THE DESIGN, IMPLEMENTATION, AND EVALUATION OF STUDENT SUPPORT AND DEVELOPMENT SERVICES

FURTHER EDUCATION AND TRAINING COLLEGES

SOUTH AFRICA

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The Design, Implementation, and Evaluation of Student Support and Development Services in Further Education and Training Colleges in South Africa

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Submitted in September 2002 by Stephanus Lourens Ferreira to the University of the Western Cape, Faculty of Education, as a thesis for the degree of Philosophiae Doctor in Educational Psychology. Supervised by Professor Sandy Lazarus.

Certification

All material in this thesis which is not my own work has been identified and acknowledged. No material has been included in this thesis for which a qualification has previously been awarded to me.

Stephanus Lourens Ferreira

September 2002
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DEDICATIONS

♦ To my Heavenly Father who endowed me with the wisdom, and strength, who carried me through my sickness and restored my health to complete this study successfully. Your grace and love was enough for me.

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The Student Support and Development Services (SSDS) at Further Education and Training (FET) colleges represent a holistic and systemic approach to addressing barriers to learning and development. College SSDS are based on the acknowledgement that all FET students need support and development and that, when addressing needs of the college student, it is done in a holistic, integrated, intersectional and inclusive manner. The SSDS therefore strive to develop competencies, knowledge, skills and attitudes in a systemic and holistic manner.

The aim of the study was to design, implement and evaluate SSDS at the FET colleges in the Western Cape Education Department and to establish a Lecturer Support and Development Team (LSDT) at each FET college, which would include the following services:

- student counselling services
- academic development and learning support
  - occupational development and career guidance
- life skills education and health education, and
- college institutional development

Student counselling services at FET colleges aim to render comprehensive student services with a holistic developmental aspect of the student in relation to his/her social, emotional, physical and cognitive dimensions. The staff of the LSDT are the first line of contact for the troubled student.

Academic development is aimed at the students who enter the FET sector with inadequate schooling, education and training. Orientation programmes include bridging the gap between schooling and FET education and training. Bridging programmes and remedial programmes are offered to students to compensate for their academic backlog and to accelerate their education and training up to a level suitable for FET. Within the context of academic development learning support is targeted at students experiencing learning
and training barriers. This should occur within the framework of inclusive education and training at FET colleges, which is in acknowledgement of the belief that all students can learn and be trained at FET colleges. The development and support mechanisms at the college aim to offer comprehensive assistance to students who experience barriers to education and training.

**Occupational development and career guidance** are aimed at helping the students to make informed and meaningful subject and course decisions which will enable them to enter a suitable occupation in the world of work. Occupational development is the development of appropriate skills, knowledge and competencies to keep students abreast with the fast and ever changing demands of the world of commerce and industry. The South African Qualifications Authority (SAQA) development has introduced student learnerships as a way of equipping students with the appropriate practical skills for a career.

**Life skills and health education** includes the development of the well-being of students along physical, psychological, social and cognitive dimensions. The HIV/AIDS strategies are the highest priority at the FET colleges. The health promoting education and preventative measures are programmes aimed at minimising risks and giving the student coping strategies. Life skills and health education, which includes sexuality, are infused in the classroom education and training curriculum to ensure that all students are exposed to indispensable information aimed at equipping them for life in the world of work.

**College institutional development** is the ongoing development of the college organisation where the college staff, management and community develop a systemic way of thinking about and managing change. With the clustering and amalgamation of colleges in South Africa, the transformation of the FET colleges necessitates adaptation of the individual and group systems to the development of education and training.

The research commenced with a pilot study at eight technical colleges of the Western Cape Education Department (WCED). The study followed a quantitative and qualitative
research method to collect data from the college, staff and students. Two questionnaires were used to do a needs analysis. The College Institution Evaluation Questionnaire was then administered to 58 colleges in South Africa and the College Student Profile questionnaire to 2175 students. The data from these questionnaires were used to construct the training programme for the student counselling, academic development and learning support, occupational development and career guidance, life skills and health education programmes which were being conducted at 18 colleges of the WCED. A Student Support and Development Evaluation Questionnaire was then used to evaluate the effectiveness and value of the SSDS programmes. During an interview the Lecture Support and Development Interviewing Schedule was used to evaluate and to determine the efficiency of the LSDT at the college.

The study revealed the FET college students to be between 16 and 22 years old, mostly African language speaking, unmarried, with home and socio-economic conditions of a low level. They have a standard 7 (grade 9) school qualification, experience academic barriers and have not received adequate counselling and guidance at school. The negative school factors cause an academic backlog and the students struggle to overcome this legacy. With inadequate counselling and guidance at school the students enrol in courses that are not suited to their abilities, interests and academic competencies. They experience language problems at college which contribute to the drop-out level, low motivation, and poor progress. The students are therefore unable to succeed academically which leads to a number of repeaters, failures and low students’ progress.

