



**NELSON MANDELA UNIVERSITY'S**  
**FIRST TVET CONVERGENCE**  
**WORKSHOP**

***NARRATIVE REPORT***

**HELD ON 04 FEBRUARY 2021**

## Acknowledgements

Thanks goes to Nelson Mandela University DVC Engagement and Transformation, Prof. Keet, for hosting the event. Acknowledgements also go to Dr Lesley Powell, the Research Chair: Youth Unemployment, Employability and Empowerment (CYUEE) at Nelson Mandela University, Mr Ivor Baatjes, Director of the Centre for Integrated Post School Education Training and Dr Tulsi Morar, Acting Dean of the Faculty of Education who partnered to organise the event. Special thanks also go to Ms Shawn Tini, a Researcher with the Research Chair: Youth Unemployment, Employability and Empowerment, who carefully liaised with partners and participants alike.

We also acknowledge various faculties/entities/departments that were involved in terms of programme presentations and/or working with postgraduate students in the TVET space. These include;

1. Faculty of Business and Economics
2. Faculty of Engineering
3. Faculty of Humanities
4. Faculty of Education (FoE)
5. FoE/CYUEE
6. Student Wellness
7. Governmental Studies
8. Information and Communications Technology (ICT)
9. Institute of Science and Technology
10. Universal Accessibility & Disability Services
11. Psychology
12. Govan Mbeki Mathematics Development Centre (GMMDC)
13. Learning and Teaching Collab

We would also like to thank everyone who attended and supported the workshop as well all the colleagues at Nelson Mandela University whose research work locates in TVET related space.

Writing up of this Workshop proceedings was done by Dr Francis Muronda, a Researcher with the Research Chair: Youth Unemployment, Employability and Empowerment and Ms Shawn Tini.

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## Introduction

The Nelson Mandela University (NMU)'s first Technical and Vocational Education and Training (TVET) convergence workshop was hosted by the Deputy Vice-Chancellor (DVC) Engagement and Transformation and led by the Research Chair: Youth Unemployment, Employability and Empowerment (CYUEE) in partnership with the Faculty of Education (FoE) and the Centre for Integrated Post School Education and Training (CIPSET). The virtual (Zoom) workshop took place on the 4th of February 2021. The workshop was attended by 61 participants with 46 being NMU staff and 15 being NMU students.

The TVET convergence workshop aims to develop a TVET Working Group at Nelson Mandela University that is constituted of colleagues working in TVET related areas across our faculties, schools, management, research and engagement entities. The primary goal of the initiative to be driven by the working group is to move towards an integrated NMU TVET approach that will move the TVET work currently being undertaken forward. The workshop, designed as an initial step in this direction, aimed to draw together colleagues working in TVET related areas across our university. As such secondary goals included:

1. Identifying the range of TVET related projects and programmes being run at NMU.
2. Identifying colleagues who have an interest in TVET related projects and programmes going forward.
3. Identifying the students who are undertaking post graduate studies in TVET related areas.
4. Producing a publication that captures the range and diversity of the TVET related work currently taking place at NMU.

An opportunity for colleagues to meet, greet and share the work that they are doing in the TVET space was therefore created for the colleagues and their faculty/entity/departmental bases. Thus, the workshop essentially represented a deliberate effort from the partners to foster the Nelson Mandela University's internal engagement and collaboration around the TVET space by bringing colleagues together from many disciplines. In addition to the aims and subsequent goals outlined above, the TVET convergence is also anticipated to lead to the identification synergies in the TVET work that is taking place across the departments, faculties and entities of the university. Such synergies can be harnessed to the possible benefit of the participants involved, their faculty/entity/ department bases as well as University and the TVET community at large.

The programme of the of the workshop had four main sections. The first section (Section A), facilitated by Dr Powell, served as the opening section and marked the beginning of the Nelson Mandela University's first TVET convergence workshop. Section B, chaired by Mr Baatjes, comprised of the first session of programme presentations. This was followed by Section C, which, after a short break, was made up of the second session of programme presentations. Dr Powell chaired Section C. A second break was allowed before the Workshop proceeded to Section D where Mrs Oosthuizen from the Faculty of Education presented the post graduate students (Nelson Mandela University Masters and Doctoral candidates) working in the TVET space, their faculties/departments/entities, their topics, and their respective supervisors. Thereafter Mrs Oosthuizen

handed over to Dr Powell for the closure.

This report is organized predominantly in alignment with its programme as discussed above as it attempts to capture, albeit in summary form, the contributions that came from colleagues as they presented, facilitated and engaged with one another. At the end of each presentation summary, a text box follows which provides a further compressed synopsis of the presentation.



## SECTION A: OPENING SECTION

### CHAIR: DR LESLEY POWELL

Dr Powell facilitated the opening section of the Workshop where Prof Keet, the DVC Engagement and Transformation, and Dr Morar, the Acting Dean of the Faculty of Education provided keynote addresses. To start with the proceedings, Dr Powell, the CYUEE, called the attendees to attention and gave a brief introductory and background remarks. Thereafter, Dr Powell handed over to Prof Keet to welcomed and subsequently addressed the audience.

### Prof. Keet, DVC Engagement and Transformation

Prof Keet gave a warm welcoming message to attendees who he categorised as “friends and colleagues” coming together in a community of practice. He then proceeded to express indebtedness and relaying gratitude to the partners that combined efforts to pull the workshop together viz; the CYUEE (Dr Powell), FoE (represented by Dr Morar) and CIPSET (represented by Mr Baatjes). He further acknowledged the convergence workshop was the first meeting of its kind and also pointed out that it takes a lot of effort to build the networks and solidarities given the way in which the universities operate.

In the same breadth, Prof Keet urged colleagues to be considerate, kind and tolerant to each other, to different kinds of ideas, diversity of paradigms and ideologies without taking for granted the types of characters and economies that come into play in the space. He also indicated that it was his hope that the workshop will meet the different expectations of the attendees through its programme and also encouraged that colleagues would stick to their time allocations. Prof Keet also reiterated that a relational and solidaristic, community of practice within our university, deeply connected to our partners, colleges and centers stands out as one of the key imaginations of the workshop which has been organized in a way that allows for different kinds of participation to find expression.

