes but often without including the integration that is required to develop a creative entrepreneurial approach (Gamble 2003).

Research undertaken by Gewer (2009) has shown that there is a strong and significant relationship between work experience during studies and subsequent employment. He also found that colleges are currently ill-equipped to assist students in obtaining job market experience.

South Africa requires individuals and citizens to be lifelong learners and to be economically productive members of society. A successful FET system will provide diversified programmes offering knowledge, skills, attitudes and values. It will provide the vital intermediate to higher-level skills and competencies the country needs to its own course in the global competitive world of the 21st century (RSA, Department of Education 1998b).

One of the core issues in the present educational reform is how to relate general theory to workshop learning and vocational theory; what the requirements are in terms of formal teaching in the transmission of conceptual knowledge which is enhanced by practical work selected for its conceptual relevance, rather than for its directly practical relevance.

FET colleges are fairly inflexible. Few colleges function in the late afternoons or evenings or over weekends and holidays. The Department of Education programmes are offered in trimester and semester block release modules which are heavily content burdened and offer little opportunity for wider learning and development (Lucas 2004).

Few colleges have adequate learner resource centres and the use of open and distance learning approaches is negligible. The curriculum delivery is focused on a narrow and outmoded conception of occupationally specific training. It is narrowly

geared towards young, full-time students, providing little accommodation for older, working, or part-time learners (Allais 2006).

2.7.3 Staffing

The National Plan for FET colleges of 1994 acknowledges that there is little chance of improving the quality of educational provision unless the curriculum development process is linked to a national strategy of training college lecturers and ensuring a coherent framework of lecturer development (RSA, Department of Education 2006).

An Information Technology (IT) survey undertaken by the National Bureau of Investigation (NBI) in 2009 showed that nearly 26% of construction and engineering lecturers reported technical qualifications at NQF Levels 2-5, and most of these (78%) had no pedagogical qualifications (RSA, Department of Education 2006).

“Just over two-fifths (41%) reported technical qualifications at NQF Levels 6-8, but more than two thirds of this group of educators do not possess any pedagogical qualifications and only one in ten have pedagogical qualifications at NQF Levels 6-8” (RSA, Department of Education 2006). A further 33,5% of respondents reported having no technical qualifications, although this group was relatively well qualified in pedagogy. The highest proportion of respondents with no relevant technical qualifications was found among educators in IT (48%), followed by construction (38%), and engineering (29%) (RSA, Department of Education 2006).

There are many shortfalls in both the pedagogical and technical qualifications of college educators. The importance of the apparent shortfall in subject-related qualifications varies across fields and subjects, and this needs to be investigated in detail. In addition to examining the current state of educators' qualifications and their incentives for professional development, rewards for improved teaching competence and clear discipline-specific career paths may be considered (RSA, Department of Education 2006).

FET college lecturers in South Africa have faced a barrage of policy changes that have impacted negatively on their academic development in the FET sector. Based on policy legislations and changes, the majority of FET lecturing staff needs to improve

and update their academic and vocational knowledge and experience. It is estimated that 75% of lecturing staff employed by the Public FET colleges operate on Post Level 1. Many lecturers are unable to move beyond this level due to the limitation of their qualifications (NBI 2006).

According to the data for 2006, 16% of 6 756 teaching staff held higher degrees, 33% had degrees or higher diplomas while 12% could be considered as either under-qualified or unqualified. There is evidence that teaching staff at rural colleges tend to be less well qualified than those at urban colleges. The key challenge is how colleges can attract new educators from the industry sector who have teaching capabilities and meet the qualification requirements (NBI 2006).

There is a lack of specialist curriculum development expertise in FET colleges, lack of staff development, and uncompetitive salary levels as well as school-like employment conditions. Significant investments are needed for staff training and development, including a concerted drive to ensure ongoing exposure to changing technologies and processes in the workplace (Barnett 2006).

2.7.4 Learner recruitment

Learner recruitment has a clear impact on throughout rates in the sector. There is a clear correlation between selecting learners with the appropriate abilities to succeed in the NCV. Work needs to be done to develop a common tool to support learners (RSA, Department of Education 2006a).

Learner recruitment identifies learning needs and learning support needed. The course information learners receive before or during application comprises of clearly explained entry requirements and materials they need to purchase. Learner recruitment should be regularly reviewed by heads of faculty in the light of attendance, retention and achievement data (RSA, Department of Education 2006a).

Many former colleges were very small: 65 of them had full time equivalent enrolments of 500 or less. The restructuring process initiated by the Department of Educational National Landscape Task Team in 2001 was designed to join smaller and weaker colleges with stronger institutions. They developed an economy scale and created the

institutional capacity for expanded provision and the diversification of college programmes to meet a wider range of social and economic demands (Lucas 2004).

Many other countries offer a wide range of education and training opportunities to young people and adults throughout their lives. South Africa is largely focused on pre-employment education for young people through the mechanisms of schooling, higher schooling and higher education. College provision is unevenly distributed across the country's nine provinces with significantly varied enrolment and participation rates by 2000. The FET college sector enrolled approximately 139 000 full time learners. The national participation rate for FET colleges is extremely low at 2,7% (Barnett 2006).

In Moroccan system potential vocational teachers are required to have 3 years of work experience although it is reported that there are sometimes difficulties in recruiting learners who satisfy the requirement for particular trade areas (Papier 2011).

2.7.5 Infrastructural resources

Infrastructure and resources should comply with the regulatory framework laid out by the FET Training Act of 2006. Learners are entitled to a safe and healthy learning environment. Both public and private institutions should have the necessary infrastructure and resources to offer and sustain quality FET programmes (RSA, Department of Education 2006a). The resources offered need to be accredited in accordance with the regulations. Programmes may include how the learning environments will be selected and monitored. This applies to teaching and learning facilities at all sites, including on-work experience and working in community venues (RSA, Department of Education 2006a).

FET colleges argue that their facilities are largely shaped by the earlier technical college model which does not allow FET colleges to absorb larger student groups. It forces FET colleges into having a high learner ratio. The NCV programme approach demands simulated or practical learning at the FET colleges, but these colleges are not equipped with specialised facilities where practical learning can be successfully simulated. Simulated learning is equipment intensive and this challenge in FET colleges needs to be understood at all costs (RSA, Department of Education 2006a). A wide range of college infrastructure and equipment are dilapidated or out-of-date for facilities of industrial standards.

The laboratories in Nigeria have the items or equipment that was provided when the universities were established programme. In 2006, 60 % FET colleges do not have laboratory or workshop space and this reflect the low quality of technology programmes in higher institutions (Abubakar 2010).

2.8 CONCLUSION

This chapter outlined the literature review. It also includes the origin of the FET system in South Africa, policies for further education and training, definitions of key concepts and assumptions based on the existing literature.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The focus of this chapter is on the research methodology employed in this study. This includes the research design, population and sampling, data collection techniques and methods of data analysis.

3.2 RESEARCH DESIGN

A qualitative research paradigm was followed, for it is interpretive and useful for understanding participant categories in open-ended questions of small samples (Silverman 2010); it obtains people's perceptions on problematic issues (Silverman 2011). The flexibility of this approach allowed for further questioning resulting from the participants' responses.

Multiple-case studies contain more than a single case (Kumar 2005). The research design for this study encompasses multiple-case studies which contains elements of an explorative study. The focus of the study is on the three campuses of the Capricorn College for FET and arrives at a single "cross-case" conclusion. Each case was carefully selected in order to either predict similar or contrasting results for predictable reasons. Multiple-case studies in this regard are deemed more compelling and the overall study is regarded as being more robust (Silverman 2010). Again the case served in a manner similar to multiple experiments, with similar or contrasting results predicted explicitly at the outset of the investigation (Yin 2009).

3.3 POPULATION

The Capricorn College for Further Education and Training was established in 2009. It is the product of a merger of three colleges with distinct and diverse historical backgrounds, namely Pietersburg Technical College (PTC), Bochum College of Education and the former Northern Province Community College (Capricorn College for FET 2012/2013).

In 2007 the new curriculum with the National Curriculum Statement was implemented. The NCV programmes operate daily from 07h30 to 15h00, while the Nated programmes proceed from 15h00 to 19h00. This relates to the college operating for 10 hours per day. It has become the first choice institution for further education for young people in and around Limpopo since the programmes offered respond directly to the priority skill demands of the South African economy. The college offers both theoretical and practical work to its learners (Capricorn College for FET Prospectus 2012/2013).

The Capricorn College for FET's main role is to solve critical national problems, especially among the youth, such as unemployment and the skills shortage that is crippling the business sector and industries (Capricorn College for FET Prospectus 2012/2013).

Interviews were conducted at the three Capricorn FET campuses, namely Polokwane, Seshego and Senwabarwana. The aim of the interviews was to gain an understanding of the educational needs of the college. The study population is formed by six facilitators, three campus managers and twelve learners since they are directly involved with the college.

The Polokwane campus is located within the urban area, while the Seshego and Senwabarwana campuses are located in semi-urban areas. The geographic differences in the location of the different campuses provided an opportunity to gain insight into the lived experiences of the participants within their own frame of reference (Kumar 2005).

The Polokwane campus is located in the Polokwane Municipality and is situated on the corner of Dorp Street and College Avenue in the northern part of the city of Polokwane. It consists of 98 educators, one principal and 3 870 learners.

The Seshego campus is also located in the Polokwane Municipality at 1919 Freedom Drive in Seshego, the western part of the city of Polokwane. It consists of one campus manager, 113 educators, and 445 learners. The third campus is the Senwabarwana campus, located at Main Street in Senwabarwana near Blouberg. It consists of one campus manager, 76 educators and 330 learners. This area has a fast-growing

economy characterised by a shortage of skills such as engineering, manufacturing and high-level services (Capricorn College Prospectus 2012/2013).

Capricorn College for FET has positioned itself to offer programmes in line with the main industries and economic activities in the region, notably mining, tourism, construction and trade. Longer programmes are based on the new national curriculum based on the National Curriculum Statement (NCS). The study costs vary enormously between these programmes. The quality of education offered by the Provincial Department of Education at different campuses also varies a lot due to their geographical positions. Campuses in semi-urban or rural areas do not receive the same attention in terms of infrastructure and teaching staff as campuses in urban areas (Capricorn College for FET prospectus 2012/2013).

