



INSPIRING AND ENABLING INNOVATION WITHIN TVET COLLEGES

RESEARCH REPORT

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MARCH 2019

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List of Acronyms

Acronym	Description
DHET	Department of Higher Education Training
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
SASSETA	Safety and Security Sector Education and Training Authority
SETAs	Sector Education and Training Authorities
SSP	Sector Skills Plan
TVET	Technical and Vocational Education and Training

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Table 1: Sampling Strategy

EXECUTIVE SUMMARY

Introduction

Inspiring and enabling innovation within technical and vocational education and training (TVET) colleges is important in South Africa given the high levels of unemployment and shortage of skilled workers in the work environment. The aim of this study is to uncover the lack of or limited inspiration to innovate within the TVET Colleges sector in South Africa. Determine factors contributing towards the lack of or limited inspiration to innovate within the TVET colleges in the sector in South Africa. There is a probability that TVET Colleges lack capacity of academics and administration. Specifically, the number qualified lecturers, management and counsellors, academic and administration. There is a possibility that there is very little engagement between stakeholders in the sector and TVET Colleges regarding issues of employability.

Research Methodology

To gain insight into innovation within TVET colleges, the researcher explored the current extent of innovation within TVET colleges in South Africa, hence this study employed a phenomenological design that is descriptive in nature. The qualitative research approach assisted the researcher focus on describing the different contributions these participants have towards inspiring and enabling innovation within TVET colleges.

The sampling method that was used for this study is convenience sampling. The study made use of a semi-structured interviews which were conducted in Gauteng. In-depth interviews were held at SASSETA, and consisting of 4 participants and 1 In-depth interview were conducted at JET Education Services. A thematic analysis was used to analyse narrative data by breaking down text into small units of themes to analyse the data

The limitations of this study were; obtaining a gatekeeper's letter from TVET colleges was difficult. Several SASSETA employees were unaware of what inspiring innovation

with TVET colleges meant in the context of the research project. Some of the potential participants showed no interest and refused to participate due to their workloads. Trustworthiness was used to ensure that the research has true value, applicability, neutrality and consistency of qualitative research. To maintain ethical standards all participants remained anonymous and were given free will to express their opinion to the best of their ability.

Findings and Recommendations:

The following findings were elicited from this study:

- The participants provided a clear indication that TVET colleges are not innovatively responding to the scarce and critical skill needs of industry.
- Perception and stigma that is attached to TVET colleges does not enhance innovation.
- Legislative factors contribute more towards the lack of innovation because each and every public sector entity it is promulgated through prescriptive legislation and policy.
- The creation of a strategic partnership between SASSETA and TVET colleges is essential.
- There is a great amount of miscommunication between Employers, TVET colleges and learners.

The qualitative findings of this study suggest that TVET colleges are not adequately addressing innovation. Therefore, the researcher strongly suggests that the problematic areas be corrected, through the following strategies:

- Strengthen Strategic Partnerships between TVET colleges, Employers and the SETA.
- Developing effective communication Strategies.
- Ongoing training and mentorship programmes for lecturers in partnership with employers.

Therefore, future research should focus on the effectiveness of operations that are currently employed by the relevant stakeholders, in order to enable innovation within TVET colleges. There is a need to strengthen partnerships between TVET colleges, Employers and SETAs. Furthermore, proactive strategies and measures are needed to tackle this problem. It is necessary to sensitise employers and learners to the

benefits of TVET colleges as this will provide a lasting solution in tackling issues of innovation within TVET colleges in South Africa and elsewhere.

1. GENERAL ORIENTATION AND PROBLEM FORMULATION

1.1. Introduction and Background

Inspiring and enabling innovation within technical and vocational education and training (TVET) colleges is important in South Africa given the high levels of unemployment and shortage of skilled workers in the work environment¹. This study aims to present an argument to demonstrate possible pin-offs of TVET colleges² in the post-schooling education and training arena in terms of contributing to skills development and job creation.

As a consequence, thereof, Musset and Álvarez-Galván (2014) argue that, the challenge of unemployment among South African youth might be resolved by implementing effective vocational training programs which provides practical training and increases the likelihood of a career. In order to innovatively and successively implement programmes in the TVET colleges sector, there is a need to, among others, foster interaction and engagement between the major stakeholders, namely are; the Department of Higher Education and Training (DHET), Sector education and training authorities (SETAs), in this instance the Safety and Security Sector Education and Training Authority (SASSETA), Technical and vocational education and training colleges (TVETs) as well as industry which refers to private sector security companies and law firms among others.

Furthermore, the role of the DHET is significant in inspiring and enabling innovation as the core purpose of this department is to provide strategic direction in the development and implementation of relevant policies, programmes and projects in the TVET colleges system which acts as a guideline³. The other critical stakeholders in this instance are TVET colleges as their mandate is specifically “to train young school leavers, providing them with the skills, knowledge and attitudes necessary for

¹ Foko, B. 2015. African Development Bank Group. [Online] Available from:

https://www.afdb.org/fileadmin/uploads/afdb/Documents/Knowledge/AEB_Vol_6/ [Accessed 2018/04/01].

² Field, S., Musset, P & Alvarez-Galvin, J. L. 2014. A Skills Beyond School Review of South Africa. OECD Reviews of Vocational Education and Training. p 107

³ DHET, 2018. Department of Higher Education and Training: Republic of South Africa. [Online] Available from: <http://www.dhet.gov.za/SitesPages/HRDPlanningNew.aspx> [Accessed 2018/04/05].

employment in the labour market. They primarily provide training for the mid-level skills required to develop the South African economy and tend to concentrate on occupations in the engineering and construction industries, tourism and hospitality, and general business and management studies⁴.

Hence, the role of these institutions is therefore to provide vocational and occupational education and training for their students. Therefore, their significance in the post-school education and training system is underpinned in the provision of programmes which are intended produce trained personnel in specific jobs or prepare students to become entrepreneurs⁵.

However, the mission of SASSETA is to ensure quality provision of skills development and qualifications for South African citizens in the safety and security environment through effective and efficient partnerships⁶.

The annual Skills Sector Plan published by SASSETA (2018), highlights the occupational shortages and skills gaps in the sector of safety and security. This document assists us to identify skills gaps that are currently offered or could be offered by TVET Colleges⁷. By implementing programs which are able to address pivotal skills, SASSETA will be able to increase the process of curriculum innovation. The role of TVET Colleges will assist the sector of safety and security by reducing the demand of skills and increasing the supply of skills.

1.2. Definition of Concepts

The main purpose of defining concepts is mutual communication and comprehension⁸. For this study, the following terms were conceptualised:

⁴ The White Paper. 2013. Statistics on Post-School Education and Training in South Africa: 2013, Pretoria, South Africa: Department of Higher Education and Training.

⁵ TVET Colleges South Africa, 2018. TVET Colleges South Africa. [Online] Available from: <https://www.tvetcolleges.co.za/default.aspx>. [Accessed 2018/10/11].

⁶ SASSETA, 2018. Sassetta. [Online] Available from: <http://sasseta.org.za/index.php?page=about> [Accessed 2018/06/26].

⁷ Ibid n.p

⁸ De Vos, A. S. 2005b. Scientific Theory and Professional Research. Cited in De Vos, A. S., Fouche', C. B. & Delpont, C. S. L. 2005. Research at Grass Roots: For the Social Science and Human Service Professions. 3rd ed. Van Schaik: Pretoria.