He went on to make some observations regarding the importance, depth and breadth of vocational education and training using an analogue. He encouraged the audience to view vocational education and training, not as a sector, but in its broader sense as a form of education that starts when you first learn to dress yourself and tie your own shoelaces and go through the course of life.

He then acknowledged that much of our work at the universities focus on the TVET sector as an intermediate skills provider and also enlightened the audience that as opposed to being restricted to the TVET colleges, vocational education and training takes place in a diversity of formal, non-formal and informal learning settings and platforms including schools, universities, colleges like nursing and agricultural colleges, workplaces, homes, communities and elsewhere.

Prof Keet also applauded the breadth of TVET work taking place within the University as he took cognisance of different faculties, departments and entities that were involved in TVET work at Nelson Mandela University.

At that point he also pointed out that there was a lot of work that was taking place at the fringes of the university that required to be recognised, embraced and mainstreamed in the most generous social justice sense of the word mainstream. In terms of that he then indicated the breadth of work concurrently taking place indicates the different notions of TVET namely; as an institutional sector, programme, curriculum, and/or set of vocational pedagogies. As such, he proceeded, the precise idea of the workshop becomes the creation of a space that accommodates all those understandings such that a collective generative programme can take place.

He also indicated that some of the contestation around the purpose of TVET have been due to differences in definitions for example as a programme versus set of institutions. In the same breadth, he then encouraged the participants to give more attention to working together and discard the race against each other and embrace the philosophy of convergence as we move towards reimagined TVET sector for our country as well as a reimagined idea of vocational education and training. He also underscored the importance of the TVET sector in alleviating unemployment as it both 1. locates between schooling and the world of work responsible preparing people to do and to be and 2. exists at the intersection of education supply and labour market demands. The importance of broadening our understanding of meaningful and socially valuable work was also highlighted as TVET as well as the associated push towards transdisciplinary research and practice.

Prof Keet also indicated that given that our TVET sector has been modelled based on Anglophone systems this event could serve as an epiphany where we can start to decolonise our thinking of what the possibilities for the sector might be. He also alluded to work that is being undertaken by the Research Chair for Youth Unemployment, Employability and Empowerment in reimagining TVET reflecting on the important role that TVET plays. He also indicated that supporting TVET is central to the strategic goals of the University and also expressed excitement at the event that has brought together colleagues from diverse faculties departments and entities of the University. Prof Keet anticipated that while the workshop would build on the existing relations, it would also guide the university in general by producing formulations that can be hooked into the university's strategic orientation in preparation for further engagements with the sector.

Regarding the university management's commitment and support for the engagements, Prof Keet relayed to the audience that many of them would have attended if they had time available. He then concluded by thanking the audience for their hard work and for attending the event at which point he also said that he was looking forward to the outcomes of the engagements and discussions that were about to unfold.

Colleagues and friends were welcomed to the community of practice and urged to be considerate, kind and tolerant to each other, to different kinds of ideas, diversity of paradigms and ideologies without taking for granted the types of characters and economies that come into play in the space.

A relational and solidaristic, community of practice within our university, deeply connected to our partners, colleges and centers stands out as one of the key imaginations of the workshop.

TVET to be viewed not as a sector, but in its broader sense as a form of education that starts when you first learn to dress yourself and tie your own shoe laces and go through the course of life.

Participants were encouraged to give more attention to working together and discard the race against each other and embrace the philosophy of convergence as we move towards reimagined TVET sector for our country as well as a reimagined idea of vocational education and training.

There is a lot of work taking place at the fringes of the university that required to be recognised, embraced and mainstreamed in the most generous social justice sense of the word mainstream.

The breadth of work concurrently taking place indicates the different notions of TVET namely; as an institutional sector, programme, curriculum, and/or set of vocational pedagogies.

Dr Powell thanked Prof Keet for his comprehensive introduction which mapped out the principles on which the engagements would move forward. There after she gave quick overview of the programme of the workshop, where detail of how the three-hour programme would be conducted was given. The need to keep to the time allocations was underscored to allow everyone a chance to at least introduce their works as well as indication of short breaks that will be taken. The possibility of other opportunities to share and engage where more time will be allocated to the presenters especially the postgraduate students was also highlighted. Thereafter, Dr Powell handed over to Dr Morar, the Acting Dean of the Faculty of Education, a partner in organising the event and also a significant contributor to TVET at the university in terms of lecturer development and scholar development.

## **Dr Morar, Acting Dean of the Faculty of Education**

Dr Morar thanked everyone in the audience, the DVC and Dr Powell as he indicated that he felt that the event was long overdue and opens up opportunities for colleagues to work more closely across disciplines. He then proceeded with his keynote address where he stated that he will be focussing on the contribution of the Faculty of Education to TVET. In terms of that he stressed the important role of TVET in developing countries largely for two reasons viz; 1. Social, economic and environmental development in the country and 2. To provide the skilled manpower that is needed at all levels of the economy. He went on to highlight the growing numbers of TVET students in the sector as well as the projected bigger numbers (2,5 million students and at least 200 000 lecturers at TVET colleges in 2030) in the future and also pointed out that in South Africa, TVET has been identified by the government as national priority.



Dr Morar then moved on the issue of TVET lecturer qualification where he pointed out that while the lectures held qualifications in their respective fields of specialisation, about 50% of them do not have a teaching qualification which was of great concern as they are classified as professionally under/un qualified. He also highlighted lack of workplace-based exposure and lack of experience among the TVET college lecturers. He then alluded to DHET programme aimed at rightfully positioning TVET sector, where Nelson Mandela University's Faculty of Education, acutely aware of the challenges facing teaching and learning at TVET colleges, introduced of the Advanced Diploma in TVET Teaching (Adv Dip TVET), the first qualification of its kind in the country.

This, he further pointed out, was in response to the National Development Plan<sup>1</sup> which seeks to grant access to quality education and training to all South Africans, to meets the current and future needs of society by the year 2030. The first enrolment for the Adv Dip TVET took place in 2019 and provided an opportunity for those currently teaching in the sector to upgrade their qualifications as it also places importance on work-based exposure for the lectures. The programme covered many TVET colleges across the country. He also pointed out that the Faculty of Education intends to develop scholarship and research in and around TVET. He then mentioned that the first cohort of the Adv Dip TVET graduated in December 2020 before concluding his address.