3.4 SAMPLING

Purposive sampling enabled the identification of participants meeting the needs and objectives of this research. Specifically required participants were educators, learners and campus managers from the three campuses of the Capricorn College for FET, for they were to provide particular relevant information (McMillan & Schumacher 2007). Seven participants from each campus were interviewed, which comprised four learners, two educators and a campus manager. The reason for selecting a mid-range sample was to cope with the time consuming nature of data collection (Neville 2005); interviewing is time consuming and becomes a financial burden, especially when it consists of face-to-face interviews with participants from different locations (Neville 2005).

3.5 DATA COLLECTION

Documentary analysis, semi-structured interviews and observations were used as data collection methods. These methods allowed for the collection of valuable data from the participants.

3.5.1 Interviews

The second tract of data collection was fieldwork which was divided into phases. During the introductory phase the research participants and campuses were visited.

3.5.1.1 Introductory phase

During this phase permission to conduct interviews at the campuses was procured from the campus managers. Appointment dates were set for interviews with all the participants.

3.5.1.2 Extensive fieldwork phase

The fieldwork phase consisted of three stages of data collection. The first stage consisted of individual, semi-structured interview sessions conducted with the various participants of the three campuses (Polokwane, Seshego and Senwabarwana), namely the campus managers, educators and learners. Extensive notes were taken during each interview session by the researcher and her assistant researcher, a process which ensured accuracy of the collected data. A tape recorder was used to record the participants' ideas, comments and views.

Semi-structured interviews consisted of a set of predetermined questions, allowing for other questions to be asked, depending on the flow of the interview. This type of interview allowed for additional and valuable data to be gathered since it did not require specific answers: multiple and detailed responses were obtained (Silverman 2010). The findings of each campus are fully outlined in this study.

- *Stage 1: Semi-structured interviews with the campus managers*

These interviews aimed at obtaining information about the educational needs of the Capricorn College for FET from campus managers. They were questioned about factors that contribute towards the success and failure of the campus. At Senwabarwana campus the researcher had to wait four hours to interview the campus manager while she was in a staff meeting.

- *Stage 2: Semi-structured interviews with the educators*

Data collection in this stage consisted of in-depth interviews with one educator at each campus. They were asked about the kind of problems they experienced while offering the programmes at the campus. At Polokwane campus interviews were delayed since the educators to be interviewed were engaged with their classes. The interviews had to be rescheduled for two weeks later. During the eventual interview sessions, other educators were noisily going in-and-out the interview room. This disrupted the interview process, for the interviewees often had to pause to warn their colleagues about the interview in progress.

At Seshego campus the educators were not timely informed of the interview date. Those who were informed were invigilating exams. Educators who passed the interview room were randomly asked to be interviewed.

- *Stage 3: Semi-structured interviews with the learners*

Four learners from each campus were interviewed. They were each provided with an opportunity to freely elicit their views in relation to the educational needs of the college. They were asked for their reasons of attending the specific college and the barriers they experience while attending classes. The Seshego campus learners did not actively participate in the interview.

Some learners talked uncontrollably during the interview session, not allowing each other an opportunity to speak. At Senwabarwana campus at least an hour was spent waiting for the learners to arrive for the pre-arranged interview; and although they were on campus, they had to be called to the interview room.

3.5.2 Observations

This was the final phase of data collection. Observations regarding the educational needs at the three FET campuses had the objective of collecting data and to observe the reaction of learners, educators and campus managers regarding their educational needs. Lesson presentations, punctuality, teaching and learning materials and teacher-learner ratio were viewed.

3.6 DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of data collected (Silverman 2010). The collected data was organised and analysed in order to establish any emerging trends. Conclusions were drawn from information collected during observation and interviews. The analysis of data involved manageable themes, patterns and relationships (De Vos 2007). All data collected about the educational needs have been analysed by using a data matrix, which made it possible to display the reduced data in a systematic way and to show similarities and contrasts where applicable. Cross-case analysis was employed in order to compare and contrast data from the three campuses, as discussed in Chapter 5.

The following is a data matrix used in this study:

VARIABLES	LEARNERS	EDUCATORS	CAMPUS MANAGERS
Funding			
Curriculum			
Staffing			
Learner recruitment			
Infrastructural resource			
Teaching and learning			
Lesson presentation			
Punctuality			
Teacher-learner ratio			

Terre Blanche, Durrheim and Painter (2006) and Kumar (2005) present essential approaches and processes in data analysis, followed by brief descriptions and how they were applied in this study.

- *Phase 1 - Preparing data analysis*

The audiotape data was transcribed verbatim into a structure similar to the field notes, thereby ensuring similar formats of all data available for analysis (McMillan & Schumacher 2007).

- *Phase 2 - Identification of themes*

After data preparation the volume of information was divided into themes and categories. The information gathered during interviews were transcribed verbatim from the audiotapes and classified into themes as it emerged after the interview (McMillan & Schumacher 2007).

- *Phase 3 - Data coding*

This phase involves the process of coding. The data set was examined, and features of the data which warranted analysis, were identified. Coding in this regard was theory driven; i.e data was approached by focusing on the specific content related to the objective of the study. Coding was manually executed by identifying codes. This exercise was followed by data extracts against the codes (Kumar 2005).

- *Phase 4 - Data categorising*

The entire data set was intentionally re-read to ascertaining whether the themes work in relation to the data set and to code any additional data within the themes, which were possibly overlooked during earlier stages. In so doing, the themes were reviewed and refined and those which did not form a coherent pattern were discarded (Braun & Clark 2006).

- *Phase 5 - Data integration*

Responses were classified into different themes, and thereafter it was integrated into the text of the report. Integration approaches were presented, including keeping verbatim responses which emerged during Phase 2 (the identification of themes) and counting how often a theme had occurred (Kumar 2005).

- *Phase 6 - Producing a report*

This final phase narrates the research thematically and reflects evidence through data extracts.

3.7 REFLECTIONS – LESSONS LEARNT

This section contains the researcher's experiences gained in the process of conducting this research.

The researcher came to realise that all steps (instrument development, experiences and data analysis) which were used in this research are intertwined. By using instruments which are prepared beforehand one's work is easier during the process of data collection.

Initially it was difficult to define a relevant research topic, and then it took six months for approval. The preparation of the research proposal was not easy, because the researcher lacked experience on how to do it, but with the assistance of her supervisor she managed to accomplish it.

Another factor which delayed the research was the few available sources about recent research methodology in the library: there are not enough books available; often they were all already on loan to other students.

The research and data collection was started in August 2013. A delay of two months was caused by the Provincial Department of Education who were responsible for sending the researcher's application letter to the CEO of the Capricorn College for FET to grant her permission to conduct interviews in the institution.

The tape recorded interviews was difficult to analyse, since taped voices often are unclear and the recordings had to be replayed several times before the necessary information could be assembled. Report writing was thus difficult, and information had to be presented in a coherent way.

3.8 ETHICAL CONSIDERATIONS

Ethics are rules that suggest expectations about the most correct conduct when conducting research (Powell 2012). Since participants in this study could be classified as vulnerable subjects, and to ensure operation was within the expected research ethics limits, the researcher strictly adhered to ethical research standards, as stipulated by the RSA National Department of Education and the University of Limpopo's Research Ethics Committee:

- *Confidentiality.* Information about the participants was kept confidential even though they were informed that such confidentiality had limitations. Such limitations were clarified during the briefing sessions before commencement of the interviews.
- *Consent.* The rights of participants were respected. They were provided with an explanation of the research and, although they were encouraged to participate, informed that they were at liberty to withdraw their participation if they felt uncomfortable.
- *Honesty.* The researcher remained honest in maintaining confidentiality of data provided by the participants.
- *No harm.* Participants were protected from physical and mental discomfort, harm, and danger that might occur during the interview.
- *Beneficence.* Social and psychological risks were minimised and benefits of the research were maximised for the participants. None of the questions asked affected the participants negatively. The research report was handed to the institution.
- *Justice.* The participants were treated fairly at all times; they should benefit from the findings of this research, which were handed to them in report format.

- *Training.* To ensure that the study was conducted appropriately without causing any harm to the participants, the academic supervisor and the co-supervisor of this research continuously provided support and advice.
- *Respect for people and communities.* The dignity of the people involved in the research was respected and they were protected from exploitation and vulnerability. Participants were thanked for their willingness to participate and at the same time were ensured of the confidential treatment of any data obtained.

Berg (2004) explains that “informed consent” means that participants are familiar with and understand the aims and objectives of the research; and that they are free from any element of fraud, deceit, duress or similar unfair inducement or manipulation. All participants in this research had to complete an informed consent letter that promised confidentiality. The Deputy CEO of the college permitted the research to be conducted at all three campuses.

When conducting research an institution’s ethical issues have to be taken against a background of institutional complexities, personal responses and multiple expectations that are often conflicting expectations (Simmons & Usher 2003).

3.9 CONCLUSION

This chapter focused on the research methodology employed in this study. It provides information on the population and sampling as well as research instruments utilised. Ethical issues were addressed to assure participants of anonymity, consent, honesty, no harm and confidentiality.

CHAPTER FOUR FINDINGS OF THE STUDY

4.1 INTRODUCTION

The findings of the study are reviewed in this chapter. The primary objective is to report on the results of data collected from documents, observations and interviews conducted at the Capricorn College for FET. Information in this chapter intends to provide answers to the research question, which is also outlined in Chapter 1:

What are the educational needs of the Capricorn College for FET?

From this question the following sub-questions were generated:

- What are the educational programmes that are offered at the Capricorn College for FET?
- Which challenges are experienced in offering the educational programmes at the Capricorn College for FET?
- What empowerment programme is needed to address the educational needs of the Capricorn College for FET?

4.2 POLOKWANE CAMPUS

4.2.1 Facts and figures

4.2.1.1 Campus manager

The campus manager indicated that the college was established in 2009. He was not employed at the time of the merger, but informed that the college is a merger of three previous colleges, namely Pietersburg Technical College, Bochum College of Education and the former Northern Province Community College. He stated that there are 3 870 learners at the Polokwane Campus. He confirmed the NCV programmes operating between 07h30 to 15h00, while the NATED run from 15h00 to 17h00, i.e a total of 10 hours per day. He mentioned that his duties and responsibilities are to oversee the policies and procedures that are related to the college. As campus

manager he ensures the overall smooth running of the college. He also mentioned that a manager is expected to be knowledgeable and understand programmes and course contents of the campus. He further stressed the fact that teamwork is one of the contributing factors that can lead towards the success of managing a campus, and that he is striving to work together with educators and learners in order to achieve better results.