The entrance requirements of the colleges are not flexible or adaptable to the students’ abilities and academic qualifications. This also leads to students being admitted to the wrong subjects and courses, which results in some of the above academic problems. Students are offered bridging courses in order to bring them up to a desired standard. Orientation programmes help the student to adapt to education and training generally and provide an option to students with adjustment and orientation problems. Additional academic development, learning support and training assistance such as library assistance and computer learning support material, are not provided or not sufficient.
The student is in a transition period from school, into the college, towards the world of work. Being in the transition process at college, as a student, as a person and in relation to a specific occupation, he/she needs assistance, support and development, and this need forms the basis of the student support and development services at the FET colleges.

The study found that young people at FET colleges lack confidence, knowledge and life skills to negotiate sexual issues, contraception, and prevention of infectious sexual diseases and HIV/AIDS. Life skills and health development have been implemented in the general curricula of the colleges. This infusion in the curriculum has made the college staff aware of the needs and demands of the late adolescent student.

The lecturer support and development team (LSDT) comprises of an external and internal support and development structures and three sub-functions. The external structure consist of the district and provincial Department of Education, the departments of labour, health and welfare, universities, community agencies and NGO’s. The internal structure consist of the staff, students and college structures. The three sub-functions include support and development services and the interaction between the lecturer and the student, between student and the college and between the college and lecturer.

With the implementation of inclusive education and training principles and concepts the college staff members come into contact with new and uncertain demands and needs of students with diverse needs and barriers to training and development. The members of the LSDT in this study were not all able to assist, train and empower the college staff with the necessary skills and knowledge to be able to provide specialist functions to the students who experience barriers to education and training.

The need to restructure the FET system and in particular the technical college sector, is captured in White Paper 4 on Further Education and Training and the Further Education and Training Act, Act No. 98 of 1998 (Department of Education, 1998c). The declaration and merger of the public FET colleges is the initial phase of the overall strategy adopted by the National Department of Education to re-organise and create a vibrant co-ordinated
The integration of education and training in FET colleges brought with it structural changes of the college curricular and theory implementation, which resulted in a re-evaluation of the college mission and vision. These strategies include the sharing of resources and joint planning of the provision of student services among providers.

The present study reveals that there is an urgent need for college development programmes which will equip the lecturers with the necessary knowledge, skills and attitudes to enable them to increase their repertoire of teaching and training practices and their ability to develop a supportive learning college environment.

In general, the key recommendations of the study are the following:

- Counselling and career guidance must be available to all students as they enter college, as the inadequate guidance and counselling at school level has a negative effect on students' chosen FET courses and subjects.

- A drop-out prevention and retention programme is necessary and must be available to all students early in their college career.

- Students communication and language proficiencies inhibit their academic and training progress and therefore a comprehensive academic development programme must be offered to these students.

- Inclusive education and training must be implemented at the colleges to make provision for the student who experiences barriers to education and training, including special attention to HIV/AIDS students.

- Life skills must be a compulsory learning programme to develop a holistic and comprehensive student mental health and wellness.

- The student must be exposed to skills development programmes and learnership programmes which give the students the necessary practical and vocational exposure, skills and competencies for their future occupations.

- There are fast-developing and ever-changing commercial and industrial demands and the students must stay in touch with the realities of the world of work by the provision of occupational development to the students.
The NQF structure makes provision for multiple entry and exit possibilities for the students at FET colleges and gives them the opportunity to choose the education and training process that suits their needs and therefore they need comprehensive guidance and counselling.

- A LSDT must be phased in at each college as an indirect, holistic, needs-driven, multi-disciplinary team concept, providing support and development to the college students and college staff.
- A community network of available specialists for student and staff referral procedures is essential and will supplement the
- The infusion of learning support, academic development, career guidance, life skills and health education in the FET college curriculum and learning is important to expose all the students to these developmental programmes
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CHAPTER 1: INTRODUCTION TO THE STUDY

1. INTRODUCTION

The reform and reconstruction of the education and training sector in the Further Education and Training (FET) colleges present exciting opportunities to develop a new integrated approach to education and training and student support and development services (SSDS) in South African FET colleges.

In his State of the Nation address to Parliament on 25 June 1999, President Mbeki set the tone and outlined the critical priorities which would guide the activities of the Government for the next five years. The President’s emphasis was the need to improve service delivery as the overriding theme and priority of the new Government. This was captured in the President’s compelling vision of “a nation at work for a better life for all” (Department of Education, 2000b, p.2).