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Faculty of Education, acutely aware of the challenges facing teaching and learning at TVET colleges, introduced of the Advanced Diploma in TVET Teaching (Adv Dip TVET), the first qualification of its kind in the country which equips the TVET lecturers with a professional qualification

TVET important in developing countries largely for two reasons viz; 1. Social, economic and environmental development in the country and 2. To provide the skilled manpower that is needed at all levels of the economy.

Growing numbers of TVET students in the sector as well as the projected bigger numbers (2,5 million students and at least 200 000 lecturers at TVET colleges in 2030) in the future were highlighted.

At that point, he handed back to Dr Powell who further emphasized the contributions of the Faculty of Education to TVET through the Adv Dip TVET and the TVET scholarship that was taking place in the Faculty of Education. At that point, Dr Powell then handed over to Mr Baatjes who proceeded to Section B of the meeting.

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<sup>1</sup> National Planning Commission. (2012). National Development Plan 2030: Our future - make it work. Pretoria, SA: The Presidency.

## SECTION B: SESSION 1 OF PROGRAMME PRESENTATIONS

### CHAIR: MR IVOR BAATJES

Mr Baatjes thanked Dr Powell for driving the workshop hitherto and for handing to over him to chair Section B where the first session of Programme Presentations will be made. Mr Baatjes allowed for a few moments so that the presenters would get ready. Starting with Dave Jenkins and Andrea Watson, the first session of programme presentations then ensued. Presentation slides were screen-shared by Ms Rochelle Brass working in tandem with Mr Baatjes and the respective presenters. The following subsections attempt to capture the programme presentations, in the order in which they were made, and provide brief summaries of each.

#### **Presentation 1: Nelson Mandela University's Access Route for NC(V)4 Applications, by *Dave Jenkins and Andrea Watson***

The presentation focussed on the admission of TVET college graduates into the university to enable them to further their studies. Two comments were made at the beginning: 1. Students coming into the University system must come into a cognate programme that is aligned to what they were studying at the TVET college before they began their University studies; 2. They must also meet the statutory minimum requirements based on the the National Certificate Vocational NC(V) for admission to a higher certificate, diploma or degree qualification, in order to be considered. 3. An applicant's Applicant Score (AS) and subject requirements will further determine admission to an undergraduate programme.

Two sets of tracking were carried out, 1. Based on the years 2010 up to 2019 data and 2. Based on data for the year 2020. For the years 2010 up to 2019, TVET students were admitted to University through a testing programme. For the years 2010 to 2019, a total of 415 students were tested, 214 (52% of total tested) were accepted and 136 (64% of the accepted students) were registered. The majority of TVET students admitted at the university pursued Diploma (51%) qualifications in the Faculty of Business and Economic Sciences (65%) with very few pursuing degrees (2%). Add Andreas comments about the faculty numbers.

As for 2020, the new Applicant Score selection criteria was introduced replacing the testing method. For the 2020 intake, only four students from the TVET colleges were admitted, all female, two into diploma programmes and the other two into Higher Certificate programmes. The students displayed high academic performance as they passed all their modules in the first semester. In conclusion, it was pointed out that challenges facing the university and TVET applicants is that many TVET colleges offer Math Literacy and have limited Mathematics and Physical Science offerings which may limit the eligibility of TVET students for University programmes that require Maths and Science backgrounds. A hint was also given at a new

forthcoming document that would address and hopefully simplify the University application and enrolment of TVET college students, which in effect would smoothen the articulation process for the prospective students.

Admission of TVET college graduates into the university to enable them to further their studies is important.

TVET students coming into the university system must come into a cognate programme and they must also meet the minimum requirements.

Two sets of tracking were carried out, 1. Based on the years 2010 up to 2019 data and 2. Based on data for the year 2020.

The majority of TVET students admitted at the university (2010-2019) pursued Diploma (51%) qualifications in the Faculty of Business and Economic Sciences (65%)

For the 2020 intake, only four students from the TVET colleges were admitted, all female, two into diploma programmes and the other two into Higher Certificate programmes.

It was highlighted that many TVET colleges offer Math Literacy rather than Mathematics and Physical Science which limits the eligibility of TVET applicants for many university programmes.

## **Presentation 2: Language at higher institutions of learning, by *Noluntu Dyubhele***

Noluntu Dyubhele started her presentation with a brief reflection on 2020 as a year that brought so many challenges that required a lot of adaptation especially by students particularly first year Economics students enrolled from TVET colleges. Recognition of the fact that language was the barrier not inability to study Economics was made by the presenter as someone who works with the students. The presenter also reflected on the history of the country and the way that language was used in racial discrimination during the apartheid era. That students use language to articulate their values, and their thinking processes was reiterated as language formed part of one's culture. As such it would be difficult to study in a language that students do not have strong command of. Development of African Languages and positioning them within the curriculum would be very crucial in aiding mastery of key concepts and terms by African students. The presenter called for the writing of such key words and concepts by local academics as an important step towards dealing with the language barrier to teaching and/or learning.

2020 described as a year that brought so many challenges that required a lot of adaptation especially by students and first year Economics students enrolled from TVET colleges.

Recognition of the fact that language was the barrier not inability to study Economics was made by the presenter.

The presenter also reflected on the history of the country and the way that language was used in racial discrimination during the apartheid era.

Development of African Languages and positioning them within the curriculum would be very crucial in aiding mastery of key concepts and terms by African students.

### **Presentation 3: TVET Colleges and Engineering at Nelson Mandela University, by Karl du Preez**

Karl du Preez, from the Advanced Mechatronic Technology Centre (AMTC), a unit inside the School of Engineering, where a wide range of programmes and projects are run at both under and postgraduate levels was the third presenter. He started with an overview of the AMTC. The higher certificate mechatronics level 5 qualification received special attention as more will be discussed about that programme with regards to the TVET colleges.

He also acknowledged that the merSETA has played an important role over the years in terms of funding their projects. Since 2010 the AMTC has worked with TVET colleges on staff training, staff development and laboratory development projects drawing on the expertise in the unit around pneumatics and robotics. The unit also ventured into areas as distant as Queenstown (Ikhala TVET college) and Western Cape (South Cape TVET college and False Bay TVET College) where they were involved in staff training.