4.2.1.2 Educators

There are a total number of 98 educators at the campus. Educators are allocated certain learning areas which is their responsibility to offer to the learners. Educators did not know when the college was established. They stated that their NCV programmes classes start at 07h00 and finish at 15h00. The educators who teach NATED programmes start at 15h00 to 17h00. They mentioned that they work very hard throughout the whole day and that they are overloaded with work; the challenges presented by these facts do not make it possible for them to take part in extra classes. Nevertheless, their vision for the college by the year 2020 is to see growth and sustainability at all costs.

The educators are of the opinion that they find NCV programmes being too highly pitched for learners since it is a new form of learning which is different from what they were taught at school. The learners' poor performance in tests shows that they are unable to interpret questions.

4.2.1.3 Learners

There are 3 870 learners at the Polokwane campus. Learners indicated that they are attending the Capricorn College for FET to acquire skills and to gain related job market knowledge.

Learners experience language barriers in the classroom. Some of them are not used to be taught only in English without some explanation in their home language. It is difficult for them to understand what was taught in class.

4.2.2 Critical factors

4.2.2.1 Funding

The campus manager related that the college is funded by the Department of Higher Education and Training, although in some instances, the college funds itself through fundraising, e.g. in organising beauty contests, etc. Some funds from learners' contributions are allocated in the development of programmes. He further indicated that funding will never be sufficient, for demands for better or more funding continuously increase.

One of the educators is of the opinion that, in order to secure more funds for the college, stakeholders and partnerships should become involved. The college regularly request donations from companies. The campus manager stated that the central college office in Market Street in Polokwane is responsible for securing sponsorships for the college.

4.2.2.2 Curriculum

One of the educators stated that learners on campus are not highly skilled for the job market. In essence the college is attempting to simulate most of the skills programmes by encouraging learners to take part in a "Work Based Experience" (WBE) process. Learners visit work places in order to become familiar with the work environment.

Learners in the NATED programmes first have to complete the theoretical courses before they can commence with the practical work. The campus manager said that learners depend for their practical work on companies and the Department of Public Works for training. One of the learners indicated that most learners who have completed these programmes have not yet started with their practical work, a fact which prevents them from being permanently employed.

Another learner insisted that the programmes are not linked to the job market. According to him, learners are not taught all subject content and thus some job related aspects are left out by the educators due to their poor mastery of teaching methodology.

4.2.2.3 Assessment

Educators and learners indicated that tests, assignments, and oral presentations are used to accumulate year marks for learners. Marks are added together for a Continuous Assessment (CASS) mark. The learners' mark sheets proved that they perform poorly during the assessment process. Some do not meet the assignment deadlines and end up not submitting, while others fail their tests. Some learners do not bother to do all forms of assessment and consequently they do not pass their courses. It is the opinion of one of the educators that these are the main reasons for the low pass percentage of the college, with an aggregate pass percentage of 50%.

4.2.2.4 Staffing

Based on their qualifications, the skill levels of the educators vary. One interviewee stated that educators who taught at technical colleges in the past have acquired qualifications up to N6 level, which was a requirement in the past, because educators were expected to assist learners to attain the trade tests. However, since the introduction of the NCV, such educators have deficit skills which need to be addressed by the college. On the other hand, the college cannot afford to lose such educators due to their vast level of experience they have gathered throughout the years. Some educators have BA and Master's degrees, while some have registered PhD degrees in education.

The campus manager mentioned an initiative to train educators. He also stated that the college has developed a positive and productive relationship with the Nelson Mandela University where educators are provided with mentorship training opportunities. The NATED programmes are taught by people who are not employed as full-time staff members. They work in different departments or in the municipalities, albeit with qualifications related to the programmes they are offering.

Four service providers provide training to educators who are teaching fundamental subjects. The University of Pretoria assist educators on methods to teach Mathematics; the University of Johannesburg assist educators with a format on the preparation of lessons; the University of Limpopo train FET educators in Life Orientation; while the University of Venda assist in teaching methods of Mathematical Literacy. The duration

of training ranges between one and two weeks. To ensure well-trained educators, the college sometimes organise its own training according to their different programmes, which runs for the entire year.

One of the educators further mentioned a section for staff development funding where they are trained to do their daily work. The main task of the staff development funding is to assist practitioners in arranging training section workshops. The section has arranged with universities to upgrade the qualifications of the educators.

4.2.2.5 Registration

Registration for the NCV programmes is scheduled for the beginning of each year. The NATED programmes' registration is in January and July of each year and trimester programme learners can register three times a year in January, May and August. Registration depends on the type of programme a student follows. If assistance is needed in terms of finance, parents negotiate with the campus manager.

One of the challenges the college meets with is during the registration period when a huge number of learners register resulting in long queues. Sometimes the registration period might be planned for one week, only to find that it overlaps into another week, thus interfering with teaching and learning. Learners also want to register for courses which are not available on the campus. Therefore, it becomes the duty of the administrators and educators, who are assisting with registration, to explain to them where they are supposed to be registered.

4.2.2.6 Learner recruitment

Recruitment for the college is done in several ways, namely via the three main radio stations: Thobela, Mungane Lonene and Phalaphala FM, as well as marketing. One educator feels that recruitment via the media is not efficient, since the information often only reaches learners late due to the fact that not all learners have radios at home.

When responding to the question of recruitment to the college, one learner stated that she saw college flyers in Polokwane. Some learners, however, indicated that the distribution of flyers is not applicable to most of them for the flyers are only distributed

in urban and semi-urban areas. Learners who live deep in remote rural areas might not be able to obtain information on time. The marketing officer should visit the various schools in all the circuits to recruit learners. Some learners were recruited by word of mouth, while others heard about the college from their friends.

4.2.2.7 Infrastructural resources

The campus manager voiced his concern that the campus is insufficiently resourced in terms of infrastructural resources. In cases where learners are to use equipment in practical lessons they often have to share equipment. There are also not enough workshops for practical applications. One of the educators complained not only about overcrowding in workshops but also in other learning areas. He said that conflict easily occur between educators and learners in overcrowded classrooms due to misunderstandings.

Educators said that learners attending the college experience accommodation problems. There is no campus accommodation, thus learners are often forced to stay far away from the college where they have to pay rent.

One educator complained about the few computer laboratories. She added that the computer laboratories can accommodate a maximum of 24 learners, but that the college accommodates 30 learners per group. The responsible educator has to attend to each learner individually to ensure that what has been taught is applied correctly. Likewise hospitality programmes experience similar problems with a kitchen which is too small to accommodate all the learners.

4.2.2.8 Teaching and learning

The campus manager mentioned a number of challenges experienced by educators. Many educators are not familiar with teaching methodology, while NCV programmes are a combination of theory and practice. Most of the educators conceded that they struggle to teach the theoretical component. These educators have practical experience from working in the industry, but they struggle with the application of methodology in their classrooms. Educators with experience of teaching methodology are able to make judgments about subject issues and the governance of learners in class.

One of the educators complained about the shortage of equipment and material which is necessary for practical applications in the workshops. The campus manager supported the above statement by indicating that, without relevant resources, the success of teaching and learning becomes obstructed.

An educator mentioned that language is a serious barrier for teaching and learning, especially for NCV programmes. The NCV programmes are mainly attended by learners who did not obtain Grade 12. Most of them are unable to express themselves in another language than their home language. The view is honoured that, since books and examinations are written and conducted in English, educators cannot teach in students in their home language. The learners represent various language groups. The language policy of the Department of Education states that the language of teaching is English.

Meetings are held on a regular basis in order to review progress and to identify and find solutions to problems. The campus manager stated that the Department of Higher Education also assists in this regard by using the Joint Education Trust (JET); a private company which identifies problems at FET Colleges. JET holds quarterly meetings with the campus managers and educators of FET colleges in order to identify areas that need immediate attention in terms of assistance. In cases where learners perform poorly in a subject, JET can lend assistance. JET workshops empower the educators with knowledge regarding subject content and use intervention strategies in resolving problems.

According to both the campus manager and educators, learner attendance is poor and the atmosphere on campus is not conducive to learning. They said that, particularly after the winter break, learners do not attend lessons regularly.

Learners at the college lack learning materials such as stationery; teaching materials such as computers and other equipment are not enough to use during lessons.

4.2.3 Findings from the observations

4.2.3.1 Lesson presentation

Teaching and learning at the college is not efficiently organised due to overcrowding of classrooms. Previously the learner-centred Outcomes Based Education (OBE) was the preferred teaching approach. Presently the teaching approach used is National Curriculum Statement. However, teaching at the campus is not learner-centred, for the educators are unable to apply it. This results in the learners not being creative, hardworking, or accountable for their studies.

4.2.3.2 Punctuality

The combined operating hours for the NCV and NATED programmes at Capricorn College is 10 hours per day. Learners do not observe time and arrive late for their classes.

4.2.3.3 Teaching and learning materials

Learners do not have sufficient learning materials. There is a shortage of textbooks and stationery, which is not supplied by the college. Due to this shortage learners are unable to do their schoolwork. There are not enough computers to accommodate all the learners during lessons, therefore teaching and learning during computer lessons does not run smoothly.

4.2.3.4 Teacher-learner ratio

There are 35 learners per lesson. Often classes are overcrowded with learners, thus learning is not effective.

4.3 SESHEGO CAMPUS

4.3.1 Facts and figures

4.3.1.1 Campus manager

The campus manager was not yet employed in 2009 when the college commenced. He said that at present 445 learners attend the college. Classes start at 07h00 to 15h00 for NCV programmes, while the NATED programmes start at 15h30 to 17h00. The campus is thus operational for 10 hours on a daily basis.

He confirmed that his duties and responsibilities as a manager include the management of the administration and student services. He stated that it is his responsibility to ensure that there is effective teaching and learning at the campus and learners are assessed at all costs.

He said that good teamwork aids in the success of managing the campus: this way people empower each other and augment each other's strengths and weaknesses. Lack of cooperation contributes towards the failure of managing the campus. If everyone who take part in education are unable to meet deadlines and do not receive information timely, it will lead to the collapse of the campus.

4.3.1.2 Educators

There are 113 educators at the campus. They mentioned that they are overloaded with work and teach long hours due to the two programmes that are run at the campus. According to them the high workload and lack of confidence in their studies is responsible for the many learners who drop out of the programme. Nevertheless, they are confident that by 2020 the college would have experienced growth at all costs.

4.3.1.3 Learners

There are 330 learners at the campus. Learners indicated that they attend this campus to gain knowledge and to acquire skills that are related to the job market. They complain about the many subjects they are supposed to attend in a day. Their work

load is severe and they have to absorb a lot of information from various subjects in a day.