The President identified education and training as a critical priority for meeting the broader challenge of creating a democratic and prosperous society. In doing so, the President recognised that much work has already been done and that the emphasis should be on implementing the existing policies, legislation and programmes, “with a sense of urgency and commitment to their success” (Department of Education, 2000b, p.6).

The Minister of Education, Prof. Kader Asmal, commented that the Department of Education faces one of the most complex and challenging tasks in our society, namely to build an education and training system for the 21st Century. The Department’s task is to ensure that all South Africans will have access to lifelong education and training of a high quality (Department of Education, 2000b).

The Batho Pele principle (Department of Education, 2000b) which means, *people first*, forms the foundation for meeting the education and training needs of the country. The
goal is to assist students to reach high academic standards, to build a solid foundation for lifelong learning, and to improve the quality of learning and teaching throughout the education and training system.

The adoption of a new Constitution of South Africa (Republic of South Africa, 1996a) together with the introduction of new education and training legislation and policies, are important in providing a framework for recognising diversity and providing quality education for all students, including those students who were excluded from the provision of student support and development services by the previous system. A clear commitment to the principles of redressing past inequalities and creating equal opportunities for all students has been made through the new legislation and policy on Further Education and Training (Department of Education, 1998c).

These FET principles have been developed into particular strategies aimed at creating access to basic student support and development services (SSDS) and achieving a more equitable distribution of existing and future support and development resources. New initiatives in the FET sector have also brought the South African legislation and education policy in line with international trends and standards, particularly in relation to the provision of education, training, learning, skills development, students learnerships and support and development services.

The Constitution of South Africa (Republic of South Africa, 1996a) particularly the equality clause or Section 9, refers to the right to education and training which should be available to all students, as well as the practices to develop and maintain the education and training institutions. The Constitution provides not only for basic education and training, but more importantly, for the right to equal education and training for all students. This means that all students, whatever their needs or differences, have a right to equal education and training, and support and development. Section 9 (2) of the Constitution (Republic of South Africa, 1996a, p.7) reads as follows:
"Equality includes the full and equal enjoyment of all rights and freedom. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken."

The focus on service delivery is clearly aimed at increasing access and improving the quality of education and training provided for the most vulnerable and poor sections of our community. Increasing access to FET colleges and improvement of quality are important and necessary in the context of the transformation of the FET system. Transformation requires a fundamental re-assessment and re-thinking of the very basis and foundations of the FET college system. In this context the FET colleges need to ask whether they are:

- providing opportunities for, and access to students for support and development services (*counselling services*)
- preparing students with high quality life long skills, providing access to all students, and promoting opportunities for education and training skills development in FET initiatives (*academic development and learning support*)
- developing skills in dealing with the economy for productive and employment-related growth (*occupational skills and career guidance*)
- developing the skills and intellectual tools necessary to engage with the rapid changes resulting from the communications and information revolution (*life skills and health education*).

The Department of Education is committed to quality education for all. Its first White Paper on Education and Training specified that: "The overarching goal of policy must be to enable all individuals to value, have access to, and succeed in lifelong education and training of good quality" (Department of Education, 1995, p.23). Educational and management processes must therefore put the students first, recognising and building on their knowledge and experience, and responding to their needs. An integrated approach to education and training will increase access, mobility and quality in the FET learning system.
The Department’s *Call to Action* (Department of Education, 1999e, p.7) has expressed a commitment to address:

- the continuing inequities in terms of basic facilities and learning resources (*counselling services*)
- the unacceptably high levels of illiteracy amongst youth and adults (*academic development and learning support*)
- the dysfunctional state of many educational institutions (*institutional development, occupational and career related curriculum*)
- sexual harassment and violence, including crime and drugs and the scourge of HIV/AIDS (*life skills and health education*).

This *Call to Action*, has been followed by the Implementation Plan for Tirisano (Department of Education, 2000b, p.8) which calls for a collaborative approach to the development of service delivery. This is aimed at:

> “increasing access and improving the quality of education and training provided for the most vulnerable and poor sections of our community within the context of the overall transformation of the education and training system to enable all individuals to value, have access to, and succeed in life-long education and training of good quality”.

All these are indications of the commitment of the Department of Education to continuous improvement in performing their main function, which is to develop and maintain the education and training system of our country. Central to this improvement is the Department’s commitment to the principle of support and development services, counselling, academic development and learning support, occupational development and career guidance and life skills and health education to students in FET education and training colleges. The commitment to these principles provides a context for the present research, in which the design, implementation, establishment and evaluation of the SSDS at the FET colleges are investigated.