The centre also interacted with TVET colleges and high schools alike during the period 2013 up to 2018 as they conducted research on a project to evaluate the NCV to artisans programmes and also administered a Junior cyber competition among the TVET colleges. The presentation ended with what the presenter, after working so vastly with the TVET colleges, envisaged regarding the future of the TVET colleges in the country. He agreed with expected growth in enrolments and human resources needed in the sector.

Karl also suggested strongly that there is a need for drastic improvements, informed by the latest developments in the industry, in the way the TVET colleges deliver their curricula. In terms of that, the AMTC has a 2-day course on offer that is free for all TVET staff called Industry 4.0 Online training. The AMTC is also planning

to partner with TVET colleges to implement the NQF level 5 mechatronics qualification that was highlighted at the beginning of the presentation. They also have laboratory development and staff training, Moodle

AMTC runs a wide range of programmes and projects at both under and postgraduate levels including the Higher Certificate in Mechatronics level 5 which is earmarked for implementation in partnership with TVET colleges.

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A need for drastic improvements, informed with the latest developments in the industry, in the way the TVET colleges deliver their curricula and the AMTC has a 2-day course on offer that is free for all TEVT staff among other interventions.

#### **Presentation 4: CIPSET's work with TVET graduates, by Irna Senekal**

Irna, a researcher at the Centre for Integrated Post-School Education and Training (CIPSET), presented fourth. Her work is focused on community, adult and worker education and she is specifically interested in the notion of vocation as socially useful work. This work is sponsored by the merSETA. The current research project is aimed at the development of ideas with unemployed TVET graduates on how to start, support and sustain youth-led livelihood generating work that is beneficial to their wider communities.

The Youth Participatory Action Research (YPAR) process started with: 1. Investigation of own experiences (learning journey, learnerships/apprenticeships and unemployment); through Youth Participatory Action Research (YPAR) 2. A learnership and apprenticeship survey was conducted by the YPAR group who developed a (questionnaire, instituted the cell phone survey and completed the analysis) 3. Cooperative study visits (meetings with Nelson Mandela Bay Cooperative Chamber office bearers, visits to up and running community cooperative projects).

Other deliverables included conceptual framework and literature review, a solidarity economy model, cooperative case studies and models, a curriculum framework, business planning guide and a non-formal SLP

on the solidarity economy and cooperatives. An outline of the short learning programme was also shared. The process will take the cohort from the point of imagining, to forming and ultimately registering and running a cooperative as an 8-month course that will be supported by further work planned by CIPSET which include 1. Curriculum guide for cooperative development; 2. Participatory development of online learning material; 3. Engagement with TVET sector through webinar series and articles. 4. Offering the programme to other groups such as trade unions and community groups.

CIPSET's TVET related work focuses on community, adult and worker education specifically, and in the notion of vocation as socially useful work.

A YPAR research started off with a cohort of unemployed TVET graduates.

The process will conclude by taking the cohort from the point of imagining, to forming and ultimately registering and running a cooperative over 8 months of online and experiential learning.

Further work planned by CIPSET which include 1. Curriculum guide for cooperative development; 2. Participatory development of online learning material.

## **Presentation 5: Chair's Contribution to Vet Scholarship, by Lesley Powell**

The Research Chair for Youth Unemployment Employability and Empowerment (CYUEE), Dr Lesley Powell offered a presentation on her chair's contribution to Vocational Education and Training (VET) Scholarship. In that regard she stated that the chair focuses on understanding the relationship between skills and livelihoods. A picture of an electrical repair shop in a township setup was used to portray how TVET can be utilized as a livelihood strategy. The CYUEE strives to build scholarship relevant to skills and sustainable livelihoods with a particular focus on the TVET - informal sector nexus.

In doing that the following was underscored as underpinning tenets for the work of the CYUEE; 1. Vocational Education (VET) needs to be understood in its broader sense, 2. Broader notion of work, 3. Reimagining the role of TVET, 4. Understanding livelihoods as they are lived and 5. Moving beyond concerns about TVET efficiency and effectiveness and 6. Emphasis on the voice and experience of communities and learners. Through the above tenets the CYUEE's work offers a critique of; 1. Human capital approach, 2. Narrow individualised notions of skills and livelihoods and 3. Notions of work happening in the formal sector especially to the extent that they disregard care work, and work in the informal sector.

In terms of the kind of work that CYUEE draws on and contributes to, Lesley shared some exemplar sources<sup>2</sup>. She alluded to the DHET TVET Colleges Research Programme as a current project that aligns with the TVET sector and the merSETA Live Livelihood Project being a recent project that represents the CYUEE's work in the informal sector whereas SRAC projects were being utilised to reimagine the TVET sector through scholarship that seeks to intervene in unemployment through focussing on livelihoods and skills.

The chair focuses on understanding the relationship(s) between skills and livelihoods where TVET can be used as a livelihood strategy.

The CYUEE strives to build scholarship relevant to skills and sustainable livelihoods with a focus on the TVET - informal sector nexus.

CYUEE work offers a critique and an alternative to: 1. Human capital approach 2. Narrow individualised notions of skills and 3. Notions of work happening in the formal sector.

DHET TVET Colleges Research Programme aligns with the TVET sector and the merSETA Lived Livelihood Project represents the CYUEE's work in the informal sector whereas SRAC projects reimagine the TVET sector.

## **Presentation 6: Managers' Challenges on Implementing Inclusive Education: Technical and Vocational Education & Training Colleges, by Nosiphiwo Delubom**

Nosiphiwo Delubom from the Universal Accessibility & Disability Services (UADS) Unit drew her presentation from her doctoral work that seeks to explore the perspectives of TVET college managers on implementation of inclusive education with particular interest in understanding access for students with disabilities. Nwabisa indicated that she intends to focus on the challenges that the managers face when implementing inclusive education.