4.3.2 Critical factors

4.3.2.1 Funding

All the participants attempted to answer the question about funding. The campus manager stated that the campus is funded by the Department of Higher Education and Training. He further indicated that the college is not well funded and often seek donations from private companies.

One educator acknowledged the fact that the college has insufficient funds. He also mentioned the central office in Market Street (Polokwane) which is responsible for obtaining sponsorships to fund the college.

A learner mentioned that they receive funds from NSFAS. Those funds, however, are not enough to cater for their studies. The learner is in the NCV programme and was supposed to receive R4 280,00 but NSFAS paid only R2 140. He did not know where he will get the rest of the outstanding amount.

4.3.2.2 Curriculum

In answer to the question about the curriculum offered at the campus, one of the learners responded that the programme he attends takes 18 months to complete. Although he wants to pursue a career as a boilermaker, there are aspects of the subject content that he was never taught.

Another learner said that the theoretical part of his diploma is 18 months with an added 18 months of experiential training before being considered skilful enough to enter the job market.

One of the educators is of the opinion that learners are not highly skilled and for that reason they seek employment in order obtain exposure to the work environment. The campus manager supported the above statement by adding that learners should attend “Work Based Experience” programmes to develop more skills. None of the

interviewees have exact figures of college learners who have been permanently placed in jobs since 2006.

4.3.2.3 Assessment

Learners are assessed both internally and externally. The campus manager mentioned that Internal Continuous Assessment is used as a tool by educators to assess learners internally. With a 50% pass rate at the college, it is clear that most learners are not diligent students.

One educator confirmed that tests, assignments and examinations are used to promote learners to the next level at the end of each year. The college is faced with a challenge in that assessment marks in some subjects are poor. She further indicated that learners do not do their work while some others are not willing to submit their assignments for marking. This causes most learners not to proceed to the next level.

4.3.2.4 Staffing

According to the campus manager educators at the campus have different qualifications. Some have attained the N6 level, a requirement in the past, and these educators assist the learners with their trade tests. Then there are educators with BA and Master's degrees in the field of Education.

One of the educators stated that he benefited from the facilitators and assessors' training workshops offered by University of Witwatersrand. He said he was taught how to plan lessons since he is from the industry and have no teaching experience. He further stated that those courses are beneficial to educators with no teaching background. Another educator admitted that he was not trained as an educator and that he prepares his lessons on his own without any assistance.

4.3.2.5 Registration

The campus experience huge numbers of students during registration which results in long queues. Learners with different qualifications register at the campus. As is the case with Polokwane campus, registration is also planned for a week but often overlaps into the next week, disrupting teaching and learning.

4.3.2.6 Learner recruitment

A marketing officer from the central office does learner recruitment by visiting high schools in the Limpopo Province. Apparently this is not a satisfactory method because not all high schools are included. Recruitment is also done via the three main radio stations in Limpopo (Thobela, Mungane Lonene and Phalaphala FM). Learners without radios, however, do not register or receive the information after the closing date. One learner said that he even registered his name at his nearest municipality office in an effort to be informed about registration dates for the college.

4.3.2.7 Infrastructural resources

The campus manager is of the opinion that the campus is insufficiently resourced in terms of infrastructure, for there are not enough workshops for practical applications. The workshops are also always overcrowded with learners. Educators see the number as a hindrance to their providing individual assistance to learners. There are not enough computer laboratories to accommodate all the learners. During such lessons the educator has to check on the learners to see whether what they are doing is correct.

Accommodation for learners is insufficient. Students stay off campus in rented accommodation in the township. It is risky to be out at night for the area is dangerous.

4.3.2.8 Teaching and learning

According to the campus manager most educators are unfamiliar with teaching methodology, and NCV is a combination of theory and practice. Experience in teaching with knowledge of content matter has an impact on the effectiveness of teaching. Learners are also overcrowded in some learning areas. An educator stated that they are teaching learners without equipment or material in the workshops during practical application classes. In cases where learners are to use computers or other equipment only a limited number of learners have access to it.

4.3.3 Findings from the observations

4.3.3.1 Lesson presentation

The shortage of teaching and learning materials adversely affects successful learning. Educators use the OBE approach which allows learners to accomplish a lot of work through group discussion under supervision of the educators. The educator then summarises the lesson. However, due to poor teaching methodology, educators are incapable of using it to the learners' advantage. The researcher is of the opinion that the learning system is in practice really "teacher-centred".

4.3.3.2 Punctuality

Daily operating hours for the campus are 10 hours for the NCV and NATED programmes combined. Some learners do not observe time and arrive late for their classes.

4.3.3.3 Teaching and learning materials

Both educators and learners are lacking teaching and learning materials, especially in some subjects. Learners thus struggle to learn.

4.3.3.4 Teacher-learner ratio

There are 35 learners per class. In some programmes classes are overcrowded and the educator is unable to apply classroom management effectively. The atmosphere for learning is thus not conducive.

4.4 SENWABARWANA CAMPUS

4.4.1 Facts and figures

4.4.1.1 Campus manager

The campus manager was not employed at the campus when it was established. She has been appointed as campus manager since 2008. She said that the vision and mission of the college is to strive towards improvement of results and added that the campus is certainly trying to equip learners with skills.

Her duties and responsibilities as campus manager are the administration of policies and procedures of the campus. She must also be familiar with all the programmes and their course content. She stressed that teamwork can contribute towards the successful management of the campus.

4.4.1.2 Educators

There are 76 educators at the campus. Educators are allocated specific learning areas which is their responsibility to present to the learners. They are so overloaded with work that it is impossible to commit themselves to extra lessons.

4.4.1.3 Learners

There are 330 learners at the campus. They stated that they attend this campus to acquire skills and knowledge.

NCV programmes classes start daily at 07h00 to 15h00, while the NATED programme starts at 15h30 to 17h00. One learner's view is that one of the learning barriers they are faced with is the fact that educators do not attend their lessons properly.

4.4.2 Critical factors

4.4.2.1 Funding

The campus manager specified that the campus is funded by the Department of Higher Education and Training, but she further indicated that funding is nevertheless insufficient.

One educator pointed out that, in order to secure more funds for the campus, stakeholders and partnerships should become involved. He added that the campus arranges fundraising events, when learners are supposed to contribute a certain amount of money. Sometimes private companies are involved in funding the college.

According to learners who receive NSFAS, the amount is insufficient.

4.4.2.2 Curriculum

One educator stated that in general learners at the campus are not skilled for the job market and therefore they are encouraged to take part in the Work Based Experience process to gain practice in the career they want to pursue.

Learners feel that the programmes are not linked to the job market, for quite a number of college graduates are unemployed. None of the interviewees know how many graduates from the college found employment since 2006.

4.4.2.3 Assessment

The campus manager explained that Continuous Assessment (CASS) marks are obtained from tests, assignments and oral presentations in all learning areas and that Internal Continuous Assessment builds a CASS mark for the learners. The CASS and exam marks are added together for a final mark of a learner. Learners must obtain at least 30% in all learning areas to obtain a pass. One reason for the low pass rate is that some learners perform poorly in class and are reluctant to submit assignments set to them by educators.

4.4.2.4 Staffing

According to the campus manager, educators at the campus hold various qualifications: some have technical qualifications (N6) while others possess BA degrees, and still others have a Master's degree in a technical field.

The University of Witwatersrand trains educators in workshops dedicated to facilitation and assessment. They are also taught how to plan lessons since many do not have a teaching background.

4.4.2.5 Registration

Registration for both the NCV and NATED programmes starts in January. Registration for the second semester takes place in July for new learners or those attending both programmes.

Challenges during registration are, inter alia, the huge number of learners who want to register, while some want to register for courses that are unavailable at the campus. Other learners do not know for which courses they should register. Educators assisting during registration should be guided by such learners' results.

4.4.2.6 Learner recruitment

Learners are recruited through three ward councillors from three municipalities in the area, namely Aganang, Molemole and Blouberg. Most learners on campus are from this area: apparently it is difficult to register at the college if a learner is not from this area. One of the learners said he was recruited by word of mouth.

4.4.2.7 Infrastructural resources

The campus manager admitted that the campus have insufficient infrastructural resources. There are not enough workshops for practical application. She added that the workshops are always overcrowded with learners. Computer laboratories do not have enough computers to accommodate all the learners.

One of the educators mentioned the lack of campus hostels. Learners are obliged to find their own accommodation, often far from the campus, where they have to pay rent. Other learners have to travel long distances each day.

4.4.2.8 Teaching and learning

The campus manager pointed out that teaching at the campus is faced with a number of challenges. Few educators are familiar with teaching methodology and therefore most find it difficult to teach the theory component of programmes. Many are not qualified as educators.

4.4.3 Findings from the observations

Observations regarding the following issues were made:

4.4.3.1 Lesson presentation

Educators at this campus use an OBE approach. Learners, rather than the educators, do the work. They are tasked with group discussion topics which are presented to the rest of the class. However, the method is not effectively managed by the educators since some are unfamiliar with this teaching methodology.

4.4.3.2 Punctuality

Learners don't arrive on time for lessons and also leave early. Not being dedicated to their studies, it is no surprise that these learners also do not show progress as expected of them.

4.4.3.3 Teaching and learning materials

The shortage of teaching and learning materials at the campus deters the efficient operation of the campus. Some learners do not have textbooks and therefore find it difficult to study.

Another problem is the serious shortage of teaching and learning materials. It is thus difficult to teach with insufficient materials at their disposal. There are not enough computers to accommodate all the learners; the campus also doesn't supply stationery.

4.4.3.4 Teacher-learner ratio

The teacher-learner ratio is not appropriate as required by the National Policy of South Africa of Department of Education. According to this policy the teacher-learner ratio should be 1:30 per learning programme.

4.4.4 Document analysis

Travers (2003) regards a qualitative researcher as a person who can learn a lot about the world by looking at documents. In this tract of data collection, documents such as college prospectuses, annual reports, and minutes of meetings were reviewed. This factual data illustrated the educational needs of Capricorn College for FET.

College prospectus

The college prospectus of Capricorn College for FET of 2012/2013 contains a brief explanation of the college in the overview. It further contains a vision and mission statement of the college as well as the programmes offered. The names of the three campus managers, together with those of all the educators at the three campuses, are listed.

Vision

Capricorn College for FET's vision is "*to be the leading Vocational and Career Training Institution of Excellence*" (Capricorn College for FET Prospectus 2012/2013). At the college various stakeholders strive for successful academic achievement by all learners.