1.2.1. Innovation

Innovation involves deliberate application of information, imagination and initiative in deriving greater or different values from resources, and includes all processes by which new ideas are generated and converted into useful products⁹. In this study innovation refers to new ideas that are generated to better the functioning of TVET colleges in South Africa.

1.2.2. TVET Colleges

TVET stands for 'Technical and Vocational Education and Training'. Which is an international educational term that is applied to certain post-school educational institutes. UNESCO (2012: cited in Odendaal (2015)) explains that technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life¹⁰. This study refers to Technical and Vocational Education and Training institutions in South Africa.

1.3. Problem Statement

There is an apparent lack of or limited inspiration to innovate within the TVET colleges sector in South Africa.

- There is probably a lack of interface between industries and the TVET Curriculum (Pivotal Skills List Specifically)
- There is a probability that TVET Colleges lack capacity of academics and administration. Specifically, the number qualified lecturers, management and counsellors, academic and administration.

⁹ Business Dictionary. 2018. Six Effective ways to Foster Innovation. Web Finance Inc. Available from: www.businessdictionary.com/definition/innovation.html. [Accessed 2019/02/04].

¹⁰ Odendaal. A. 2015. What is a TVET College? Career Tips and Advice, Distance Learning. Available from: <https://www.oxbridgeacademy.edu.za/blog/what-is-a-tvet-college/> [Accessed 2019/02/04].

- There is a possibility that there is very little engagement between stakeholders in the sector and TVET Colleges regarding issues of employability
- There is a probability that there are policy gaps which restrict inspiration and innovation within TVET Colleges.

1.4. Research Aim

The aim of this study is to uncover the lack of or limited inspiration to innovate within the TVET Colleges sector in South Africa.

1.5. Research Objectives

The study seeks to:

- Determine factors contributing towards the lack of or limited inspiration to innovate within the TVET colleges in the sector in South Africa.
- Establish the effect of the legislative and policy framework which limits the capacity of TVET colleges to be innovative.
- Ascertain the academic and administrative challenges which limit the ability of TVET colleges to be innovative.
- Explore the effect of the curriculum design and related matters on the propensity of TVET colleges to be innovative.
- Identify the challenges of interface between TVET Colleges and stakeholders which decrease the capacity to innovative.

1.6. Research Questions

- What are the contributing factors towards the lack of or limited inspiration to innovate within the TVET Colleges in the sector in South Africa?
- What are the policy gaps which decrease the inspiration to innovate within the TVET Colleges in the sector in South Africa?
- What are the academic and administrative challenges which prevent the inspiration to innovate within the TVET Colleges in the sector in South Africa?

- What are the shortfalls of the TVET Curriculum which prevent the inspiration to innovate within the TVET Colleges in the sector in South Africa?
- What are the challenges of interface between TVET Colleges and stakeholders which decrease the inspiration to innovate within the TVET Colleges in the sector in South Africa?
- Which policies are in place to inspire innovation within TVET colleges system?
- Which factors enhance or hampers innovation in the TVET colleges system?
- How could TVET colleges enhance skills development in the safety and security sector?

1.7. Summary

Section 1 has provided a general overview of the study. Moreover, the core insights into the drivers of the study were elucidated and further discussed the background to the study, the problem statement, the key questions, and the aims and objectives that underpinned this study. These aspects formed the crux for the foundation on which this study was built. The following Section Two presents the literature review, which established the basis for the investigative processes of inspiring and enabling innovation within TVET colleges.

2. EMPIRICAL PERSPECTIVE (LITERATURE REVIEW)

2.1. Introduction

Inspiration can be defined as the encouragement of positivity and positive change, whilst the term innovation is considered the idea or invention into a good or service that creates value, which customers will pay for. Innovation is an idea which must be replicable at an economical cost and satisfy a specific need or expectation¹¹. In the context of TVET Colleges inspiring and enabling innovation refers to improving the service of TVET Colleges addressing the objectives of this paper, resulting in TVET Colleges being the recognizable choice for learners whom wish to develop their skills within the safety and security sector.

TVET Colleges were established in 1995. They operate under the authority of the Continuing Education and Training Act 16 of 2006, and resort under the Department of Higher Education and Training (DHET), suggesting that the existence of TVET Colleges tallies to 24 years of service. There are 50 registered and accredited public TVET Colleges in South Africa, which operate across 264 campuses both in rural and urban area of South Africa (TVET Colleges South Africa, 2018). A total of 13 out of the 50 accredited campuses are registered and affiliated with the Safety and Security Sector Education and Training Authority¹².

The TVET Colleges system is very important in South Africa, as the core function of TVET Colleges is to assist the government's programme of skilling and improving the skills of the youth¹³. According to the National Skills Development Strategy III, there is a need for there to be a closer relationship and engagement between SETA's and TVET Colleges (2011). SETA's facilitate interventions which assist with achieving the

¹¹ Business Dictionary, 2018. Business Dictionary. [Online] Available from:

<http://www.businessdictionary.com/definition/innovation.html> [Accessed 2018/10/11].

¹² SASSETA, 2018. Sassetta. [Online] Available from: <http://sassetta.org.za/index.php?page=about> [Accessed 2018/06/26].

¹³ Higher education and training, 2011. National Development Strategy III. Pretoria: Department of Higher Education and Training.

NSDS III goals, addresses the skills needs of the employer and consistently delivers results¹⁴.

The focus of this paper is to address the apparent lack of inspiration and innovation within TVET Colleges in South Africa, by addressing the objectives of this study.

2.2. Legislative and policy framework which limit the capacity of TVET colleges to be innovative

According to UNESCO (2014), the government influences TVET Colleges through many means. This influence is centralised via DHET. The primary responsibility of the government is to develop policy, norms and standards. This includes the development of a national curriculum, staff development, student and programme targeting, funding and updating policy implementation¹⁵. However, very little is done to accommodate the transitions made in TVET Colleges.

The Third National Skills Development Strategy (NSDSIII), has been identified as a policy framework that enables innovation within TVET colleges¹⁶. However, the NSDSIII is not a strategic plan. Skills development can be used, amongst others to, build a developmental state, and to view the skills system as part of that developmental state that would work closely with the private sector to use skills as part of a broader set of strategies to grow and transform the economy.

The NSDSIII TVET goals and objectives pose a particular challenge: reviewing National Certificate Vocational (NCV) and National Accredited Technical Education Diploma (NATED) programmes was not a skills branch remit, yet the TVET branch viewed NSDS as a skills branch strategy, leading to lack of ownership of TVET outputs

¹⁴ DHET, 2018. Department of Higher Education and Training: Republic of South Africa. [Online] Available at: <http://www.dhet.gov.za/SitePages/HRDPlanningNew.aspx> [Accessed 01 06 2018].

¹⁵ UNESCO, 2014. World TVET Database South Africa. [Online] Available at: https://unevoc.unesco.org/wtdb/worldtvetedatabase_zaf_en.pdf [Accessed 02 08 2018].

¹⁶ Mashongoane, T. 2018. Evaluation of the Third National Skills Development Strategy (NSDSIII): Findings on the Role of the Public TVET Colleges during the First Years of Implementation. 5th Annual Research Colloquium Proceedings Report. DHET: Pretoria. Page 25.

and outcomes, careers and youth¹⁷. There was no consensus on the focus of the TVET colleges, and occupational programmes (the main interest of the SETAs in the implementation of the Sector Skills Plans (SSPs)) were organised separately in the colleges and were not part of the mainstream provision. Many interventions in place to ensure effectiveness of TVET institutions, and these included a shift in SETA funding from private providers to public TVET institutions.