The presentation accentuated the fact that TVET colleges draw their students from widely diverse backgrounds with differences in culture, social norms, language, abilities, disabilities, race, and family structures who all have the right to equitable access to quality education as enshrined in the country's constitution. She acknowledged that there is more to inclusive education than disability. However, she went on to observe that there is limited access and support to students with disabilities in the TVET colleges. Thus, Nosiphiwo's study seeks to explore the challenges that managers face when implementing inclusive education for the students

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- 2 1. Powell, L., & McGrath, S. (2019). *Skills for Human Development Transforming Vocational Education and Training*. London and New York: Routledge.  
 2. DeJaeghere, J. (2019). *Educating entrepreneurial citizens: Neoliberalism and youth livelihoods in Tanzania*. London and New York: Routledge.  
 3. India: *Preparation for the World of Work: Education System and School to Work Transition*, edited by Matthias Pilz, Wiesbaden: Springer

with disabilities. Indicative findings from the research study identified the following challenges; 1 Inadequate infrastructure, 2. Funding, 3. Lecture training and 4. Shortage of staff to trained to support students with disabilities.

Research seeks to explore perspectives of TVET college managers on implementation of inclusive education with interest in understanding access for students with disabilities.

It was accentuated that TVET colleges draw their students from widely diverse backgrounds with differences in culture, social norms, language, disabilities, race, and family structures.

Indicative findings from the research study identified the following challenges; 1 Inadequate infrastructure, 2. Inadequate funding, 3. Need for Lecture training and 4. Shortage of staff to support students with disabilities.

## **Presentation 7: Student demand for TVET colleges and Research on TVET students and issues regarding National Student Financial Aid System (NSFAS) bursaries, by Francis Muronda**

Francis, a researcher with CYUEE, drew his presentation from the five-year DHET TVET Colleges Research Programme subthemes that the Nelson Mandela University CYUEE is currently undertaking namely theme 3.1: Student demand for TVET Colleges and theme 3.2: Research on TVET students and issues regarding NSFAS bursaries. The cross-cutting theme of the presentation emerged as student experience of TVET (from access and demand to NSFAS financial support to student s' academic performance). Theme 3.1 aims to support the development of a responsibly expanded TVET colleges sector by exploring past trends in student demand, understand the presently unfolding demand patterns and also attempting to project student demand for TVET colleges into the foreseeable future.

Emerging findings that were highlighted in the presentation show that there is excess demand (applications) for TVET colleges which far outstrips the supply (enrolment). Theme 3.2 seeks to understand the ways in which NSFAS makes students' lives difficult and ways in which it helps the students. In short, the components of the DHET TVET Colleges research programme under discussion cover the concepts of access, support and success of the TVET students in South Africa.

CYUEE is responsible for three subthemes in the 5-year DHET TVET Colleges Research Programme.

The crosscutting theme being to explore the TVET students' experiences from enrolment to graduation.

Sub-theme on Student Demand for TVET colleges shows in preliminary findings that there is excess demand (application) versus supply (enrolment) in the country's TVET sector.



The sub-theme entitled Research on TVET students and issues regarding NSFAS bursaries points to the fact that while NSFAS goes a long way in granting access to the students, it also contributes to their hardships due to delays in disbursement of funds which leaves the TVET students vulnerable.

## **Presentation 8: TVET Capacity Building (Oceans Economy), by Odwa Mtati**

Odwa mentioned that he represented the South African International Maritime Institute (SAIMI) based at the Ocean Sciences campus and highlighted that the focus of their institute's work around TVET as a prelude to his presentation. He pointed out five issues critical to their work and these are 1. The need to develop qualifications and curriculum to support the oceans economy 2. Capacity Development which relates to human, infrastructure and financial support 3. Industry partnerships 4. Awareness creation 5. The need for the various parties to converge around these critical areas. In response to these matters, SAIMI, developed a teacher development qualification in support of maritime education. A public call has been issued targeting all universities however none of the universities have taken up that opportunity. We however have a private organisation willing to participate in the rollout of the qualification. The programme has the intention to upskill teachers in the TVET band. SAIMI also works along with the South African college Principals in their bid to address the five critical issues mentioned earlier on. There is a diverse task team that includes TVET college principals, Quality Control Council for Trades and Occupations (QCTO), National Skills Fund (NSF) and CIPSET among others that works together. Secondly, SAIMI has a pilot programme they are running at False Bay college focussing on boat building. A skills audit for aquaculture was also conducted where SAIMI determined that there is a QCTO approved qualification and the skills embodied therein could be used to close some of the gaps.

SAIMI's TVET related work focusses on creation of awareness around the ocean economy, capacity development and industry partnership among others.

SAIMI has developed a teacher development qualification in support of maritime education.

A diverse task team that includes TVET college principals, QCTO, NSF and CIPSET among others has been formulated to drive the TVET initiatives.

SAIMI has a pilot programme they are running at False bay college focussing on boat building.

## Discussions

Dr Powell opened the discussion session by pointing out that she was amazed by the depth and breadth of TVET related work that is taking place across the university particularly the similar efforts to develop new programmes. This, she pointed out, suggests the possibility of synergies across the research works. She also indicated that she noticed from the presentations that DHET was struggling to decentralise from nationally designed curricula to locally designed curricula that are better tailored to meet local needs.

A participant also commented from the audience expressing excitement at the diverse nature workshop, further pointing out that they could also envisage rapid growth of the TVET sector. The participant also emphasised the importance of quality in the long run which they said will be upheld through research and development. He also pointed out the need to focus on the people across the faculties/entities/departments in terms of nurturing and growing them internally as persons and as professionals whereby he so wished that there could be time allocated in the future to looking at that.

Dr Laura Best added into the conversation and indicated that it would be important to discuss the implications of TVET for the work of Business. She also pointed out that that there is a similar need to rethink Business school and make it more responsive, agile and inclusive. As such there is implied overlap of interests as ultimately the focus is on the economy and livelihoods. In fact, she posed a question as to whether there was an interface with the Business School as similar rethinking initiatives were also being carried out, thus implying on possibilities of synergies.

In response to Dr Best, Prof Keet suggested that colleagues organising the event and community of practice could reach out to the Business School and make proposals on forms of alternative economic thinking like courses on solidarity economies. He further suggested also that the proposals should include assistance to the faculty of Economic and Management Science to build those which would be likely to yield desired impact. He then indicated that he would offer his support for such efforts.

Mr Baatjes then thanked everyone who contributed to the first session of programme presentations. He noted that there was evident infrastructure in the Eastern Cape Province and in the country at large to support TVET which is clearly visible in work that colleagues in their different faculty/entity/departmental bases were doing.