Mission

The college's mission is to achieve its vision by offering responsive, flexible and quality programmes that are accessible to all learners through formal learning, skills development and learnership. This is achieved by forming partnerships with relevant stakeholders by using committed human capital and employing appropriate physical and fiscal resources (Capricorn College for FET Prospectus 2012/2013).

The following learning programmes are offered at the Capricorn College for FET:

National Curriculum Vocational Programmes	NATED programmes	Skills Development Programmes
<ul style="list-style-type: none"> • Information Technology and Computer Science • Mechatronics • Finance, Economics and Accounting • Marketing • Office Administration • Transport and Logistics • Hospitality • Safety in Society • Tourism • Electrical Infrastructure • Construction • Engineering and related design • Civil Engineering and Building construction • Process plant operations • Education and development 	<ul style="list-style-type: none"> • Human Resource Management • Marketing Management • Business Management • Financial Management • Public Management • Management Assistant • Tourism • Hospitality • Clothing Production • Electrical Engineering • Mechanical Engineering • Civil Engineering • Laboratory Assistant/Chemical Plant Operation 	<ul style="list-style-type: none"> • Furniture Manufacturing • Leather Work • Clothing Production

• **Annual report**

The annual report of 2012 reflects all college budgets for the current year. The balance sheet statement about income and expenditure of funds allocated to the

college was drafted, recording all the funds received by the college, and the funds used for purchasing any necessities were recorded. It proved that the college funds were insufficient. The college sometimes ask donations from companies. All the important college events were recorded, e.g welcoming of the first-time learners to the college, graduations ceremonies, and the year-end function.

- ***Minutes of meetings***

All the meetings convened at the college were recorded in a minute book. According to the dates in the minute book, each campus convenes a fortnightly meeting. Important agreements and a checklist of all present were documented, as were the punctuality of educators for their classes. Some educators were not punctual or did not attend their classes, causing learners to bunk, which in turn resulted in poor performance.

After each test, learners' results were recorded and they were given feedback. Some educators, however, do not monitor learners' work, neither do they provide feedback.

4.5 CONCLUSION

The chapter summarised the findings of this study. Additional information about Capricorn College for FET was provided in this chapter together with an overview of the campus and a description of the programmes. Some critical factors were also outlined.

CHAPTER 5

CROSS-CASE ANALYSIS OF THE FINDINGS FROM THE THREE CAMPUSES OF CAPRICORN COLLEGE FOR FET

5.1 INTRODUCTION

This chapter presents a cross-case analysis of the findings from the three Capricorn College for FET campuses. The collected information is shown via a data matrix. The intention is to compare and contrast cases related to assumptions originating from the literature review of this study as well as to determine the educational needs of Capricorn College for FET on a broader scale.

5.2 DATA MATRIX ON CROSS-CASE ANALYSIS

The data matrix below summarises the findings of the cross-case analysis from the three campuses of Capricorn College for FET.

Variables	Polokwane Campus	Seshego Campus	Senwabarwana Campus
Location of the campus	C/o Dorp and College Streets, Polokwane	1919 Freedom Drive, Seshego	Main Street, Senwabarwana
Programmes offered	<ul style="list-style-type: none"> • Engineering • Business Studies • General and Utility Studies 	<ul style="list-style-type: none"> • Engineering • General and Utility Studies • Skills programmes 	<ul style="list-style-type: none"> • Business Studies • General and Utility Studies
Duration of programmes	<ul style="list-style-type: none"> • NCV programmes - 3 years: <ul style="list-style-type: none"> - 18 months – theory - 18 months – practical • NATED programmes – 18 months. 	<ul style="list-style-type: none"> • NCV programmes - 3 years: <ul style="list-style-type: none"> - 18 months – theory - 18 months – practical • NATED programmes – 18 months. 	<ul style="list-style-type: none"> • NCV programmes - 3 years: <ul style="list-style-type: none"> - 18 months – theory - 18 months – practical • NATED programmes – 18 months.
Funding	<ul style="list-style-type: none"> • Dept of Higher Education and Training • Donations - private companies • Development of short skills course generates funds 	<ul style="list-style-type: none"> • Dept of Higher Education and Training • College fund-raising 	<ul style="list-style-type: none"> • Dept of Higher Education and Training • Donations - private companies
Curriculum	<ul style="list-style-type: none"> • Some programmes are not linked to the job market. • Learners do not take part in related experiential training. 	<ul style="list-style-type: none"> • Some programmes are not linked to the job market. • Learners are incompetent in the job market. 	<ul style="list-style-type: none"> • Some programmes are not linked to the job market. • Although there is learner participation, preparation for experiential training is poor.

Staffing	Some educators are unfamiliar with teaching methodology / practical work	No knowledge about practical work	Some educators are unfamiliar with the theory of the courses although they have practical skills
Infrastructural Resources	Insufficient workshops and computers for practical work	Insufficient workshops and equipment for practical work	Insufficient computers for computer classes
Teaching and Learning	Learners bunk classes and are not committed to their studies.	Learners are not committed to their studies	Learners bunk classes and are not committed to their studies
Lesson presentation	OBE approach	OBE approach	OBE approach
Punctuality	Learners are not punctual for class	Learners are not punctual for class	Learners are not punctual for class
Teacher-learner ratio	1:35 and more	1:35	1:35
Minutes of meetings	Minutes are kept	Minutes are kept	Minutes are kept
Annual reports	Annual reports are kept	Annual reports are kept	Annual reports are kept
College prospectus	Available	Available	Available
Teaching Learning materials	There is a shortage of teaching and learning materials such as stationery and textbooks	Insufficient teaching and learning materials such as textbooks and stationery	There is a shortage of teaching and learning Materials such as textbooks and stationery.
Learner recruitment	Learner recruitment methods are not efficient.	Learner recruitment methods are not efficient.	Learner recruitment methods are not efficient

5.3 CRITICAL FACTORS

The following critical factors were used for cross-case analysis of the three campuses. A total of twelve learners, six educators and three campus managers were interviewed. Open-ended questioning was used to determine the various participants' view- points. Observations were made in order to understand the campuses' daily operations in terms of teaching and learning. College documents were studied to understand the management of the college.

5.3.1 Funding

Learners from all three campuses mentioned that funding is insufficient. They stated that the NSFAS has only paid half the amount of their total fees for 2013. NSFAS need to cater for all learners at Capricorn College for FET since their parents have many other financial commitments to which they are committed. Tuition fees are too excessive for them.

The campus managers stated that the Department of Higher Education and Training is responsible for funding the college and its three campuses.

5.3.2 Curriculum

Campus managers and educators at the three campuses indicated that some programmes taught are not linked to the job market. Learners are not well skilled because of the inadequate knowledge they have acquired from the programmes, which results in under-performance in the job market.

Learners pointed out that not all programmes, such as clothing and leather production, are linked to the job market. Some college graduates do not find employment. They feel that parts of such programmes should be taught directly by such companies.

5.3.3 Staffing

The three campus managers revealed that some educators are not professionally qualified. Most of the educators at the college are unfamiliar with teaching methodologies. Some feel that NCV programmes are difficult to teach due to their inadequate qualifications in teaching NCV programmes. They complained that they are not properly trained to teach these programmes. The campus managers agreed that educators lack practical knowledge. There is thus a great need for mentorship programmes by industries for educators to build their capacity in terms of practical experience.

5.3.4 Learner recruitment

The college employs various learner recruitment strategies. However, the use of radio stations for recruiting purposes is not beneficial. The information may well be quickly distributed throughout the province within a short period of time, but learners who do not have access to radios receive information too late and even after closing dates for registration. Recruitment by ward councillors is also not successful, since only people known to the ward councillors are recruited. Learners said that not all the recruitment methods work well for them.

5.3.5 Infrastructural resources

Both educators and learners from the three college campuses are adamant that there should be more workshops for practical applications. Without the necessary infrastructural resources it is impossible to become skilled in the presented programmes.

5.3.6 Teaching and learning

The participants from all three campuses admitted that the learning atmosphere is very negative due to learners bunking their classes, which issues from the poor lesson attendance of the educators themselves. Classrooms are overcrowded and teaching and learning is not effective.

5.4 FINDINGS FROM THE OBSERVATIONS

The following issues were observed:

5.4.1 Lesson presentation

A Learner-centred approach is a form of learning whereby a learner is responsible for doing more work than the educator. Learners are divided into groups which then discuss the appropriate subject material provided by the educator. However, this

approach is not well managed by the educators since they are unfamiliar with this particular teaching methodology.

5.4.2 Punctuality

All three campuses experience late arrival of students for their classes. Such learners are not interested or dedicated to their studies. Only some of the learners arrive timely for their classes.

5.4.3 Teaching and learning materials

All three campuses have insufficient teaching and learning materials such as textbooks, computers, and stationery. Stationery is not supplied by the college.

5.4.4 Teacher-learner ratio

The teacher-learner ratio differs between the various programmes. In some programmes learners are overcrowded in the classrooms, especially in practical applications with a teacher-learner ratio of 1:35. Classroom situations like these are not conducive to learning: overcrowding does not allow for the smooth operation of practical applications. The FET Act No 20 of 2006 prescribes a teacher-learner ratio of 1:30 per learning programme.

5.5 CONCLUSION

This chapter contains a cross-case analysis of the findings from the three FET college campuses. The educational needs of the Capricorn College for FET were identified. The campuses concur that some educators have low qualifications and are unfamiliar with teaching methodologies. At Senwabarwana campus educators' qualifications range from diplomas to Masters Degrees, but at Polokwane and Seshego the qualifications range from certificates to PhD degrees.

The following were deducted from the above observations:

- Learners from all three campuses do not have access to appropriate or sufficient learning materials supplied by the college.
- Some educators are unfamiliar with teaching methodologies.
- Educators are unable to utilise a learner-centred approach in teaching.
- Learners are not punctual for classes.
- The teacher-learner ratio in all three campuses is too high; classes are overcrowded.

CHAPTER 6

DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

6.1 INTRODUCTION

The chapter presents a discussion and recommendations for further research. It also provides suggestions on how the educational needs of Capricorn College for FET can be addressed. The conclusion reflects on some issues that need to be further researched.

What are the educational needs of the Capricorn College for FET?

From this question the following sub-questions were generated:

- What are the educational programmes that are offered at the Capricorn College for FET?
- Which challenges are experienced in offering the educational programmes at the Capricorn College for FET?
- What empowerment programme is needed to address the educational needs of the Capricorn College for FET?