2.3. Academic and administrative challenges which limit the ability of TVET colleges to be innovative

According to Kahn (2017), there are a limited amount of TVET Colleges that are staffed by lecturers with appropriate teaching, technical skills and industry experience. The management of TVET Colleges are also not efficient. The merger of 152 small technical colleges into 50 TVET colleges in 2002, along with the demand to increase student numbers and to implement new curriculums, has placed a huge strain on their management structures, which have often proved unequal to the task¹⁸. Apart from the lack of suffice lecturers and mismanagement of tasks, TVET Colleges fail to provide career support which learners require¹⁹.

One of the ways that innovation is withheld, is due to the standard of teaching. In many cases, lecturers maybe qualified, however they lack experience in the field of study. This is considered disadvantage, as these lecturers need to educate learners on the work of work, and prepare them for the world of work.

One of the most important issues to address with regard to academics and management is the type of lecturers within the system of TVET Colleges. These lecturers can be referred to as lecturers whom practise internal locus of control and lecturers whom use external locus of control.

¹⁷ Ibid. Page 25

¹⁸ Kahn, T., 2017. Business Day. [Online]

Available at: <https://www.businesslive.co.za/bd/opinion/2017-03-08-why-sas-colleges-are-missing-all-the-marks/>

[Accessed 06 07 2018].

¹⁹ TVET Colleges South Africa, 2018. TVET Colleges South Africa. [Online]

Available at: <http://www.tvetcolleges.co.za/default.aspx>

[Accessed 11 10 2018].

2.4. The effect of curriculum design and related matters on the propensity of TVET colleges to be innovative specifically in the Safety and Security Sector.

The standard of skills at TVET Colleges is set based on a traditional curriculum. These curriculums are outdated and lack the labour needs of the economy, due to the lack of re-evaluation and innovation. Learners are often theoretically examined and lack the required needs for employment. The economy is underdeveloped due to the lack of skills supply²⁰.

Industry must set the standards and TVET intuitions must develop strong links with the industry. In order, to be able to offer skills that meet the standards of the industry²¹. Northlink College is a TVET College located in the Western Cape province of South Africa. This College has implemented a Centre of Specialisation in which to encourage industry and TVET Colleges to work together. This project was the initiative of the Department of Higher Education and Training. The aim of the project is to develop and implement 13 new trades. Northlink aims to strengthen their relationship with industry, and use this engagement to help guide their curriculum (Northlink College, 2016).

According to Janine Myburgh President of Chamber of Commerce and Industry, *“Business and industry need to ensure active partnerships in the Post School Sector for the development of skills. These partnerships include healthy relationships with the relevant SETAs, the Department of Higher Education and Training, and our TVET Colleges. By ensuring an integrated ecosystem, industry is of the opinion that this will contribute to the skills level of the country as a whole,”*. (Northlink College, 2016)

There is currently a low presence of the Safety and Security Sector Education and Training Authority courses and public TVET Colleges in South Africa. This suggests that there is currently a mismatch between the skills reported by the SASSETA and the courses offered by TVET Colleges. The Colleges with SASSETA Courses lack the instrument of growth within the curriculum, within TVET Colleges.

²⁰ Ibid. n.p

²¹ TVET Journals, 2018. TVET Journals. [Online] Available at: <https://www.tvetjournal.com/> [Accessed 16 07 2018].

2.5. Challenges of interface between TVET colleges and stakeholders which decrease the capacity of these institutions to be innovative.

According to Reddy (2017), there is a lack of engagement between stakeholders in the sectors and industry. A large proportion of the TVET College graduates who do find jobs are not working in industry, but in finance or the government²². According to Kahn (2017), the apparent lack of communication can be seen in the repercussions for industry and society. Chinese construction company CBMI Construction, for example, recently imported welders from China, invoking the ire of COSATU, which organised a march on Cape Town's docks. TVET Colleges fail to produce enough technicians and artisans. According to the Skills Development Plan (2018), hard to fill vacancies include technicians, security and artisans due to the lack of skills, knowledge and experience²³.

Inspiration and innovation refers to the gaps in the employment market which are referred to as hard to fill. Innovation can be maintained by means of engagement. The Department of Higher Education and Training, has always encouraged the development of TVET Colleges. For example, the Centre of Specialisation at Northlink TVET College is a DHET initiative, which encourages the development of new trade and partnerships with stakeholders (Northlink College, 2016).

2.6. Summary

Industry must set the standards and TVET intuitions must develop strong links with the industry. In order, to be able to offer skills that meet the standards of the industry. Overall, Section two highlighted the context of the general body of scientific knowledge that was elicited by this study. The literature review thus conveyed related information that formed the foundation on which the study was based in terms of the scope of the

²² Kahn, T., 2017. Business Day. [Online]
Available at: <https://www.businesslive.co.za/bd/opinion/2017-03-08-why-sas-colleges-are-missing-all-the-marks/>
[Accessed 06 07 2018].

²³ SASSETA, 2018. Sassetta. [Online]
Available at: <http://www.sassetta.org.za/index.php?page=about>
[Accessed 26 06 2018].

problem under investigation, the research questions, the study objectives and the justification for this study. The following section provides an extensive research methodology, in terms of the scope of the problem under investigation.

3. RESEARCH METHODOLOGY

3.1. Research Design

A research design is a master plan that the researcher employs to illuminate how the study was conducted. According to Yin (2003) the research design is used to plan the structure of the research and how it will be executed. It is also used to maximize the validity of the findings. Central to this study is the policing of cybercrimes using the public policing model. To gain insight into innovation within TVET colleges, the researcher explored the current extent of innovation within TVET colleges in South Africa, hence this study employed a phenomenological design that is descriptive in nature.

3.1.1. Descriptive Research

This research project employs elements of the descriptive research design, as stakeholders who are involved in enabling innovation in TVET colleges. Their knowledge on the phenomenon will inform their perceptions and viewpoints on inspiring innovation in TVET colleges, this is described extensively in this research. Descriptive research is an attempt to describe a phenomenon, using a more extensive examination of the phenomenon and its meaning, to illicit a more comprehensive description²⁴.

Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, “descriptive research may be characterised as simply the attempt to determine, describe or identify what is, rather than establishing why it is that way or how it came to be”²⁵.

3.2. Research Approach

A research approach is a strategy of enquiry that informs the research design and data collection²⁶. Qualitative research approach was developed to allow researchers to

²⁴ Bayens, G. and Roberson, C. 2011. Criminal justice research methods. Boca Raton, FL: CRC Press. Page 28.

²⁵ Ibid. page 29.

²⁶ Myers, M. D. 2009. Qualitative Research in Business & Management. Sage: London. Page 301.

study social and cultural phenomena within social science²⁷. According to Domegan and Fleming (2007: 24), “Qualitative research aims to explore and to discover issues about the problem on hand, because very little is known about the problem. There is usually uncertainty about dimensions and characteristics of problem. It uses ‘soft’ data and gets ‘rich’ data”²⁸. Data sources for this approach includes participant observation, interviews and questionnaires, documents and texts, and the researcher’s impressions and reactions²⁸.