To conclude, the Department of Education committed itself as follows in the Tirisano statement of the Minister (Department of Education, 1999b, p. 8):
"As we enter the new millennium, the Department of Education is effectively positioned to ensure that it continues to transform the education and training system, to ensure a labour market which is conducive to social development and sustained economic growth productivity and job creation; and characterised by rising skills."

2. STUDENT SUPPORT AND DEVELOPMENT SERVICES IN FURTHER EDUCATION AND TRAINING

The integration of the different education and training departments and institutions, to form one FET sector created a culturally diverse population with different social, political, and economic realities, educational needs and expectations. The relevance of student counselling, academic development, career skills training, life skills and institutional development was therefore forced to change to remain in contact with the new educational and training realities.

In many countries, including South Africa, educational support services have previously focused primarily on individual problems, have perceived these problems in primarily medical terms, and had access to limited interventions to the education and training system itself. There have been changes in student support and development services over the past few years, internationally and locally, towards a preventative and developmental approach, and towards supporting and developing the system. There is clear evidence from many parts of the world, from developed and developing contexts, that education and training can only succeed if adequate student support and development is provided to the students and system as a whole (Department of Education, 1997b).

Educational support and development have developed from a curative approach (i.e. a medical approach) to a consultative approach (i.e. an indirect service with an emphasis on prevention and development). In essence this implies that education and training support and development have changed from "curing" individuals or groups to changing the curriculum and institutional structures. The emphasis in the consultative, preventative and developmental education support and development approach therefore focuses on the
system and learning and training environment, rather than on the individual (Department of Education, 1997b). In practice this implies a focus on the development of the capacity of college lecturers, the FET college system, and communities, by equipping them with the necessary skills, knowledge, attitudes and values to render an indispensable support and development service to the students.

Given the projected increase in population against the background of limited resources, the challenge is to ensure that the social, economic, vocational and mental health needs of the population are met. FET colleges are potentially in a very powerful position to contribute towards addressing these needs and are located in a central position in the reconstruction and development plan of the country.

Nations that have reconstructed their economies in a manner which was based on vocational education and training, emphasise the crucial importance of providing students with sound comprehensive support and development. Sound economic growth is specifically based on vocational education and training, which is provided by the sector of post-school education that operates on a very cost effective infrastructure. Therefore, from an economic perspective, every Rand spent on vocational education and training that provides proper support and development services for students has far greater potential for returns than would otherwise be the case (Johnson, 1997; Burley, Turner and Vitulli, 1999; Van Zile and Livingston, 1999).

The current socio-political climate for reform in education and training has led educationists and psychologists to question the role and relevance of psychological services such as student support and development services at post-school institutions, such as universities, technikons and colleges. A report on support services by the National Education Policy Investigation (NEPI, 1993) in South Africa stated that support services such as student counselling required urgent transformation along with the rest of the education and training system. Similar views have been expressed in various forums and seminars on the relevance of support and development services in South Africa.

According to the report of the National Committee on FET (Department of Education, 1997a) and White Paper 6 on Inclusive Education (Department of Education, 2001a), existing provision for further education and training in South Africa is inadequate to meet the existing needs. In addition, as with other bands of education, the provision of educational support and development reflect the inequalities of our apartheid past. The FET report further recognises that the students historically categorised as having special needs, particularly students who experience barriers to education and training, have little or no access to FET facilities in colleges. One of the reasons for this is that FET provision has catered largely for students at secondary schools from which many students who experience barriers to education and training have largely been excluded.

In light of the above, recent policy documents, such as the FET Bill (Republic of South Africa, 1998a), the FET Curriculum (Department of Education, 2001b), and White Paper 6 on Inclusive Education (Department of Education, 2001a), specify what the students should be able to understand, demonstrate and apply in terms of knowledge, skills and attitudes after completion of the Further Education and Training Certificate (FETC). College lecturers, as student support and development facilitators, are important participants in this process. They need to ensure that the students receive proper support and development, in order to enter higher education and training (HET) and/or the world of work.
Central to the understanding of the proposed changes envisaged for the FET colleges in South Africa is the National Qualifications Framework (NQF). The key intention of this framework is to bring about the transformation of the education and training system, in order to promote equity and redress, productivity and economic competitiveness, and to promote quality in learning and training. This transformation should lead to education and training for all South Africans, characterised by openness, efficiency, relevance, vitality and creativity (South Africa Qualifications Authority, 1997).