6.2 DISCUSSION

FET Colleges should be distributed over the Limpopo Province. The current locations of Capricorn College for FET allows it only to include a small percentage of residents in the Capricorn District of Limpopo Province, excluding the majority of the population in deep rural areas. Most young people are not equipped with skills for the particular careers they want to pursue, robbing them of an opportunity to successfully enter the job market.

The Department of Higher Education and Training should focus and allocate further funding to FET colleges. More learners might then be able to study and become equipped with the necessary skills for the job market.

The following factors form the basis of the conclusion to this study: funding, curriculum, learner recruitment, infrastructural resources, teaching, and learning.

6.2.1 Funding

It is clearly perceived by the participants from the three campuses that the Capricorn College for FET is not highly funded. This finding is the same with that of Terblanche (2008) in his study which found that there is insufficient funding for FET colleges. The campus managers reported that the Department of Higher Education and Training and private sectors are responsible for funding of the college. However, it is important for the college to use the available resources effectively to equip learners with skills.

Learners from the three campuses stated that they are funded by NSFAS, but funding is still insufficient. The money they receive is not only used for tuition fees but also for accommodation.

Sufficient funding for the college will especially improve the standard of living of learners from a poor background and students from rural areas elsewhere in the province.

6.2.2 Curriculum

Based on the responses of the participants from all three campuses, programmes are not linked to the job market. Graduates from the Capricorn College for FET are not highly skilled: it becomes clear during experiential training that their performance is uninformed considering the programme they are studying. One learner stated that some of the learners from the college are incompetent. Many still did not get hired after five or more years after completion of the programme.

The lack of appropriate programmes is a disappointment and demoralising to learners. The campus managers agreed that the educators are uninformed regarding teaching methodologies, being untrained as educators. It is difficult for them to teach theory, while the new subject contents consist of both practical work and theory. Due to the deficiency in teaching skills, learners cannot acquire the necessary skills and

knowledge needed to be successful in the work sphere. This finding is the same with that of Kochanski (2005) in his findings which found that learners understand better when doing practical work, but they felt constraint as a result of lack of equipments.

This finding is the same with that of Powell (2012) which found that over 30% of learnership graduates remains unemployed, in some cases up to a full year after graduation. Cloete (2009) supported the finding that FET colleges have a limited impact on the rate of employment, particularly employment relevant to this area of study.

6.2.3 Staffing

It is clearly perceived by participants from the three campuses that Capricorn College for FET has educators with different qualifications. Most of them are without teaching experience. Fielden (2008)'s study supported that the quality and well- motivated teaching staff and supportive professional culture are essential in building excellence. In business and professions there is a wide recognition that the skills of the staff members be continually strengthen and enhanced. Cloete (2009)'s research also supported this study that teaching development for FET colleges educators requires a vigorous system of in-service training in both curriculum matters as well as methodology.

6.2.4 Learner recruitment

Learners of the college were recruited in different ways. Some were recruited via the three main radio stations in the Limpopo Province while others were recruited by ward councillors from the three municipalities in the Blouberg area. This is a very partial approach to recruitment because the councillors only have reach within their respective municipalities. Cloete (2009) supported the study that methods used to recruit learners are not yet enough to learners because not all learners are reached.

6.2.5 Registration

Polokwane and Seshego campuses experience particularly serious problems related to registration. Learners complained about standing in long queues for hours, often having to return another day to complete the registration process. This statement was supported by the campus managers and educators. They added that the registration overlaps the scheduled period due to the large number of learners who has to register. This finding is same with that of Powell (2012) which confirms that there is a serious problem related to registration of learners, where several days were used to complete that process.

6.2.6 Infrastructural resources

All the participants of the study reported a shortage of infrastructural resources at the Capricorn College for FET. This finding is the same with that of Papier (2011) in his study that there is a wide range of FET college infrastructure and equipment that is dilapidated and out-of-date to facilities of industry standard. Learners are overcrowded in workshops during practical lessons. The workshops should be well equipped with quality equipment to be used by both educators and learners. FET Colleges are regarded as institutions where learners are expected to be equipped with knowledge and skills. McBride(2009) supported this statement in his study that knowledge of and the ability to select and use teaching and learning resources is part of pedagogical expertise that educators require. In that way educators will improve the quality of teaching and learning.

6.2.7 Teaching and learning

Both Seshego and Senwabarwana campuses experience a high degree of absenteeism from learners bunking classes. Students are not committed to their work; some even disrupt classes by behaving badly. It has also been shown that at Senwabarwana campus behaviour patterns of learners are quite normal between January to April, but after the winter break the college experiences huge absenteeism from learners.

Learners' performance varies between different programmes. In some programmes learners do not perform well. It is necessary for educators at all times to be present during their classes. This is different from that of Kriek & Basson (2008) in his study which found that learners participate actively, get first-hand experience of doing things and enjoy working in groups.

6.2.8 Accommodation

Another contributing factor to learners' poor performance is due to the lack of hostels at the campuses or limited accommodation. It is understandable that learners who daily have to travel long distances will be reluctant or discouraged to attend classes, a fact that negatively affects performance in their studies.

6.3 RECOMMENDATIONS

An overview of the college, its vision and mission and the type of programmes offered at the three campuses has been discussed. Some of the college's educational needs were also identified. The following recommendations are based on the findings of this study.

6.3.1 Funding

The insufficient funding of the Capricorn College for FET cannot sustain or improve the standard of education at this institution. The shortage of funds negatively impacts on the institution itself; hence it is recommended that new funding strategies be made available to the college. The DHET should provide sufficient funds to the college.

6.3.2 Curriculum

Learners must be provided with positive opportunities for exposure to the contemporary problems in a practical way, since they will be working with new equipment. This will enable them to participate successfully in the workplace (Higher Education South Africa 2005).

FET colleges need to convert their broad curriculum programmes into specific programmes of teaching and learning to meet the needs of their different target groups (RSA, Department of Education 2007).

Angelis & Marock (2003) emphasised that when designing learning programmes for FET colleges, care should be taken to ensure that these colleges benefit from close and direct links with industry and employers. Furthermore, the wider community's vocational, and other education and training needs in general, should be taken into account. The learning design should include not only issues of pedagogy, but it includes learning materials, classroom management, and support requirements.

In the process of designing learning programmes, there should be procedures for recruiting and supporting learners throughout their programmes. The process also includes offering impartial, well-informed and vitally important advice to aid learners in their choice of programmes (Angelis & Marock 2003).

6.3.3 Staffing

Some teachers employed by the college are not familiar with or have no experience of teaching methodology. Being untrained in this aspect, it is pertinent that they should receive training in order to become better teachers. Educators unfamiliar with teaching methodology are not fully equipped to transfer their knowledge related to the subject content. Skilled and knowledgeable educators from other universities should train these educators, perhaps during workshops

Since information and knowledge are constantly changing and developing, educators need refresher courses on their specific subjects. It is important to focus on the need for soft skills rather than on generic assessors and facilitators' courses as part of the ongoing professional development of educators (Angelis & Marock 2003).

A study of educator supply, utilisation and demand is required to support the planned enrolment growth in Capricorn College through detailed research and careful projections.

6.3.4 Learner recruitment

The recruiting methods used at Capricorn College for FET are not of much advantage to the prospective learners. New recruitment strategies need to be implemented.

Learners should be timely and properly recruited. All prospective learners in the Limpopo Province should be reached, even those in the deep rural areas.

The college use other means of recruitment to reach high school learners from all over the province, such as open days and school visits.

6.3.5 Registration

Delays experienced during the registration period could be solved to a large extent if other methods, such as on-line registration or registration removed from the campus, could be implemented.

6.3.6 Infrastructural resources

The shortage of infrastructural resources at Capricorn College for FET has a negative impact on the education of learners, for they do not acquire more skills needed in the job market. The educators must ensure that, through workshops, learners are to be equipped with necessary skills. Higher levels of education result in a better skilled and more expansive workforce, which translates to increased productivity (Rooth 2011).

A solution to this problem would be the building of more and larger workshops: this would relieve the overcrowding. Educators would be able to teach fewer learners per class; with more personal attention, results would be improved.

6.3.7 Teaching and learning materials

There is a shortage of teaching and learning materials at the college. Without such materials there will be no progress at the college in terms of teaching and learning, and the college pass rate will always be low.

The Department of Higher Education and Training should ensure that teaching and learning materials should be timely available to all learners. Without such materials teaching and learning is obstructed, resulting in poor results.

The teaching and learning is seriously affected due to the fact that some educators are without teaching methodologies. Such educators should be trained and attend some workshops. With classrooms that are overcrowded; DHET should erect more classrooms for learners.

6.3.8 Accommodation

Lack of accommodation at the college is a huge problem. It hinders the smooth running of the college because learners who live far from the college arrive late for their classes and have to leave early or bunk it. Learners from a poor background find it difficult to rent a place to stay or to afford transport. Lack of accommodation can thus negatively affect performance of the learners.

6.3.9 Lesson presentation

College educators should be knowledgeable on the presentation of their subject content via the learner-centred approach. This will allow learners to be creative and motivated to work on their own. Therefore, educators should be well trained about the theoretical and the practical part of the subject content.

6.3.10 Punctuality

Learners should be encouraged to arrive on time for their classes. They should be made aware of the fact that arriving late at the college will negatively impact on their studies and their performance in class. Hostels should be erected at the college so that learners should be closer to their classes.

6.3.11 Teacher-learner ratio

Teaching and learning at the college is ineffective due to overcrowding in classrooms. More classrooms should be erected to accommodate more groups, which will result in a more conducive teaching and learning situation both for educators and learners

6.4 SUGGESTIONS FOR FURTHER STUDY

In the light of the information provided, findings and conclusion, the following are suggested topics for further study:

- A longitudinal study to evaluate the FET college programmes countrywide.
- To investigate problems that hinder FET educators in their teaching that leads to poor performance of learners.
- To investigate possible strategies for dealing with overcrowding in FET's teaching and learning environments.

6.5 CONCLUSION

This last chapter of the study contained the conclusion and recommendations of the study. The findings from all three campuses of the study were explained and recommendations regarding further study conclude the last chapter of this dissertation.

REFERENCES

Abubakar, N.A 2010. *Vocational education and its sustainability in the new millennium*. Sokoto Educational Review. 11(2). 226-236.

Akojee S & McGrath, S. 2005. *Vocational education and training in Southern Africa: A comparative study*. Cape Town: HSRC Press.