The advantages of the qualitative research approach are that it allows for the rich understanding of the meaning that the participants give to the study, by looking into their lived experiences. It allows for the generation of knowledge that is not anticipated by the researcher to create new grounded theories and develop causal explanations²⁹. However, the disadvantages of this approach are that researcher bias can easily enter the data collection. Some participants may not be all be equally credible, and it takes time to build trust with participants that will lead to honest and self-representation of the participants, this disadvantage is greater when the study involves short term observation periods³⁰.

In this study the qualitative research approach was adopted. The key purpose of this study was to describe whether TVET colleges are enabling and inspiring innovation in their institutions, using the participants` viewpoints. The qualitative research approach assisted the researcher focus on describing the different contributions these participants have towards inspiring and enabling innovation within TVET colleges. Qualitative methods yield more in-depth understanding of factors that is difficult to achieve with quantitative methods³¹.

²⁷ Ibid. page 301.

²⁸ Creswell, J.W. 2007. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. London: SAGE Publications.

²⁹ Maxwel, J. A. 1998. *Qualitative Research Design: An Interactive Approach*. SAGE: George.

³⁰ Lincoln, Y. S. & Guba, E. G. 1985. *Naturalistic inquiry*. Beverly Hills: Sage.

³¹ Dlamini, S. 2017. *A criminological exploration of community policing forums in Durban, South Africa: a study based on Glenwood Suburb and Cato Manor Township*. Doctor of Philosophy. University of KwaZulu-Natal, Durban. Available from: researchspace.ukzn.ac.za/handle/10413/15603 [Accessed 2018/03/04].

3.3. Sampling

The sampling method that will be implemented for this study is convenience sampling. Convenience sampling is a non-probability sampling method, whereby the same is taken from a group of people which are easy to contact. According to Saunders (2012), there no other criteria to the sampling method except that people be available and willing to participate. The interviews will be conducted in Gauteng, and conclude with a total of 5 participants. In-depth interviews will also be held at SASSETA, and consisting of 4 participants and 1 In-depth interview will be conducted at JET Education Services.

3.3.1. Sampling strategy

Table 1: Sampling

Interviews			
No of participants	Designation	Place of work	Province
In-depth Interviews			
4	Learning Program Employees	SASSETA	Gauteng
1	Industry Specialists	JET Education Services	Gauteng

3.4. Method of Data Collection

The study required the participants to be able to express their views and perceptions freely, therefore the study made use of interviews to collect data. Interviews are a method of gathering information through oral transformation using an interview schedule³². Shneiderman and Plaisant (2005: 314) highlight that using interviews has the following advantages:

³² Shneiderman, S. B., &Plaisant, C. 2005. Designing the user interface 4 th edition. ed: Pearson Addison Wesley, USA.

- They allow for the obtaining of detailed information.
- Direct contact with the participants leads to specific and constructive suggestions.
- Interviews require a small number of participants to gather rich and detailed data.

Semi-structured interviews use methods from both the structured and unstructured interviews. It allows the researcher to be consistent with the participants, the researcher uses a set of pre-planned questions and as the interview progresses participants can elaborate or provide more relevant information³³.

The study made use of a *semi-structured* interview schedule as it allowed the researcher to use an interview schedule that is pre-planned, and it also allowed for elaborate discussions between the participants and the researcher. The interviews were in-depth and done on a one on one this was done to illicit detailed information. The interviews of the SASSETA employees and JET Education Services participants were audio recorded with the consent of the participants and later transcribed. Data that was gathered from the interviews was then compared to secondary data that was gathered from journals, books, newspaper articles and official websites.

3.5. Data Analysis

A thematic analysis was used to analyse narrative data by breaking down text into small units of themes to analyse the data. According to Ayres (2007b) thematic analysis is suitable for responding to questions such as: "What concerns you about an event? Or the reason why they use a certain procedure. Thematic analysis is more flexible and provides a rich and detailed account of data".

This study employed thematic analysis. Each participant's interview was listened to repeatedly to ensure the researchers familiarisation with the content. Common ideas and shared information was examined. To gather rich and detailed information a

³³ Preece, J., Rogers, Y. & Sharp, H. 2002. Interaction design: beyond human-computer interaction. J. Wiley & Sons: California.

thematic analysis was conducted. Similar ideas and patterns were codified, contradictory themes were also marked and examined according to the objectives of the study. Themes were compared considering the information gathered in the literature review, irrelevant themes were then discarded. Each theme was analysed accordingly, and the findings were recorded.

3.6. Limitations and Challenges

When conducting research challenges and limitations are said to arise. The way the researcher mediates these challenges and limitations needs to be accurate and concise without compromising the validity or reliability of the study. The objectives of the study also need to be achieved concurrently. Some of the challenges experienced by the researcher were during the data collection process.

Obtaining a gatekeeper's letter from TVET colleges was difficult. The approval process was prolonged as the institutions' communication with the researcher was miscommunicated. Due to the miscommunication between the various units that were entrusted to review and approve the research. Several SASSETA employees were unaware of what inspiring innovation with TVET colleges meant in the context of the research project. Their answers were based on their experience working with TVET college placements. The researcher had to debrief and clearly explain what inspiring and enabling innovation within TVET colleges is. Then once their awareness was heightened this probed adequate discussion surrounding the phenomenon of innovation in TVET colleges. Some of the potential participants showed no interest and refused to participate due to their workloads.

3.7. Rigour in Qualitative Research Approach: Ensuring Trustworthiness

Trustworthiness is used to ensure that the research has true value, applicability, neutrality and consistency of qualitative research. The concepts of validity and reliability can be addressed using trustworthiness in qualitative research. This study ensured trustworthiness by following the following elements that ensure trustworthiness. Methodological and data collection methods were adhered to make

sure that the study follows trustworthiness. The following aspects need to be adhered to:

3.7.1 Credibility

Credibility is a concept that is equivalent to internal validity, internal validity is when the researcher seeks to ensure, that the study measures or tests what intends to test³⁴. Lincoln and Guba (1985) cited in Dlamini (2017) argue that credibility is the most important element when ensuring the trustworthiness of a study.

3.7.2 Transferability

“External validity is concerned with the extent to which the findings of one study can be applied to other situations”³⁵. Hence when ensuring validity, it is important to show that the results of a study can be applied to the greater population. This is difficult regarding qualitative research as it makes use of smaller populations. To ensure external validity in qualitative research transferability is used.

3.7.3 Dependability

Dependability is used to ensure reliability in a qualitative study. If the same method and techniques were used, with the same participants the results that would be obtained should be the same. Dependability may be achieved using overlapping methods³⁶.

3.7.4 Confirmability

According to Dlamini (2017) “The concept of confirmability is the qualitative investigator’s comparable concern to objectivity”. It is difficult to ensure objectivity in

³⁴ Shenton, A. K. 2002. The characteristics and development of young people’s information universes. PhD Thesis, Northumbria University.

³⁵ Dlamini, S. 2017. A criminological exploration of community policing forums in Durban, South Africa: a study based on Glenwood Suburb and Cato Manor Township. Doctor of Philosophy. University of KwaZulu-Natal, Durban. Available from: researchspace.ukzn.ac.za/handle/10413/15603 [Accessed 2018/03/04].