The objectives of SAQA are to create an integrated national framework for learning and training, and for balanced access to, and mobility and quality within education and training. The FET sector (High Schools, Technical Colleges, Community Colleges, Private Training and NGO Centres) makes provision for adults, workers and out-of-school youth who are beyond the age of compulsory schooling and who have either completed, interrupted or never attended formal schooling. Student support and development services for the FET band of college students is therefore of special importance, because it is at this stage that students really start preparing themselves for an occupation in the work environment of commerce and industry.

A broad range of learning and training needs exist among the student population at any point in time, and where these are not met, students may fail to learn effectively or be excluded from the learning and training system. Different learning problems can arise from a range of factors including physical, mental, sensory, neurological and developmental impairments, psychosocial disturbances, cognitive differences, particular life experiences or socio-economic deprivation. Difficulties may also arise because of negative attitudes and stereotyping of difference, an inflexible curriculum, inappropriate languages, or inappropriate learning, teaching and communication, inaccessible and unsafe built environments, inappropriate and inadequate support and development services, inadequate policies and legislation, the non-recognition and non-involvement of parents and inadequately and inappropriately trained education managers and educators (Department of Education, 1997b; 2001a).
The approach to addressing barriers to learning and development and inclusion promoted by the NCSNET/NCESS (Department of Education, 1997b) and White Paper 6 (Department of Education, 2001a) is congruent with a student-centred approach to teaching and learning. It recognises that developing students strengths, and empowering and enabling them to participate actively and critically in the learning process, involves identifying and overcoming the causes of learning and training difficulties. This approach is consistent with a systemic and developmental approach to understanding problems and planning action. It is consistent with new international approaches that focus on providing quality education and training for all students.

The various Education White Papers 1, 4 and 6 (Department of Education, 1995, 1998c, 2001a) highlight the need for inclusion and the provision of support and development services to education and training institutions. The challenge of including students who have experienced exclusion or learning breakdown as a result of the inability of the system to respond to diverse needs of the student population links directly to the challenge of providing a supportive environment for all students, and providing support services to enable learning sites to respond to diversity.

The emphasis on inclusion places particular emphasis on the need to address all forms of discrimination in the learning sites, including the less obvious ones that relate to different learning and training needs. This awareness, as a value starting point and as a strategy that addresses diversity at all levels of the education system, or in all elements of college life, needs to be developed. Proposals for how to accomplish this are provided within the inclusive education framework (Department of Education, 1997b, 2001a). These include, within the college context, the following:

- the SSDS is based on the acknowledgement that all youth can learn and that all youth need support and development
- this service is about developing college structures, systems and learning methodologies to address the needs of all students
- it acknowledges and respects differences between students, whether due to age, gender, ethnicity, language, class, disability, HIV status
- it is broader than formal education and training and acknowledges that learning and training also occurs in the home and community, and within formal and informal contexts
- it is about changing attitudes, behaviours, methodologies, curricula environments to meet the needs of all students
- it seeks to maximise the participation of all students in the culture and the curriculum of college institutions, and to expose and minimise barriers to learning, training and development (Department of Education, 2001a).

In recent educational and training policy, the integrated nature of the support and development services refers to a commitment to co-ordinated and intersectorally collaborative support and development structures and processes. This means that at all levels where support and development is provided (national, provincial, district, and site levels), the various professions, government departments, educational sectors, and community resources need to work together to provide a holistic and comprehensive service to educational institutions. The inclusive, integrated approach recognises that issues of health, social, psychological, academic and vocational development, and support services for students who experience barriers to education and training in colleges, are interrelated (Department of Education, 1997b; 2001a).

The White Paper 4 on FET (Department of Education, 1998c) and the deceleration of FET institutions (Department of Education, 2001b) state that support and development services such as general guidance, counselling, health and welfare services, the provision of learning resource centres, and psychological services should be provided for all students. Provision should also be made in these services for students who experience barriers to education, training and development and may need counselling, specific academic development and learning support, career guidance and life skills and health education.
2.1 Support and Development Services

College student support and development services are quite different from counselling and guidance services in other educational settings. The biggest difference between SSDS at a college, and these services at other institutions, is the fact that no other educational system in South Africa opens its doors to such a diverse population. Furthermore, the roles and missions of other institutions such as universities and technicons are distinctly different from that of the FET college.

The technical colleges in South Africa have in the past focused primarily on academic and technical subjects and have neglected other important aspects of education, namely student support and development services e.g. counselling, learning support, career guidance and life skills, all of which have major implications for students’ future integration in the broader world. Student support and development services have a pivotal role to play to ensure the holistic development of individual students at the FET colleges. A thorough understanding of this uniqueness is necessary in order to appreciate the need and importance of the SSDS at FET colleges.