He also expressed that the amount of capacity that existed within the University to conduct research work and the ways we could contribute to and affect policy were impressive.

Deep and broad TVET related research work taking place across university faculties/entities/Departments with many of the projects culminating in learning programmes which often take long to get accredited by relevant authorities.

The compulsion to also focus on the people aspect of the work, in terms of their internal growth and

development as persons was highlighted

The need to build an interface with the Business School through proposals on alternative economic thinking like courses on solidarity economy was accentuated

The existence of infrastructure in the Eastern Cape Province and in the country at large to support TVET visible in work that colleagues in their different faculty/entity/departmental bases were doing was noted.

## SECTION B: SESSION 2 OF PROGRAMME PRESENTATIONS

### CHAIR: DR LESLEY POWELL

This session was chaired by Dr Powell and comprised of five programme presentations. Presentation slides were also screen-shared by Ms Rochelle Brass working in tandem with Dr Powell and the respective presenters. The following subsections attempt to capture the programme presentations, in the order in which they were made, and provide brief summaries of each.

### **Presentation 9: South Africa Youth Entrepreneurs by Education, by Asanda Fotoyi**

Asanda Fotoyi's presentation looked at research around Youth Entrepreneurship. She presented statistical figures showing youth entrepreneurs and their level of education. Her key focus is on the level of education of the youth entrepreneurs and is interested in the role of TVET in Youth Entrepreneurship development.

It was noted by Dr Powell that Asanda's work gives a very important input, that talks to the way young people are responding to the unemployment and the declining jobs in the formal sector. By trying to get their livelihoods into the informal sector or working in micros or solidarity economy or entrepreneurship the youth are adapting to the changing world of work.

Education and training levels have important roles to play in enhancing and/or hindering Youth Entrepreneurship.

Moreover, TVET, has a critical role especially in South Africa and other developing countries in Youth Entrepreneurship development.

Micros/solidarity economy/entrepreneurship emerging are viable alternatives for the youth in the face of high unemployment and declining jobs in the formal sector.

## **Presentation 10: Factors affecting student performance, by *Shawn Tini***

Shawn Tini presented a study that falls within the national DHET TVET colleges research programme where she focused on one out of a total of three components that the CYUEE is responsible for namely *Theme 4.1: Factors affecting student academic performance in south African TVET colleges*. The presenter flagged the importance of student performance as a huge challenge in our TVET colleges. The throughput rate of the TVET colleges has been reported to be currently sitting at 2%. The presenter shared the areas of focus and the methodology that will be utilized for this research study.

The performance of TVET college students is of critical importance and the research sets out to explore the different factors that affect student performance with empirical grounding at South Africa's public TVET colleges.

Very low TVET colleges throughput rates have been reported which necessitates this study which is envisaged to end up with an identification of the various factors that affect performance and establishing the direction and significance of the impact that the factors have.

Preliminary findings, in line with the extant literature points to a plethora of factors both internal and external to the student and the institution.

## **Presentation 11: Hybrid techno-blended support model for supporting mathematics teaching and learning at TVET colleges, by Olivier Werner**

Olivier Werner is the director of the Govan Mbeki Mathematics Development Centre (GMMDC). The speaker mentioned that the centre started in 2002 and it is self-funded. The work of the centre is central in trying to find practical and innovative models for the teaching and learning of mathematics and physical sciences in schools and TVET colleges. The aim of the centre is inline and in harmony with responding to the global paradigm shift in education in order serve the society and try to bring more innovation and customisation and address some of the issues in basic education. The goal is to facilitate access to higher education for learners with potential and to empower educators with professional skills to do so.

Teaching and learning Mathematics in TVET colleges is important as it makes TVET students eligible for articulation into many university programmes and other career opportunities.

GMMDC work in TVET seeks to find practical and innovative models for the teaching and learning of mathematics and physical sciences in schools and TVET colleges.

GMMDC aims to facilitate access to higher education for learners (TVET and high school) and to empower educators with skills to do so.

## **Presentation 12: Centre for Integrated Post School Education and Training (CIPSET), by Ivor Baatjes**

Ivor Baatjes started by sharing an amazon river image and stated that to him it symbolises all the tributaries of the work in TVET colleges and the entire Post School Education and Training (PSET) system. He shared that in general the image just represents how people are converging around TVET related work.

He started the presentation by highlighting the importance TVET or Vocational Education and Training (VET) in people's livelihoods and to the broader economy. He also stressed the value of TVET relationship with higher education and community education. He encouraged the audience to think of these institutions as collaborating with one another whether it is at programme level or institutional level. Mr Baatjes mentioned the foundation of work that the CIPSET has done over the past nine years which includes: 1. TVET and Community Education and Training Centres (CETC) lecturer qualification, 2. Non-formal education programme for lecturers, 3. Joint motivation for New Generation of Academics Programme (NGAP) (TVET), Curriculum

innovation and research hub, 4. Student support services and 5. Re-culturing of TVET colleges.

In addition, CIPSET has over the years been actively involved in a surfeit of engagement work within the University and beyond. To mention but a few, the engagement activities include; 1. Presentations and meetings with all the University deans over the past five years, 2. Presentations to the University Engagement Committee and extended engagements with Department of higher Education and Training (DHET) which continue as part of the Eastern Cape Planning Commission, 3. Production of publications that are linked to the work that CIPSET is doing, 4. Training the Student Representative Council (SRC) students around the TVET colleges particularly the East Cape Midlands and Port Elizabeth TVET college and 5. Hosted series of policy retreats with DHET and TVET college councils.

Mr Baatjes then moved on to share some of their research work and mentioned that one of the big messages that came out of their research work is that there is a mismatch between what colleges do or what community colleges do in relation to the needs of the community. He further mentioned that this piece of research work is worth looking at. Broadening our understanding of community/vocational education was encouraged because many people are simply excluded from the formal labour market and we need to start focussing on forms of work and programmes that encourage making and creating social forms of work. He mentioned the need to build the relationship between community/vocational education and community development.

Ivor concluded by stressing the need for a university wide participation in TVET work which begins with a careful consideration of the capacity that exists within faculties. Working with the South African Research Chairs Initiative (SARChI) to build an honours programme which is transdisciplinary was suggested. Another recommendation was the development of the hub idea that can bring the university scholars together with TVET college lectures on how we can build a transforming and transformative TVET college system in the country.