³⁶ Lincoln, Y. S. & Guba, E. G. 1985. Naturalistic inquiry. Beverly Hills: Sage.

qualitative research as tests, interviews and questionnaires are designed by humans therefore the intrusion of researcher bias cannot be eliminated³⁷. To regulate this the researcher needs to ensure that the findings are informed by the views and opinions of the participants and not the preferences of the researcher. Hence triangulation is important in promoting confirmability.

3.8. Informed Consent

After research is approved by all the necessary bodies it is essential that the researcher acquires the informed consent of the participants. According to Bless (2006) "informed consent provides participants with sufficiently detailed information on the study so that they can make an informed, voluntary and rational decision to participate in the research". Informed consent should include the following:

- A detailed explanation for the study.
- The expected duration of the study.
- Procedures to be followed by the researcher.
- The right of the participants to withdraw at any time.
- Whom to contact for further information.

Confidentiality and anonymity of participants was assured by informing the participants that information that they had provided during the interviews could not be traced back to them. This was insured using Pseudonyms instead of their original names in the presentation and discussion of data report. Participants were assured that audio recording would be stored safely for a period of five years then destroyed.

3.9. Ethical Considerations

Research ethics are a diverse set of values, norms and institutional regulations that constitute and regulate scientific activity, these ethics can be used to conduct good

³⁷ Shenton, A. K. 2002. The characteristics and development of young people's information universes. PhD Thesis, Northumbria University.

research practices³⁸. Hence, it is important for any research project to undergo ethical evaluation. This is to ensure that the research meets good ethical standards, these standards are mediated to ensure that the researcher is able to balance “supporting freedom of scientific enquiry” or the “protection of welfare of participants”³⁹.

In order to maintain ethical standards, all participants will remain anonymous and will be free to express their opinion to the best of their ability. The data collection recording and transcription, will take place once, the participant has signed a consent form granting the researcher permission to use the data. The data collected from participants will be kept in a safe environment, thereafter destroyed.

3.10. Summary

An overview of the methodology that was employed in this study was provided in this chapter. The research approach was extensively discussed by the chapter. It further provided a detailed overview of ethical considerations and the limitations of the study. Despite the relatively small sample size in this research, the study still serves as a beacon of hope in inspiring and enabling innovation within TVET colleges. The study cannot be generalized onto the larger population of South Africa, but it could serve as a point of departure in addressing the use of cooperative policing strategies that inspire innovation within TVET colleges. The next section will present and discuss the findings of this research project.

³⁸ Dlamini, S. 2017. A criminological exploration of community policing forums in Durban, South Africa: a study based on Glenwood Suburb and Cato Manor Township. Doctor of Philosophy. University of KwaZulu-Natal, Durban. Available from: researchspace.ukzn.ac.za/handle/10413/15603 [Accessed 2018/03/04].

³⁹ Bless, F. 2006. Ethical Issues in Conducting Research. SAGE: New York. Available from: https://www.sagepub.com/sites/default/files/upm-binaries/26094_3.pdf [Accessed 2018/06/07].

4. PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1. Introduction

This section presents the data collected by the researcher from the selected participants. The primary findings of this study were presented and analysed using a thematic analysis. The participants of this study are the primary source to this study and they are composed of the following stakeholders; learning programmes employees from SASSETA and industry specialists. Ten participant responses were analysed to explore their attitudes, experiences, views, opinions and perceptions on inspiring and enabling innovation within TVET colleges. This was done with the intention of addressing the problem statement, the research questions and the aims, as well as the objectives of the study.

The participant responses are numerically presented in the following manner; four participants (four employees from SASSETA Learning Programmes department) are referred to as IDIP 1-4, one participant (1 industry specialists [JET Education Services]).

4.2. Data analysis: Thematic analysis method

Thematic analysis method is the identification themes that form part of categories used for the analysis of data⁴⁰. This method occurs through six coding phases used to identify meaningful patterns within data. The findings and discussion presented below address questions provided in the interview schedule. The findings are presented and clustered in terms of the aims and objectives of the study, as outlined in section one. It is worth noting at this stage that responses provided by the participants may overlap in some instances. Hence, data presentation will be outlined and clustered to capture the themes identified in this study. That been said, four themes that have been identified namely:

⁴⁰ Creswell, J.W. 2007. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. London: SAGE Publications.

- Innovation in TVET colleges,
- Factors that hinder innovation,
- Strategic partnerships between SASSETA and TVET colleges, and
- Challenges facing TVET colleges.

4.3. Presentation of the findings

The questions (in italics in this section) presented below were posed during the In-Depth Interviews (IDIs). The responses (italics and inverted commas in this section) and are presented as for example 'IDIP-1' (In-Depth Interview Participant), as stated previously. The selected participant responses were recorded by the researcher. Furthermore, the researcher also took notes of participant responses.

All interviews were conducted in English. Participant Responses were transcribed in English and reported in verbatim here. It is important for reader that the language provided in participant responses was not edited, in the interest of the authenticity of data. Reader should also note, the four interview groups will be referred to as lecturers, administrative staff, SASSETA and industry specialists in some instances, to aid the ease of reading for the reader.

4.3.1. Innovation in TVET colleges

In this specific section of presentation of the findings, analysis and interpretation the following questions (in italics) were asked by the researcher:

- *Do you think that TVET colleges are innovative in responding to scarce and critical skills needs of industry?*
- *Do you think TVET colleges are able and inspired to be innovative in their programme offering?*
- *How can TVET colleges be empowered to be innovative?*

The below findings and responses are based on SASSETA learning programmes employees. The participants from the SASSETA made a clear indication that TVET

colleges are inadequately responding to scarce and critical skills. The following are the responses quoted verbatim:

“From my interaction with TVET colleges I do not think they are innovative. Firstly, they are not familiar with the Seta process and what the Seta landscape is or what is the mandatory function of the Seta. That creates a gap because it hinders innovation, as they need to collaborate with universities in order for them to see how effective and innovative they can be in terms of providing their qualifications. That lack of collaborations with universities creates that gap.” IDIP-1

When asked ‘Do you think TVET colleges are able and inspired to be innovative in their programme offering?’ JET Education services also indicated that TVET colleges are not innovative.

“Largely NO. In the TVET sector there is a stigma attached to it that is it only for those who failed, only for those who don’t qualify to go to Universities and Universities of Technologies and also the lack of resources provided to TVET colleges by government does not allow that process to unfold as it has to be.” IDIP-5

SASSETA employees also expressed that TVET colleges are responding to scarce and critical skills through skills development.

“Yes they are responding to the scarce and critical skills need because they are offering people a chance to develop skills they need for employment. That is where they learn to be in a workplace.” IDIP-2

“I am currently working with TVET college placement only and I do not know of any problems with the TVET colleges.” IDIP-3

“They are moving with times as they have now adopted the use of adding internships on to their programmes.” IDIP-4

JET services also expressed that in order for TVET colleges to be innovative they need to receive adequate funding.

“Well the first thing they need to give them adequate funding. Even if you go to some TVET colleges their infrastructure is not in a good condition so how will students be able to think creatively. The environment is not conducive enough to allow creative thinking. As a researcher you work under pressure with tight deadline and not even time to think creatively. But if you have that time to think creatively or think in time, you will see that difference because you are able to go back and think clearly and apply

your mind and think critically. I'm still yet to see a TVET college that I can say people are able to think creatively and do creative stuff." IDIP-5.