A consultative, preventative and developmental support and development approach of the LSDT is a movement away from an individual person-based approach, i.e. individual assessment, therapy and remedial education and training, towards a whole-college development approach of empowerment and of skills training for the lecturers. The role of the lecturers in the support and development services therefore becomes vital in institutional development and in assisting and supporting students, lecturers, college management, and communities to attend effectively to the needs of the students at FET colleges.
2.1.1 Lecturer Support and Development Team

For the transformation in SSDS at FET colleges to be successful, all role-payers need to develop a systemic and developmental student, lecturer and FET college mission and vision. This can be achieved by gradually incorporating as many lecturers as possible into the process of change and by establishing a lecturer support and development team (LSDT). Lieberman says that:

"The developer must find ways to locate talent quickly, and develop expertise among lecturers in an environment that supports colleagueship over isolation, working together over working alone, group struggle over individual frustration" (in Walker & Badsha, 1993, p.61).

The development of a consultative, preventative and developmental service to student support and development is directed to, and implies a whole institution and holistic approach to education and training. Isolated individuals cannot render a holistic and comprehensive support and development service to students, staff and the college system. At an FET college these services must be rendered by a support and development team in an integrated holistic, consultative and collaborative manner, namely an LSDT.

The aim in the establishment of an LSDT in every FET college is to provide a service delivery with the emphasis on the provision of educational support and development to both lecturers and students. It is a move towards a more indirect approach of service delivery focusing on college development strategies. White Paper 6 on an inclusive education and training system (Department of Education, 2001a, p.29) proposes the establishment of institutional-level support and the development teams at all levels of education and training, including FET colleges. The LSDT would constitute such a structure at FET level.

LSDT services involve activities that transform and supplement classroom programmes. The functions of the LSDT, based on the principle of service integration, are to collaborate, network and plan closely with district education support centres, social welfare and health departments, community organisations, universities, technikons, state organisations, NGO’s, commerce and industry, and schools. This includes accessing
resources in the formal and non-formal sectors providing a support and development service to the lecturers and students of the FET colleges.

A major focus for LSDT is to advocate for institutional and curriculum change. When lecturers acquire supportive skills, their instructional styles are affected and altered, their perceptions change, and all future students are advantaged. The empowerment of the lecturer is an underlying assumption of this approach. This results in whole-college development and reform, including all aspects of institutional life.

In this study the establishment of LSDT at the FET colleges was the vehicle for implementing the SSDS and the different student services discussed below:

2.1.2 Student Counselling Services

In accordance with the FET policy, the report of the NCSNET/NCESS, and White paper 6 on special needs (Department of Education, 1997a; 1997b; 2001a) this study aims to contribute to the development of a counselling service that is primarily based on the principle of holistic development which emphasises a health promotive and developmental approach. The idea is that the student counselling services should be whole-college and community-based, and essentially preventative in focus.

This is a move away from the traditional counselling function of an individual, curative approach towards a pro-active, preventative, holistic, community-orientated and developmental approach which requires new skills. The holistic approach in student counselling services means a holistic understanding of, and response to youth development, including physical, social, psychological and academic dimensions. The inter-relationship between these dimensions is recognised in the assessment and treatment of problems as well as in the development of optimal health, social and academic environments.

Student counselling services in colleges, therefore, should primarily be a preventative, promotive and developmental process. The aim is to be contextually sensitive and to
systematically assist the student through his/her personal, social, academic and career development processes. The particular emphasis is on self empowerment and development of life skills enhancement and raising the level of awareness concerning the self, others and society, to become an autonomous and independent person who is able to relate competently to others and solve problems and make decisions on an individual and collective basis.

2.1.3 Academic Development and Learning Support

The role of FET colleges is becoming more important as a possible entry level for students on the road to higher education and training (HET). The support and development of college students is essential. FET colleges must provide students with academic skills, learning and training competencies to ensure that they are able to face future educational challenges and occupational demands, and to enhance the notion of life-long learning. FET college institutions should transform students from mere imitators of ideas and regurgitators of facts, to innovators and creators of new insights, creative ideas and innovations.

According to Agar, Hofmeyer and Moulder (1991, p.3) educational support and development programmes compensate for educational disadvantage and offer educational enrichment to underprepared students. These disadvantaged students are admitted in the colleges, and therefore it is incumbent upon the college to provide a reasonable opportunity for these students to achieve some success. The college's most essential role lies in offering academic development and learning support to these students, providing them with maximum opportunity for success.