The foundation of work that the CIPSET has done over the past five years includes: 1. TVET and CETC lecturer qualification, 2. Non-formal education programme for lectures, 3. Joint motivation for NGAP (TVET), Curriculum innovation and research hub, 4. Student support services and 5. Re-culturing of TVET colleges.

CIPSET's engagement activities include; 1. Presentations and meetings with all the University deans over the past five years, 2. Presentations to the University Engagement Committee also extended engagements with DHET which continue as part of the Eastern Cape Planning Commission, 3. Production of publications that are linked to the work that CIPSET is doing.

There is a mismatch between what TVET colleges do and the needs of the community. Moreover, there is also a need to broaden our understanding of community/Vocational education.

## **Presentation 13: Bringing TVET Under One Roof – TVET Advanced Diploma, by Lucky Maluleke**

Lucky Maluleke spoke about the Advanced TVET diploma that the Faculty of Education is offering to TVET lecturers and people that want to teach at TVET colleges. He mentioned that the programme has addressed some of the challenges in the TVET sector. He also shared that the first cohort of students from the programme graduated in December 2020. Lucky mentioned that they want to start a Master's programme as well but there are still some issues that the programme is faced with. He proceeded by mentioning the issue of staffing as problematic to a point where it affects other areas where they are struggling to do teaching and research at the same time. He mentioned the issue of supervision as being a huge challenge that is not only facing Nelson Mandela University but also all universities in South Africa as we do not have many scholars working in the TVET research areas. He touched on the issues of turning away scholars because there is no capacity to supervise the students in the faculty.

Lucky considered some of the issues faced by the programme and TVET scholars in general. He then concluded by mentioning that the entities, individuals, or everyone interested in TVET at the university and probably beyond should be brought under one roof to enhance engagement and cooperation. In conclusion, he said he thinks if as an institution we can develop a strong agenda and a strategy for TVET and that would be our way forward.

A Masters programme in line with the Advanced Diploma in TVET is in its formative stages of being developed.

Student supervision pointed out as a huge challenge that is not only facing Nelson Mandela University but also other universities in South Africa as we do not have many scholars working in the TVET research areas. This results in some students being turned away as there is no capacity to supervise them in the faculty.

The importance of bringing faculties/entities/departments interested in TVET at the university under one roof, with a strong institutional agenda, to enhance engagement and cooperation was underscored as a possible way forward.

Dr Powell thanked colleagues for their participation in Session 2 of the programme presentations. Thereafter a ten minutes break was given which she indicated will be followed by Session 3 of the workshop where Mrs Oosthuizen will be presenting Nelson Mandela University's postgraduate students and their supervisors working in the TVET space.

## SECTION D: PRESENTING OUR POST GRADUATE STUDENTS AND THEIR SUPERVISORS WORKING IN THE TVET SPACE

### PRESENTER: MRS HELENA OOSTHUIZEN

This session was presented by Mrs Helena Oosthuizen. In this session an overview of postgraduate students doing work in TVET was given and the research topics for each student were read out. The Post Graduate Students' studies that were shared shows that seventeen students are currently enrolled at master's and Doctoral level at Mandela University. Table 1 below shows the breakdown across faculties.

Table 1: NMU Postgraduate Students Working in the TVET Space by Faculty

Faculty	Number of Postgraduate Students
Faculty of Business and Economics	3
Faculty of Engineering	3
Faculty of Humanities	2
FoE	2
FoE/ CYUEE	7
Grand Total	17

Four of the students are currently enrolled at Doctoral level. Three of these are supervised in the FoE/CYUEE and the fourth is in the Faculty of Engineering.

As Mrs Oosthuizen indicated, there was diversity of faculties/departments/entity bases in the university where postgraduate studies were taking place. Table 2 below gives an overview of NMU postgraduate students, their faculties, topics, levels of study and their supervisors.

Table 2: Post Graduate Students and their Supervisors Working in the TVET Space

Student Name	Faculty/ Dept/ Entity	Topic	Masters/ PhD	Supervisor(s)
Tshidiso Seitshiro	Faculty of Education/ Research Chair: Youth Unemployment, Employability & Empowerment.	EXPLORING THE MOTIVATIONAL ASPECTS THAT IMPACT THE ACADEMIC SUCCESS OF IMPOVERISHED STUDENTS AT TECHNICAL, VOCATIONAL AND TRAINING (TVET) COLLEGE: STUDENT PERSPECTIVES	PhD	Lesley Powell Shervani Pillay



Student Name	Faculty/ Dept/ Entity	Topic	Masters/ PhD	Supervisor(s)
Abdul Jeftha	ICT		MA	
Lucky Maluke	Faculty of Education/ Research Chair: Youth Unemployment, Employability & Empowerment.	WHAT INFLUENCES CAREER CHOICES OF STUDENTS? PERCEPTIONS OF TVET COLLEGE STUDENTS	PhD	Lesley Powell Shervani Pillay
Joshua Jacobs	Faculty of Education	STADIO SCHOOL OF EDUCATION (SSOE) FLEXIBLE HYBRID LEARNING FOR AN ADVANCED DIPLOMA IN TECHNICAL AND VOCATIONAL TEACHING (ADV DIP AATVT)	MA	
Khayaletu Zono	Governmental studies and Leadership	AN ASSESSMENT OF THE EMPLOYABILITY OF TVET GRADUATES IN THE LABOUR MARKET	MA	
Mahlatse Victor Sethwana	Business and Economic	CHALLENGES FACED BY TOURISM SMALL, MICRO AND MEDIUM-SIZED ENTERPRISES (SMMES)	MA	Takalani Ramukumba Shireen Van Zyl
Lorna Van Wyngaardt		EMTHONJENI STUDENT WELLNESS (PREVIOUSLY KNOWN AS STUDENT COUNSELLING) TVET CONVERGENCE WORKSHOP		
Stanley Chinonye Maduiké	Institution of Science and Technology	COMPARATIVE EFFECT OF VIRTUAL AND AUGMENTED REALITY EDUCATION LEARNING EXPERIENCE ON VEHICLE DIAGNOSTIC SKILLS OF TVET COLLEGES STUDENTS	MA	
Tiisetso Hoffman	Faculty of Education	REFLECTING ON THE TVET TEACHING PROGRAMME AT NMU		
Ezekiel Majola	Faculty of Education / Research Chair: Youth Unemployment, Employability & Empowerment.	VOCATIONAL EDUCATION AND TRAINING AT A CROSSROADS: THE AFTERMATH OF THE TVET COLLEGE ON GRADUATED IN SOUTH AFRICA	PhD	Lesley Powell Christina Jordaan