4.3.2. Factors hindering innovation in TVET colleges

The participants were asked the following questions, to gain insight into their understanding and perception of the factors hindering innovation in TVET colleges:

- *Which factors contribute towards the lack of innovation in TVET colleges? (Probe for factors such as legislation, policy, funding, skills, administrative skills or governance)*

SASSETA employees indicated that legislation and policy are one of the factors that hinder innovation in TVET colleges. However, the participants further indicated the challenges of communication and awareness about the interactions between SASSETA and TVET colleges.

"Legislative factors contribute more towards the lack of innovation because each and every public sector entity it is promulgated a certain Act and we tend to focus on the Act as compared to going an extra mile. Looking into Acts that govern higher education and training will assist addressing the lack of innovation. The creation of inter-departmental committees will assist address this. We have the NSDSIII and not enough departments that are monitoring and evaluation the impact of these policies. Public entities that fall within DHET should ensure that clear collaborations occur between TVET colleges and also closely look at monitoring the skills that they provide. You must also remember that skills development is not only about these three bodies working together but there is a fourth revolution which is technology. TVET colleges are far behind in technological advancement, a number of their courses could be provided and monitored online. Simple thing TVET colleges still use a manual application system, online systems are effective and efficient, and are able to reach more students. Also a lack of career guidance at TVET colleges, people are not well equipped with knowledge on what TVET colleges are offering." IDIP-1

“So far I am not aware, as we communicate with learners via their mentors. When they need any assistance they call SASSETA and are assisted by the relevant person responsible for TVET college relations.” IDIP-2

“It is mainly communication and funding. You find that employees will not have a budget to send people for trainings. In terms of communication they tend to respond late, or we have to do a follow up on them on a daily basis. They also do not assess whether employers have the capacity to host learners.” IDIP-3

“For me, most colleges do not tell learners about the SETAs. More information is needed so that learners will get assistance. The problem we are not dealing with skills development but work integration for people who already know about the SETAs. The TVET colleges do not know about SETAs” IDIP-4

JET Education Services indicated that the critical factor that hinders innovation at TVET colleges is governance. The following was stated by participants from JET:

“For me this whole thing will start with governance. One, the governance is not adequate, creative thinking and innovation will not prevail in that particular space. So if the governance of TVETs are fixed and when I say fixed, I mean in such a way that the appointment of TVET principals and the management team should meet the academic requirements and have some sort of practical experience in order for one to think innovatively. If you want to inspire innovation in an environment, as a leader you have to be the one to take the first step. I would just give you a brief example when I joined Jet, they were using outlook but few months down the line we changed to google so everyone can work and if I can lose my laptop today and when I logon into my google account I can find every single thing that was there. I am able to work collaboratively with anyone else in the world on a real time bases, when that person types their work, I can also see it. But that came from the CEO leadership because he knew that what had to change and the people are resistance but today everyone like it because it makes life easy for them. So in the colleges as well, if the leaders seek to instil innovation and creative thinking that will then allow the learner to take advantage of the programmes and resources to be innovative. My main issue here would be leadership and governance but legislative and policy, I don't know of anything that would hinder and inspire programmes that would be innovative. Academic consideration like I said there is a stigma that TVET colleges is for those

who fail and those who do not qualify to go to universities. One of the things we have realised in the study we did is that TVET lecturers are not adequately trained to teach. One, is that most of them lack practical experience and there is no CPD points unlike in the teaching fraternity where a teacher over a certain period they have to acquire to be relevant to what the curriculum gives them. Outside of that there is no thinking outside the box. So that would be my second layer of what is hindering.” IDIP-5.

4.3.3. Strategic partnerships between SASSETA and TVET colleges

To understand the relationship between the safety and security sector and TVET colleges, the participants were asked the following question:

- *Which safety and security related programmes are offered by TVET colleges? (Which institutions are offering them, what is your take on the quality of the programs offered, employability of learners whom are completed, the impact of the interventions which exist)*
- *How can TVET colleges assist to close the skills gap in the Safety and Security Sector?*

SASSETA employees indicated that general security practices and paralegal are the safety security related programmes offered by TVET colleges.

“There is only two that I am aware of, it is the general security practices and the paralegal. A couple of TVET colleges have been accredited to provide these programmes. Having said that, we are in the process of accrediting electronic security with five TVET colleges, which is an ongoing process that we are hoping will be finalised by the end of 2019/20, as this course is one of the scarce and critical skills that is needed out there. This will be helpful in opening a lot of opportunities for the youth of South Africa. I know of ten TVET colleges that are offering general security practices and paralegal. Regarding the quality of TVET college programmes, I have not assessed those programmes. What I do know is regards to the artisan programme that we did with the Umfolozi TVET, learners have been trade tested and have received their trade certificates which means the quality of training is good. At the end of the day we are achieving the objective of qualifying learners. Regarding the

employability, we had previously added a clause on our discretionary grant with the successful applicants need to enrol 30% OF the learners that have been enrolled with them. However, this has posed a challenge as employers are not willing to absorb that high percentage. They have also put forward they will be contravening the Labour Relations Act as positions need to be advertised and unemployed youth cannot be absorbed with the proper procedures being followed. But we have achieved those targets only under the security general qualification, we struggled to have learners absorbed in other qualifications. It is difficult for employers as they have to work with their budget for them to be able to absorb learner permanently. On the impact of these interventions, the unemployment rate is very high that makes a negative impact in terms of us training learners and you find that at the end of the day they are not employed. Skills development should enhance the employability of learners and opportunities for them. This creates a difficulty as a SETA as there is no impact on the leaners we have trained if they are unemployed.” IDIP-1

“They offer paralegal and I am not sure of the programmes. The quality of the programme is good, but you need to remember that government awards a large number of learner’s qualifications, as a result a large number of learners do not get recruited into employment. I am not a 100% sure because sometimes you find that they send resignation letters saying learners have been offered employment. If I can estimate about 30% being employed. Regarding the impact, it is a positive impact as TVET college programmes provide skills needed in the workplace.” IDIP-2

“I know of Safety in society which is something that is similar to policing. They also train first aid. A number of colleges offer these courses nationally across in South Africa. They offer good quality programmes, when learners a placed they are able to grasp their duties at work. It is very difficult for learners to be employed and very less in government but you see a bit more absorptions among private companies.” IDIP-3

“I am not aware of any, but I know of safety in society which we partner with SAPS for work integration. They have knowledge and just lack practice skills. It also depends on which province the learners are situated some provinces lack resources to provide adequate programmes. I know of only 10% of learners are absorbed by employers. These interventions are positives as more work experiential programmes are provided.” IDIP-4

When asked, how can TVET colleges assist to close the skills gap in the Safety and Security Sector? JET participants indicated the following:

“This CSTO project that we are busy with is one of the programmes that would assist and why I am saying that is because you have got the SETAs, you’ve got TVET that are working together. So the idea is that all colleges must be assigned to a SETA. The colleges produce and the SETAs are working on the skills and they have some sort of interactions with employers plus they are responsible for the skills in their sector. What we are doing now is bringing in all stakeholders and we are establishing something that is called the CSTO dash board. Coordinating SETAs TVET Colleges. We are developing that dash board and in that dash board, we are going to invite government, all TVET colleges, all SETAs, employers and going to involve the centres of excellence. We then have a platform where TVETs are able to interact with employers on what are the skills that they need and employers are able to go to TVET colleges and offer programmes for what they want. For instance, first years they are going to fund 20 learners who are going to do this programme and once they are done we are doing to absorb them. We also have a functionality were the SETAs will be the link between employers and TVET colleges. Currently SETAs work in isolation, TVET colleges are working in isolation and employers out there are saying South African institutions are not producing the skills set that we need as the labour market. Therefore, we are trying to bring these stakeholders all together and you have lecturers which is something important that I mentioned. Lecturers that are going into the practical learning and teaching with the employers so when they teach they have practical experience. Majority of these teachers only have theory, there is no programme specifically for TVET lecturers but there are generic courses, when you branch there. I only know about two institutions that are providing TVETs education training. The idea here is to get all the stakeholders in one room. The idea is to have talk shows, initially have an interactive visual system that will provide data and what’s needed out there on a normal basis. We have a prototype and have every stakeholder in the room, get ideas before we can try fit it in the system. That is basically I think should happen, collaborative efforts. We do have skills in South Africa, we do have capable people who can do things, the only challenge is training them and training them for what.” IDIP-5

4.3.4. Challenges facing TVET colleges

To ascertain the challenges facing TVET colleges, the following questions were asked of the SASSETA participants:

- *What are the challenges faced by TVET colleges?*
- *What is your view on “Engagement with stakeholders”?*
- *What is your view on “Building sustainable working relations with industry”?*

SASSETA employees expressed that communication is one of the greatest challenge facing their interactions and relations with TVET colleges.

“Look, most of them are complaining that they are not getting contracts or they are not getting extra work from other sources in order for them to be able to employ the learners. TVET colleges are governed by the Public TVET Colleges Act, and I am not sure when last was that Act amended or reviewed to see how we can enhance or have a better collaboration between the TVET colleges and stakeholder industries. Employers want to have relationships that would be longer and that will add value into the workplace. However, without those TVET college and employer partnerships there is no way we can succeed in what we want to achieve and strengthen those partnerships and ensure that there is a proper flow from learners from TVETs into the workplace. Beyond that there should be a portion of entrepreneurship that is included into each and every field of study. In order for learners to be able to establish their own businesses if they are not absorbed by the employers. TVET colleges need to collaborate with independent development cooperation, Department of Trade and Industry, they need to engage the CIPC, SARS so that at TVET college level people can be trained about the importance of this thing. Over and above they should include business management as part of training. If those collaborations are strengthened and streamlined, then we can succeed in decreasing unemployment. For communications I recommend that they market TVET colleges more, they programmes should be more visible and they should do away with using only brochures. They can use social media platforms and the internet to reach more people.” IDIP-1

“The first challenge is the submission of the documents to SASSETA, they are not in order. They are not following the DG-form properly as training providers. They should make submissions on time. On our side, we are sometimes at fault as we do not pay on time as it put strains on learners.” IDIP-2

“Mainly communication and the late submission of documents. They should really train their supervisors who are dealing with the learners.” IDIP-3

“It is only that some learners that they need, you find learners being misplaced and that they are doing qualifications they are not passionate about. The understanding of the work of the SETAs need to be clarified so they understand how they can work together with SETAs and employers.” IDIP-4

JET services also indicated that TVET colleges lack interaction and participation skills, this enhances the challenge of innovation within TVET colleges.

“I am not saying English is a measure of excellence but the learners there compared to university graduates they have something lacking and we need to fill that gap and give them a fair chance. We were talking about simple things, values. So even interactions and participations it was not there. I went there as a student myself and I’ve been studying my entire life so they can be open unlike sending an old person whom they won’t be able to relate with. Even so there was little participation from them. So I had to force them by saying ill give them a prize so they can participate and I said “look, we can all understand indigenous languages so you can speak in your language in these sessions”. But if I go to universities and interact with students like Enactus, the interaction there are inspiring so that is why the government should stop talking and start putting resources in that sector (TVETs).” IDIP-5

4.4. Discussion of the Findings

4.4.1. Introduction

The researcher’s interpretation and discussion on the data collected from the participants during the IDIs and KIIs will be presented in this section. According to Mouton (2011; cited in Dlamini, 2017: 261) “Interpretation means relating the researcher’s results and findings to existing literature and research studies and showing whether these are supported or contradicted by the interpretation”. Hence, in

this study data was interpreted with the aim of uncovering the lack of or limited inspiration to innovate within TVET colleges in South Africa.

4.4.2. Interpretation of Themes

Four themes were identified by the researcher during the analysis of the research data. Section (five) has structured the themes as sections. This study aims to explore the policing of cybercrime in Durban. Therefore, this section discussed and interpreted the participant responses bellow.

4.4.2.1. *Innovation in TVET colleges*

Understanding the nature and extent of innovation in TVET colleges is important, as it provides a basis for the implementation of strategies that will inspire and enable innovation within TVET colleges. Hence, the researcher found it informative to ascertain the participant's responses on innovation in TVET colleges. The participants provided a clear indication that TVET colleges are not innovatively responding to the scarce and critical skill needs of industry. Furthermore, the participants indicated that TVET colleges are not familiar with the mandate and processes of SETAs. This creates a gap because it hinders innovation. Moreover, TVET colleges expected to collaborate with other post-school educational institutions such as universities in order to determine their effective in skills development and to enhance innovation in designing curriculum for their programmes and matters related thereto.

In addition, participants indicated that the perception and stigma that is attached to TVET colleges does not enhance innovation. It goes against the goals and objectives of the NSDSIII in ensuring that TVET colleges become institutions of choice. As participants expressed that the general perception is that TVET colleges are for learners who have not made it into university or those who have failed. Furthermore, TVET colleges are inadequately funded and do not have the necessary infrastructure to incubate learner creativity in order to enable innovation.

In contrast, some of the participants indicated that TVET colleges are responding innovatively to scarce and critical skills as they are providing an opportunity for their

students to develop skills that would latter enhance their employability and/or chances of being self-employed. Nonetheless, the same category of participants also indicated that their knowledge on matters around TVET colleges is limited because their exposure to the colleges is primarily in relation to TVET student placements.

4.4.2.2. Factors hindering innovation in TVET colleges

The factors that hinder innovation in TVET colleges have various interpretations, which depend highly on relevant legislative and policy frameworks. Hence, the SASSETA respondents indicated legislative factors contribute more towards the lack of innovation because each and every public sector entity it is promulgated through prescriptive legislation and policy. The White Paper provides a framework for post-school education and training. It sets out a vision for TVET colleges that are affordable, efficient and accessible. It is envisaged that this policy document will allow for the transfer of skills from schooling into the workplace. One could argue that the White Paper inadequately addresses how this vision is to be achieved by the year 2030, as it lacks an implementation plan.

The White Paper and the National Development Plan together with the National Skills Development Act 97 of 1998 take into cognisance that realising economic growth and improving the livelihoods of South Africans will involve the refinement of the higher education and training sector, and that this can only be feasible through the inter-sectoral collaboration between various stakeholders in government and private institutions. This form of partnership will also ensure that the higher education and training sector is cultivated through informed labour market dynamics, constant engagement and expertise from various stakeholders.

Hence, assessing the impact of legislation and policies that govern higher education and training will assist addressing the lack of innovation. The creation of inter-departmental committees will overlook this process will assist in enabling innovation in TVET colleges. As expressed by the SASSETA employees that not enough departments that are monitoring and evaluation the impact of these policies. Public entities that fall within DHET should ensure that clear collaborations occur between

TVET colleges are encouraged to also closely look at monitoring the skills that they provide.