According to Agar (1990) students who have received inadequate secondary schooling and who are not properly prepared for further studies need skills, concepts and knowledge. This can be promoted through educational support and development programmes. These programmes give lecturers the opportunity to improve their lecturing or tutorial skills which enable them to teach underprepared students. Imenda (1995) accentuates the enhancement of academic and professional potential of lecturing staff and
students in tertiary institutions. This empowers them to perform at their maximum potential. It is clear that the support of students and the development of lecturers are inextricably connected in the terminology, planning and purpose of these SSDS, and they should be regarded as an intertwined unit.

White Paper 6 on Inclusive Education (Department of Education, 2001a) aims to establish an inclusive education and training system, in South Africa stipulating that a broad range of learning and training needs exist amongst students and that if they are not met, these students may fail to progress or may be excluded from the education and training system. Special efforts must therefore be made to overcome the causes and effects of barriers to learning, training and development through academic development and learning support programmes where needed.

2.1.4 Occupational Development and Career Guidance

FET college occupational development is aimed at increasing the recruitment, retention and graduation of underprivileged South Africans. Student support and development programmes are defined as efforts directed to student needs to help them bridge the gap between the FET college and the workplace. Colleges must aim to increase their career education in occupation-specific contexts, especially with regard to the development of human resources.

Students in South Africa are poorly prepared to enter the labour market. The deficits in the country are to a certain extent brought about because of a lack of good general educational skills, career guidance and occupational development. Students should be guided in a professional manner to become adequately prepared for the world of work and to make responsible career choices which will enable them to deal with the changes and demands of the future in the world of work.

Employment and the right to free choice of employment in South Africa has come to assume particular significance in a contemporary industrial society. The right to choose
employment in a democratic society implies the right to have access to available choices within the range of one's abilities, and the means for negotiating one's employment.

According to the Ministry of Education in the White Paper 4 on Education and Training (Department of Education, 1998c) education and training are closely related and should be integrated. This implies an approach to learning which is not based on a division between academic knowledge and practical skills, and enhances the notion of the students being able to face individual career challenges and to work co-operatively. This approach emphasises the need for the establishment of learnerships to facilitate student's occupational promotion within the National Qualification Framework (NQF) (Republic of South Africa, 1998d, p.15).

The implementation of skills development legislation and learnerships is aimed at meeting the skills needs for economic growth, contributing to job creation and improving the productivity and competitiveness of big and small enterprises, economic sectors, and the nation as a whole. The development of skills will promote reconstruction and development of occupational competencies and provide training which will give the unemployed, particularly women, youth and people who experience barriers to education and training, access to income generating opportunities (Department of Labour, 1998).

Student learnerships are a mechanism to facilitate the linkage between structured learning and work experience in order to obtain a registered qualification which signifies work readiness. Student learnerships directly address the "how" of the skills development strategy which is intended to overcome the present division between theoretical education and skills training. It depends on close co-operation between government departments and social partners, namely the FET college and commerce and industry. The students learnership system is responsive to economic or social needs, and will be accessible to people in formal employment and in pre-employment, as well as for target groups of students in FET colleges (Republic of South Africa, 1998d, p.15).
Life Skills and Health Education

Student support and development services emphasise the development and improvement of the self-concept, decision-making skills, communicating skills and other coping strategies, to help young people to participate effectively in education and training processes as well as to be able to respond to institutional, government, social and work demands. The process of learning is more profound and meaningful when the college student is able to take responsibility for his/her learning, when self-awareness and self-evaluation are emphasised, and when there is respect for the individuality of a person within the context of cultural diversity.

One of the specific aims of student support and development services is to guide students towards adulthood with the necessary skills so that they may make healthy decisions in their personal education and training, and in their occupational life. College life skills and health education programmes have a socialising function: promoting effective citizenship, mental well-being, providing HIV/AIDS training, and inculcating skills and knowledge that will help students in further learning, training and occupational development.

Student life skills and health education services in FET colleges therefore help young people to come to grips with, to understand, and to cope with crucial personal and societal issues that are part of their daily experience. A special focus on student well-being is important. Personal development is promoted through the provision of knowledge, development of skills, and encouragement of behaviour and attitudes which maximise the student’s academic and interpersonal functioning in college, at home, and in the community.

The optimal development of the student is a total process of which education and training are only parts. Experience in life skills and health education is regarded as an important prerequisite for development of the person. Life skills and health education should therefore be seen as a process, covering a wide range of knowledge, skills and attitudes.
College Institutional Development

Student support and development, according to Walker and Badsha (1993, p.61), involve institutional change, building capacity and developing students and lecturers. It aims to bring together student learning, staff development and organisational development in an integrated process at department and faculty levels. It exceeds isolated individual efforts and is concerned with building a learning and training organisation which has the ability to bring about long-term improvement.