Akoojee, S & McGrath, S. 2007. Public and private further education and training in South Africa: a comparative analysis of the quantitative evidence. *South African Journal of Education* 27 (2) 209-222.

Allais, SM. 2006. *Problems with qualifications reform in senior secondary education in South Africa*. Pretoria: HSRC Press.

Angelis, D & Marock, C. 2003. *Curriculum implication for FET, in the further education and training institutional readiness handbook: making learning work*. Cape Town: National Initiative for Community Education Trust and Juta.

Bailey, T. 2008. *Challenge and opportunity*. USA: Associated Press.

Barnett, M. 2006. *Vocational knowledge and vocational pedagogy*. Pretoria: HSRC Press.

Bassi, SY. 2004. The role of the Directorate of Technical Cooperation. In *Africa (DTCA) in technology transfer and acquisition in African Countries. Proceedings of the 2nd African regional conference on engineering education*. University of Lagos: Nigeria 20th - 22nd September, 2004, pp 35–42.

Berg, B.L. 2004. *Qualitative research methods for the social sciences*. USA. Pearson.

Booyens, JC. 2009. *The value attached to teaching qualifications by educators and other stakeholders at a Further Education and Training College in southern Kwazulu-Natal*. University of KwaZulu-Natal: Butterworth.

Brand, A. 2007. The long and winding road: professional development in further and higher education. *Journal of Further and Higher Education*, Vol 31 (1) 16-17. Cape Town: HSRC Press.

Braun, V & Clarke, V. 2006. Using thematic analysis in psychology qualitative Research. *Psychology*, Vol 3 (4) 77-101.

Capricorn College for FET. 2012/2013. *Prospectus*. Polokwane: Capricorn College for FET.

Cohen, A. 2008. *The American Community College*. London: Routledge/Farmer.

Cloete, N. 2009. Responding to the Education Needs of Post-School Youth. Wynberg: Centre for Higher Education Transformation.

Denzin, NK and Lincoln, YS. 2005. *The Sage handbook of qualitative research*. Thousand Oaks: Sage Press.

De Vos, AS. 2007. *Research at grass roots*. Pretoria: Van Schaik Publishers.

Diyen, H. 2004. *Reform of secondary education in Morocco: challenges and prospects*. Nigeria: University of Lagos Press.

Driouchi, A. 2006. *A global guide to management education*. Nigeria: University of Lagos Press.

Duncan, C. 2009. Curriculum reform in South Africa: A critical analysis of outcomes based education. *Cambridge Journal of Education*, 28(3): 321-331.

Fielden, J. 2008. Higher Education Staff Development. New York: Longman.

Gamble, J. 2003. *Curriculum responsiveness in FET colleges*. Cape Town: HSRC Press.

Gewer, A. 2009. *FET colleges changing for better in the FET College focus*. Republic of South Africa, Department of Education. Pretoria: Government Printers.

Gewer, A. 2010. *Improving quality and expanding the further education and training College system to meet the need for an inclusive growth path*. Republic of South Africa, Department of Education. Pretoria: Government Printers.

Hall, KH. 2005. *FETC (Vocational): A business perspective*. Cape Town: HSRC Press.

Hoeckel, K. 2007. *Key evidence on vocational education and training from previous OECD Work*. EDU/EDPC/CER1 (2007) 6/ANN1. Pretoria: Government Printers.

International Labour Organisation. 2006. *A fair Globalisation: creating opportunities for all Report of the world commission on the Social Dimension of Globalisation*. Geneva

Kaplan, A. 1987. *Understanding public Policy*. Prentice Hall

Kaufman, R; Rojas, AM & Mayer, H. 1993. *Needs assessment: A user's guide*. Englewood Cliffs: Educational Technology Publications.

Kochanski,J., Alderson,C. & Sorenson,A. 2005. The state of performance management study. New York: Longman.

Kumar, R. 2005. *Research methodology. A step by step guide.* London: Sage Publications.

Kriek, J & Basson, I. 2008. Implementation of the new FET Physical science curriculum: teachers' perspectives. *African Journal of Research in SMT Education*, Volume 12 special Edition 2008, pp. 63-76.

Lanaan, FS. 2001. New directions for community colleges. *Journal for Further and Higher Education*, Vol 114 (5), 13.

Lucas, N. 2004. The "FENTO Fandago" national standards, compulsory teaching qualification and the growing regulation of FET teachers. *The Journal of Further and Higher Education*, 28 (1) 35-51.

Maphutha, MM. 2005. *Identifying the needs and assets of a primary school in a rural community.* Unpublished Masters Dissertation. Pretoria. University of Pretoria.

McBride, T. 2009. FET College Lecturers in the Western Cape. Cape Town: UCT Press.

McMillan, JH & Schumacher, S. 2007. *Research in education: A conceptual Introduction.* New York: Longman.

Moodley, V. 2006. *An analysis of educator qualifications at the Esayidi Further Education and Training College and motivation for in-service teacher training.* Research report. Gamalakhe: Esayidi FET College.

National Bureau of Investigation. 2006. *Further education and training: The challenge of change. A situational analysis of FET institutions in Limpopo Province.* Auckland Park.

Neville, C. 2005. Introduction to research and research methods. *Journal for Further and Higher Education*, Vol 10 (1). Bradford University, School of Management, Effective Learning Service.

Olunloyo, VOS. 2002. *The challengers of globalization for the design of technical curriculum in developing countries.* Lagos: University of Lagos Press, 217-237.

Organisation for Economic Co-operation and Development. 2003. *The PISA 2003 assessment framework - Mathematics, Reading, Science and problem solving knowledge and skills.*

Papier, J. 2011. Vocational teacher identity spanning the divide between the academy and the workplace, *South African Review of Education*, 17:101-119.

Powell, L. 2012. Reimagining the purpose of VET - Expanding the capability to aspire in South African Further education and training students. *International Journal of Educational Development* 32 (5), 643-653.

Republic of South Africa. 1998. *FET Act No 16 of 1998*. Pretoria: Government Printers.

Republic of South Africa. 1995. *White Paper on Education and Training*. Pretoria: Government Printers.

Republic of South Africa, Department of Education. 1998a. *Green Paper on Further Education and Training: Preparing for the twenty-first century through Education, training and work*. Pretoria: Government printers.

Republic of South Africa, Department of Education. 1998b. *Education white paper 4: Preparing for the twenty-first century through Education Training and work*. Pretoria: Government printers.

Republic of South Africa. 1998. *Skills Development Act No 97 of 1998*. Pretoria: Government Printers.

Republic of South Africa, Department of Education, 2004. Further Education and Training Colleges - The new FET professional. *The challenge of staffing and responsiveness in FET Colleges Research: Report*.

Republic of South Africa, Department of Education. 2006a. *National Certificate (vocational) Assessment Guidelines for Mathematical Literacy*. Pretoria: Government printers.

Republic of South Africa, Department of Education. 2006. Draft policy for National Certificate (Vocational); A qualification at level 2–4 on the National Qualifications Framework (NQF). *Government Gazette* March 29, 2006. Pretoria: Government Printers.

Republic of South Africa, Department of Education. 2007. *FET Colleges, institutions of first choice*. Pretoria: Rainbow SA.

Republic of South Africa, Department of Higher Education and Training. 2009. *National policy framework for FET lecturer qualification*. Pretoria: Government Printers

Roeke, J. 2003. *Skills training strategies to Ghana country study*. Marseilles, France: International.

Rooth, D. 2011. *The role of automatic obesity stereotype in real hiring discrimination*. Journal of Applied psychology. 96. 790-805.

Rosenfield, SA. 2003. Community colleges. Creating institutional hybrids for the new economy. *Rural America*, 16 (2) Summer.

Silverman, D. 2010. *Doing qualitative research*. California: Sage publication.

Silverman, D. 2011. *Qualitative research*. California: Sage publication.

Simmons, R & Thompson, R. 2007. Aim higher, how will universities respond to changes in initial teacher and training for the post-compulsory sector in England. *Journal of Further and Higher Education* Vol 36 (1) 171-182.

Simmons, R & Usher, R. 2003. *Situated educational research*. London: Routledge.

South Africa, Department of Education. 1998. *White Paper on education and training*. Pretoria: Government Printers.

South Africa, Department of Education. 2013. *White paper for post-school education and training*. Pretoria: Government Printers.

South Africa, Department of Education. 2006. *National Certificate (Vocational) assessment guidelines for languages*. Pretoria: Government Printers.

South Africa, Department of Education. 2007. *National Curriculum Statement Grades 10-12 (General) learning programme guidelines*. Pretoria: Government Printers.

South Africa, Department of Higher Education. 2009. *National guidelines about Further Education and Training*. Pretoria: Government printers.

Spencely, L. 2007. Walking into a dark room – the initial impressions of learner educators in further education and training. *Journal of Further and Higher Education*. Vol 10 (2) 87–96.

Terblanche, C.R. 2008. *Quality Assurance at South Cape Further Education and Training College*. Cape Town: UCT Press

Travers, M. 2003. *Qualitative research through case studies*. London: Sage Publications.

Terre Blanche, M; Durrheim, K & Painter, D. 2006. *Research in practice: Applied methods for the social science*. Cape Town: UCT Press.

Uddin PSO & Uwaifo, VO. 2005. Principles and practice of Vocational Technical Education. *Journal for Further and Higher Education* 2 (1) 34-36.

United Nations. 2007. *Human Development Index: South Africa*. Geneva, United Nations.

United Nations. 2007. *Literacy policies and strategies in the Maghreb*. USA: Pearson.

United States of America, Department of Education. 2002 *The Database accredited Post- secondary institutions and program*. USA printers.

Uwaifo, VO. 2005. *Vocational Education and General Education, conflict or Convergence?* Niger Institute of Education, Ambrose Alli University, Ekpoma.

Wedekind, V. 2008. *Report on the research on FET colleges in South Africa*. Cape Town: Maskew Millar Longman.

Yin, R. 2009. *Case study research design and methods*. California: Sage Publications.

Young, M. 2006. FET College teachers: a knowledge-based profession of the future perspectives in Education. *Journal of Further and Higher Education* Vol 44 (1) 153-160.

Appendix 1 - REQUEST TO CONDUCT RESEARCH AT CAPRICORN COLLEGE FOR FET

Enquiries: JS Ngobeni
Cell No: 0795267891

9 Selati Street
Penina Park
Polokwane
0699

23 February 2013

The CEO
Capricorn College for FET
Limpopo Province
Polokwane
0700

Sir/Madam

REQUEST TO CONDUCT RESEARCH AT THE COLLEGE

Name: JS Ngobeni
Student No: 9129538
Degree: Master of Education (Adult Education)
Supervisor: Mr MM Maphutha
Co-Supervisor: Prof MJ Themane

Research entitled: Identifying the Educational Needs of Capricorn College for FET: A Case Study

The research will be conducted at three campuses of your institution; seven(7) participants will be involved from the following campuses: Polokwane, Seshego and Senwabarwana.