Furthermore, TVET colleges need to be assigned to SETA's as indicated by participants. There is a creation of a dashboard between TVET colleges, SETA's and employers, this will allow for dialogue and interaction. Currently, participants highlighted that all stakeholders currently work in isolation. Partnerships are essential in enhancing lecture specific programmes that are recommended by employers.

4.4.2.3. Strategic partnerships between SASSETA and TVET colleges

The creation of a strategic partnership between SASSETA and TVET colleges is essential. Hence, the participants indicated that a number of TVET colleges are offering safety and security courses nationally. Such as; General Security Practices, Paralegal, Safety in Society and SASSETA is in the process of accrediting Electronic Security, as it is a great need in terms of scarce and critical skills in the sector. One of the respondents also had a view regarding measures to enhance the employability of the placed TVET students. Hence, SASSETA has added a clause in the SASSETA Discretionary Grant policy, stating that the successful applicants must employ 30% of the learners placed through the TVET college placement programme. However, this matter has posed a challenge as employers are not willing to absorb the somewhat high percentage of learners. They have also put forward that they will be contravening the Labour Relations Act as positions need to be advertised and unemployed youth cannot be absorbed without following recruitment proper procedures.

On the impact of these interventions, the unemployment rate in South Africa remains very high. This state of affairs has a negative impact in terms of SASSETA training learners, but they remain unemployed after undergoing practical training from the TVET college placements. The general expectation is that skills development should enhance the employability of learners. However, the fact that the TVET placements does not necessarily result in an increase in employment opportunities.

4.4.2.4. Challenges facing TVET colleges

SASSETA respondents indicated that the most common challenge facing TVET colleges is communication. The respondents highlighted two ways of communication, which is between TVET colleges and the SETA, as well as between the colleges and the learners. Firstly, employers want to have relationships that would be longer and that will add value into the workplace. However, without those TVET college and employer partnerships there is no way we can succeed in achieving and strengthen those partnerships and ensure that there is a proper flow of learners from colleges into the workplace. In addition, SASSETA employees indicated that there is a great amount of miscommunication between Employers, TVET colleges and learners. Due to; the submission of incomplete documents to the SETA, late submission of Discretionary Grant forms and the misplacement of learners as the relationship between the SASSETA, employers, colleges and learners is not adequately regulated.

Furthermore, if the aforementioned collaborations are strengthened and streamlined, then decreasing unemployment may be achieved. For communications with learners, the participants indicated that the marketing of TVET colleges should be strengthened. Their programmes should be more visible and they should do away with using only brochures and can use social media platforms and the internet to reach more learners.

4.5. Summary

The collected data was analysed, and the findings were categorised in relation to the objectives of this study. Rich data was elicited through the open-ended IDIs, guided by the posed questions to the selected participants, drawn from the designed Interview Schedule Guide. Based on the findings, the most important lesson learnt regarding innovation in TVET colleges, the standard of skills at colleges is set based on a traditional curriculum. These curriculums are outdated and lack the labour needs of the economy, due to the lack of re-evaluation and innovation. Learners are often theoretically examined and lack the required needs for employment. The next section will present the conclusion to and the recommendations based on this study.

5. RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

This section presents the recommendations and conclusion based on this study by focusing on the categorisation and verification of the study the objectives. Recommendations pertaining to the study objectives are offered, followed by suggestions for future research. These suggestions stemmed from the findings of this study. It is suggested that cognisance be taken of these findings by the SASSETA employees, TVET colleges and employers in South Africa and elsewhere.

5.2. Recommendations

Although a quantitative investigation was not conducted, the qualitative findings of this study suggest that TVET colleges are not adequately addressing innovation. Therefore, the researcher strongly suggests that the problematic areas be corrected. The following strategies that could be employed by the relevant stakeholders are suggested:

The following are quite repetitive and should be stated briefly and to the point. Note that each aspect has already been addressed repetitively earlier, so expanded discussion is tedious and superfluous.

5.2.1. Strengthen strategic partnerships between TVET colleges, Employers and the SETA

The researcher found that there was a lack of collaboration between TVET colleges, employers and the SETA. The increase in strengthening these partnerships will contribute towards the innovation at colleges. This will increase the production of employable young people with high quality occupational and vocational education and training skills. Furthermore, will align the DHET strategy that is to continue to grow the system so that TVET colleges become institutions of choice.

In addition, there is an overwhelming appreciation of the need for an all-inclusive partnerships-approach to TVET colleges and skills development. This general lack of

dynamic and sustained linkages and collaborative partnerships represents the most critical difficulty to colleges performing their strategically-mandated role and responsibilities as agents for economic growth and skills development. SETAs need to facilitate such collaborative partnerships by identifying employers and encouraging industry stakeholders to participate in the enabling and inspiring of innovation within TVET colleges.

5.2.2. Developing effective Communication Strategies

Communication is key factor in enabling innovation within TVET colleges. The TVET college visibility and engagement with employers and learners needs to be addressed. The use of more innovative communication tools will increase the visibility of colleges and contribute to them becoming institutions of choice.

Through public-private strategic partnership, innovation in TVET colleges will reach effective outputs. Therefore, it is essential to evaluate existing laws and conventions, private sector industry standards and, most importantly, encourage dialogue and cooperation on practical ways of dealing with inadequate communication between stakeholders. It is acknowledged, of course, that transparency and accountability are also essential in solving challenges of communication. However, the first step is achieving agreement on the fundamentals components of communication, the researcher recommends the following actions:

- Increase the 'familiarity' of the SETAs on part of TVET college management, employers and learners.
- Creation of more issue-driven engagement between TVET colleges, employers, learners and SETAs.
- Increase personal contact relationships with learners through career guidance or social media platforms.

5.2.3. Ongoing training and mentorship programmes for lecturers in partnership with employers.

Lecturers are central to the TVET college system as they are responsible for the transfer of skills to the learners. Learners require practical teaching from employers in order for them to provide learners with programme specific lectures. This will ensure that employers receive the adequate skills they require from students. The following supporting actions can be taken to enhance the mentorship and partnership of this nature:

- Use of specialists in the industry as advisory members.
- Increase lecture capacity and skills.
- Align curriculum with industry needs.

5.3. Future research studies

Currently, TVET colleges are inadequately enabling innovation. Therefore, future research should focus on the effectiveness of operations that are currently employed by the relevant stakeholders, in order to enable innovation within TVET colleges. New and radical approaches that involve closer collaboration and information exchange of all role-players within TVET college sector should strengthen the relationship between these stakeholders.

The researcher is of the view that the following research areas should be recommended for future research:

- Assessment of the industry specific needs of employers.
- Evaluation of the innovation change drivers within TVET colleges.
- Assessment of the outcomes of SETA relations and TVET colleges.

5.4. Conclusion

It is noteworthy to address mechanisms that will enable and inspire innovation within TVET colleges in South Africa, in order to make colleges institutions of choice amongst students. The researcher concludes that there is a need to strengthen partnerships between TVET colleges, Employers and SETAs. Therefore, proactive strategies and measures are needed to tackle this problem. It is necessary to sensitise employers

and learners to the benefits of the colleges as this will provide a lasting solution in tackling issues of innovation within these institutions in South Africa and elsewhere.

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