Student Name	Faculty/ Dept/ Entity	Topic	Masters/ PhD	Supervisor(s)
Placide Ebongue	ICT	SUPPORTING TVET LECTURER ICT NEEDS USING A MACHINE LEARNING: A LIFELONG LEARNING MODEL	PhD	Darelle van Greunen
Shawn Tini	Faculty of Education / Research Chair: Youth Unemployment, Employability & Empowerment.	FACTORS AFFECTING STUDENT ACADEMIC PERFORMANCE: THE PERSPECTIVE OF SUCCESSFUL OUTLIERS	M Ed	Lesley Powell Veronica Msutwana (co) Francis Muronda (co)
Bandile Peter	Faculty of Education	THE IMPACT OF LEADERSHIP STYLES USED BY COLLEGE HEADS ON THE FUNCTIONING OF LIMPOPO TVET COLLEGES	MA	Vuks TshazHibana
Noluntu Dyubhele	Business and Economics	MAKING ECONOMICS TERMS AND CONCEPTS SIMPLE SCIENCE		
Nomsangaphi Nduku	Eastcape Midlands TVET, HRM Lecturer	POLICY ANALYSIS TVET SECTOR	MA	
Luvo Ntliziywana	Psychology	THE IMPACT OF UNEMPLOYMENT ON THE PSYCHOLOGICAL WELL-BEING OF UNEMPLOYED TVET COLLEGE GRADUATES WHO ARE AGED BETWEEN 18-35 IN SOUTH AFRICA	MA	
Kazimla Mbongwe	Faculty of Business Management (Department of Management Practice)	THE ROLE OF TVET'S IN BUILDING AN ENTREPRENEURIAL ECOSYSTEM WITHIN HIGHER INSTITUTIONS IN SOUTH AFRICA.		
Nontutuzelo Magingxa	Faculty of Education / Research Chair: Youth Unemployment, Employability & Empowerment	LECTURE'S EXPERIENCE OF STUDENTS WITH BARRIERS TO LEARNING IN TVET COLLEGE	MA	Lesley Powell

Student Name	Faculty/ Dept/ Entity	Topic	Masters/ PhD	Supervisor(s)
Simphiwo Moyikwa	Faculty of Education / Research Chair: Youth Unemployment, Employability & Empowerment	FROM COMPETENCY TO CAPABILITY. EXPLORING A HUMANIZING APPROACH TO TVET STUDENTS LEARNING TRAJECTORIES	MA	Lesley Powell Vuks Tshazibana (co)

Dr Powell thanked Mrs Oosthuizen for presenting the postgraduate studies thus setting the stage for the last session. As will be discussed below the last session will draw from the presentations and discussions that took place during the workshop to map a way forward for NMU TVET Convergence space.

## WAY FORWARD

Dr Powell thanked Prof Keet for remaining in attendance up to the last session. Dr Powell indicated that the presentations and recording of the Webinar will be posted on the university's Engagement and Transformation Portfolio (ETP) website. She also indicated that NMU was unique and renowned in the country for having interest and research work on TVET that takes place across disciplines. A request from the presenters for their presentation abstracts and high-resolution photos was made. Assistance was also requested from marketing to help with putting together a report that captures the richness of workshop as accurately as possible.

It was also highlighted that more opportunities will be availed in 2021 through a webinar series where colleagues will have ample time to share their TVET related work. Dr Powell also indicated that there are some colleagues who did not present today who will thus get the opportunity to do so in the envisaged webinar series. She also highlighted the importance of looking at the interface with Business school as was raised by Dr Best and the possibility of having a holistic institutional approach to TVET as was suggested by Mr Maluleke.

Dr Powell then handed over to Prof Keet who then facilitated further engagements on the way forward and did a formal closure of the workshop. Prof Keet reiterated Mr Maluleke's recommendation that an institutional approach be adopted regarding TVET work in the University. At that point he went on to suggest that a Steering Committee be constituted that would be responsible for holding together TVET related work in the University. Prof Keet indicated that he would avail the requisite resources for the creation of an online space for TVET research in the University.

Prof Keet also highlighted the importance of coordinative and facilitative work to be done at the interface of the university and external TVET stakeholders like the TVET colleges and government departments. This he pointed out would possibly allow for the release of latent energy that these institutions may possess to the symbiotic benefit parties involved and the TVET community at large. Dr Powell indicated that the idea of a platform for engagement with TVET colleges is likely to be well received as there were already request for such from the TVET colleges in the province.

Dr Morar reiterated that TVET work is not something that can be efficiently and effectively done in isolation. There is need for representation from all the faculties/entities/departments working in the TVET space on a steering committee which will then make inputs. Transdisciplinary research is needed as it is important have these presentations and workshops on a regular basis.

The broader agreement was that Dr Powell will pull together the Steering Committee with partners and include other interested faculties/entities/departments on the structure. Prof Keet encouraged colleagues to stay close together and strengthen the TVET networks going forward. Prof Keet then thanked the partners for organising the event as well as all the colleagues for attending. He then announced the official closure of the workshop.

The presentations and recording of the Workshop will be posted on the university's Engagement and Transformation Portfolio (ETP) website.

A report that captures the richness of workshop as accurately as possible will be compiled and will include presentation abstracts and high-resolution photos of the presenters.

More opportunities will be availed in 2021 through a webinar series where colleagues will have ample time to share their TVET related work.

The importance of looking at the interface with Business school and the possibility of having a holistic institutional approach to TVET was upheld.

Coordinative and facilitative work at the interface of the university and external TVET stakeholders like the TVET colleges and government departments encouraged as it would possibly allow for the release of latent energy that these big institutions may possess to the symbiotic benefit parties involved and the TVET community at large.

A Steering Committee with partners including other interested faculties/entities/departments to be constituted as it was noted that TVET work is not something that can be efficiently and effectively done in isolation.