I am thanking you in advance. I hope to receive your positive response.

Yours faithfully

JS Ngobeni

Appendix 2 - INTERVIEW GUIDE FOR LEARNERS

FACTS AND FIGURES

1. In which programme are you?
2. How many learners are involved in this programme?
3. What is the vision and mission of this college?
4. What is your understanding about this vision?
5. What is your vision about this college for the year 2020?
6. How long have you been attending here?
7. At what time do you start and knock-off at this college?
8. What are your reasons for attending this college?
9. Do think Capricorn FET Programmes are relevant to you? Elaborate.
10. What are the learning barriers you are experiencing when attending lessons?

FUNDING

1. Who funds you as learner to attend the college?
2. How much funding do you receive for your studies?
3. Is the funding enough for your studies? If yes, how? If no, why?
4. In what ways do you utilize such funds towards achieving your studies?

CURRICULUM

1. Is there any link to the job market in the programmes you attend? If yes, how? If no, why?
2. What type of career would you like to pursue after you have completed your studies?
3. How long will it take you to complete your studies?
4. How many learners from this college have been placed permanently in work since 2006?
5. What internal mechanism in this college is in place to assess the performance of learners?
6. What is the aggregate pass percentage of the learners in this college?

LACK OF APPROPRIATE PROGRAMMES

1. Does the programme you are involved in meet your educational needs? If yes, how? If no, why?
2. What kind of educational needs do you have as a learner in this college?

LEARNER RECRUITMENT

1. How were you recruited into this college?
2. How were you registered?
3. What challenges did you meet during the registration process?
4. What is your attitude towards your participation in this programme?

INFRASTRUCTURAL RESOURCES

1. What type of teaching aids do you use during learning?
2. Who is responsible for supplying learner support materials?
3. What is the role of this college in the development and delivery of skills training programmes?

TEACHING AND LEARNING

1. What is the learning atmosphere like in this college?
2. How is the learners' attendance in this college?

Appendix 3 - INTERVIEW GUIDE FOR EDUCATORS

FACTS AND FIGURES

1. When did this college start?
2. At what time do you start and knock off at the college?
3. When were you appointed as an educator at the college?
4. How many learners do you have in the college?
5. What are the vision and mission of the college?
6. What is your understanding about this vision?
7. What is your vision about this college for the year 2020?
8. In your view, what kinds of problems are experienced by learners who attend the college?

FUNDING

1. Who is responsible for funding of the college?
2. Do you think the funding that Capricorn College for FET receives is sufficient? If not, why?
3. What measures should be taken in order to secure more funds for this college?

CURRICULUM

1. How long does it take for a learner to complete his or her studies?
2. What type of career do your learners like to pursue after the completion of their studies?
3. How many learners from this college have been permanently placed in jobs since 2006?
4. Does the college respond to the needs of industries? If yes, how?
5. What internal mechanisms in this college are in place to assess the performance of learners?
6. What is the aggregate pass percentage of learners in the college?

CURRICULUM

1. In your view, do the programmes offered at the college meet the needs of the learners? Elaborate.
2. What kinds of programmes are offered at the college?
3. Who is responsible in monitoring the learner's progress at the college?
4. How do you motivate the less committed learners at the college?

STAFFING

1. How were you trained to do your daily work at the college?
2. Who conducted that training?
3. What was the duration of that training?
4. What are the challenges you experience while offering the programmes at the college?
5. What is the actual teaching workload allocated to each of you?
6. How much time do you spend teaching in each programme?

LEARNER RECRUITMENT

1. How many learners do you have in the programme?
2. How do you recruit them into the college?
3. How do you motivate learners to register at this college?
4. How do you register them in this college?

INFRASTRUCTURAL RESOURCES

1. What type of teaching aids do you use during lessons?
2. How many programmes are offered in this college?
3. Which programme are you teaching?

TEACHING AND LEARNING

1. What effort is made to account for quality teaching and learning in the college?
2. What are the learners' performances in each programme?
3. How is the learner's attendance in each programme?
4. What teaching approach do you use?

Appendix 4 - INTERVIEW GUIDE FOR CAMPUS MANAGERS

FACTS AND FIGURES

1. When did this college start?
2. Were you the project manager from the beginning of this college? If no, when did you start?
3. How many learners do you have in the college?
4. What is the vision and mission of the college?
5. What is your understanding regarding the vision and mission of the college?
6. What is your vision for this college in 2020?
7. In your view, how does Capricorn College for FET contribute to community development?
8. What are your duties and responsibilities as a manager of this college?
9. Which factors contribute towards the success of managing the college?
10. Which factors contribute towards the failure of managing the college?
11. How many programmes are offered at this college?
12. At what time do you start and knock-off at the college?

FUNDING

1. Who is responsible for funding of the college?
2. Do you think the funding for the college is sufficient? If not, why?
3. What measures should be taken in order to secure more funds for the college?

CURRICULUM

1. In your view, how are learners equipped with skills for the job market?
2. What programmes do you offer to learners that are linked to the job market?
3. How do you ensure that your programmes are job related?
4. How long does it take for a learner to complete his or her studies?
5. How many learners from this college have been permanently employed since 2006?
6. What internal mechanisms in this college are in place to assess the performance of learners?
7. What is the aggregate pass percentage of learners in this college?

CURRICULUM

1. Do you think the programmes offered in this college meet the needs of the learners? If yes, how?
2. What programmes are offered at the college?

3. What are the challenges experienced by educators while offering the programmes at the college?

STAFFING

1. How many educators do you have in the college?
2. What are the qualifications of the educators?
3. How are educators trained to do their daily work?
4. Who conduct the training of these educators?
5. What is the duration of their training?

LEARNER RECRUITMENT

1. How do you recruit learners into the college?
2. How do you register learners at the college?
3. How do you motivate learners to register at the college?
4. What challenges do you meet during the registration process?

INFRASTRUCTURAL RESOURCES

1. To what extent is the college resourced?
2. How many programmes are offered at the college?
3. What challenges do you experience while using infrastructural resources in your programme?
4. What is the role of the college in the development and delivery of skills training programmes?

TEACHING AND LEARNING

1. What efforts are made to account for the quality of teaching and learning in the college?
2. What is the learners' performance in each programme?
3. How is the learner's attendance in each programme?

Appendix 5 - CONSENT FORM

Identifying the Educational Needs of Capricorn College for FET

Project leader: JS Ngobeni

I.....hereby voluntarily consent to let participants participate in the following project:

THE EDUCATIONAL NEEDS OF CAPRICORN COLLEGE FOR FET: CASE STUDY

I realise that the study deals with identification and assessment of the educational needs of Capricorn College for FET.

1. The procedure envisaged might hold some risk for the participants that cannot be seen at this stage.
2. The Ethics Committee has approved that the individuals may be approached to participate in the study.
3. The experimental protocol, that is the extent, aims and methods of research, has been explained to me.
4. The protocol sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for participants or others are reasonably expected from the research and alternative procedures that may be to his/her advantage.
5. I will be informed of any new information that may become available during the research that may influence willingness of participants to continue in participation.
6. Access to the records that pertain to participants' participation in the study will be restricted to persons directly involved in the research.
7. Any question that I may have regarding the research, or related matters, will be appropriately responded to by the research leader
8. Participation in this research is voluntary and participants can withdraw his/her participation at any stage
- 10 I indemnify the University of Limpopo and all persons involved with the above project from liability that may arise from participants' participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

.....
Signature of the parent/guardian

.....
Signature of the witness

.....
Signature of person that informed the parent/guardian

Signed at.....this.....day of.....20.....

Appendix 6 - DATA MATRIX USED IN THE RESEARCH BASED ON THE INTERVIEW QUESTIONS FOR THE CAMPUS MANAGER, EDUCATORS AND LEARNERS OF CAPRICORN COLLEGE FOR FET

Variables	Campus manager	Educators	Learners
Funding	<ul style="list-style-type: none"> • Insufficient funding • Assistance from Dept of Higher Education and Training • Donations from private companies 	<ul style="list-style-type: none"> • Insufficient funding • Donations from private companies. 	<ul style="list-style-type: none"> • Insufficient funding • Funding from NSFAS • Donations from private companies.
Curriculum	Programmes not linked to the job market	Programmes not linked to the job market	Programmes not linked to the job market
Learner recruitment	Main radio stations and word of mouth	Three main radio stations, flyers and word of mouth	Ward counsellors, and word of mouth
Infrastructural Resources	Insufficient workshops which result in overcrowding	Insufficient workshops	Insufficient space in workshops
Teaching and Learning	The atmosphere is not conducive for teaching and learning	No smooth management of teaching and learning in the college	The atmosphere of teaching and learning is not conducive. No smooth management of teaching and learning

Appendix 7 – APPROVAL FROM CAPRICORN COLLEGE FOR FET



16 Market Street
0699 POLOKWANE
Private Bag X9674
0700 POLOKWANE

CAPRICORN COLLEGE FOR FET
ISO 9001:2008 Certified
CENTRAL OFFICE

Tel (015) 291 3118
(015) 291 3115
Fax (015) 291 2787
www.capricorncollege.co.za

DATE: 12/08/2013

Dear Ms Ngobeni J.S

It is my pleasure to inform you that your application to conduct a survey at Capricorn College for FET has been approved.

You will be expected to exercise all the necessary condition and observe every protocol as required by research ethics

Good Luck


Mr. Riba K.A.
(Manager: Academic Services)

12/08/2013
Date

POLOKWANE CAMPUS

Die Meer Street
0699 POLOKWANE
Tel: (015) 287 0400
Fax: (015) 287 0439

SENWABARWANA CAMPUS

Senwabarwana Main Street
0790 SENWABARWANA
Tel: (015) 505 3172
Fax: (015) 505 3174

SESHEGO CAMPUS

1919 Freedom Drive
0742 SESHEGO
Tel: (015) 223 0006
Fax: (015) 223 5187

Document Control QAP 8.5.1 : Continual Improvement	ISO 9001:2008	Version no 005	Authorised By Management	Issued 2011-01-01	Page 1 of 1
--	---------------	----------------	--------------------------	-------------------	-------------