College organisational development is a move towards facilitating change and growth, enhancing human skills, and resolving difficulties at both the personal and organisational level. Dalin (1998) says that the goal of organisational development is two fold: meeting the needs of individuals and improving the way the organisation functions.

College organisational development must be structured in such a way that the college is able to understand itself and its own needs. FET college institutional development includes long-term planning, led by the college management, to improve the institution's vision, mission and services. The SSDS need to focus on the development of a supportive FET college environment which facilitates and develops the lecturers, college management, and the students' social, emotional, physical and cognitive development.

3. PURPOSE OF THE STUDY

The aim of the study can be divided into the following two components: a general purpose; to design, implement and evaluate a student support and development service (SSDS) at the 18 FET colleges in the WCED and a specific purpose; to establish lecturer support and development teams (LSDT) at the FET colleges, which would provide the following services:

- student counselling services
- academic development and learning support
- occupational development and career guidance
- life skills and health education
• college institutional development.

As outlined in the previous section the purpose of student support and development services at the FET college is to support the educational development of the student in complete congruence with the needs of the student and the overall objectives of the FET college institution.

4. OUTLINE OF THE STUDY

The present study is divided into three main sections (Table 1):

- The designing of the SSDS
- The implementation of the SSDS and the establishment of an LSDT at the 18 colleges in the WCED
- The evaluation of the programmes of the SSDS and the functions of the LSDT at the 18 FET colleges.

4.1 Designing the Student Support and Development Services

This research project arose out of a general need of college students who have generally not had access to any form of support and development services at the colleges. Problems experienced by students where identified, leading to the conceptualising and formulating of the need for a formal structure of SSDS at the colleges.

A general vision for SSDS at FET colleges was formed during a pilot study involving eight technical colleges of the WCED. A strategic planning session was conducted to explore and analyse the situation at the colleges. The following needs analysis questionnaires were developed:

- College Institutional Evaluation Questionnaire
- College Student Profile Questionnaire
Both of these questionnaires were administered at 58 colleges in South Africa. The data collected and processed were used as a basis for constructing a training programme for the establishment of SSDS at 18 colleges in the WCED.

4.2 The Implementation of Student Support and Development Services and Lecturer Support and Development Team

The implementation of the SSDS at the colleges was pursued in phases. The process commenced with the training of the lecturers through various contact sessions. The initial training was followed by in-service training sessions. An initial evaluation was used as a basis for formulating and revising the plan of action, which led to a defined strategy, and formulation and prioritising of activities relating to the establishment of a lecturer support and development team at each of the colleges.

To monitor and review outcomes and evaluate the programmes and the effects of the training and the establishment of the LSDT, the colleges where visited continuously. During the contact sessions at the colleges the effectiveness of the LSDT was scrutinised. This led to the redesign and modification of the student programmes.

4.3. Evaluation of Student Support and Development Services and Lecturer Support and Development Teams

The evaluation of the implementation process occurred at the end of the each year over a period of two years of the implementation of the SSDS and the LSDT at the colleges. The student counselling, academic development and learning support, occupational development and career guidance, life skills and health education programmes were evaluated with a questionnaire and an interview with the LSDT at the colleges. The continuous evaluation was conducted to evaluate the initial outcomes of the student programmes and to judge the effectiveness of the LSDT.

The main purpose of the systemic process was to design, evaluate, redesign and modify programmes, leading to the final establishment of the programmes. The consolidation of
the information which was constructed during the evaluation process was used to arrive at conclusions leading to recommendations for generalising the research findings for operationalising purposes at the FET colleges.

Table 1.1 explains the SSDS design, implementation and evaluation strategy that was followed. The plan followed a cybernetic cycle method:

- A general idea was formulated after a situational analysis was done to establish the needs for a student support and development service at the colleges (numbers 1 to 4).
- A strategic plan was formulated to design and implement a need analysis at a few colleges as a pilot study (numbers 5 to 10).
  The information of the need analysis was consolidated, analysed and interpreted to formulate a plan for the design of student programmes (numbers 11 to 13).
  The outcome of the situational analysis formed the basis for conducting the assessment and analysis of the college student and the college as institution (numbers 13 to 18).
- The student programmes were implemented at the colleges (numbers 19 to 22).
- The results of the assessment reflect the target groups, the individual student and groups of students, staff, parents, community service agencies, the college as institution, and commerce and industry (numbers 23 to 26).
- The outcomes of phase 1 formed the basis of redesign and re-implemention of the SSDS programmes (numbers 27 to 29).
- The four SSDS programmes were continuously evaluated during phase 2 (numbers 30 to 35).
- The evaluation of the programmes reflects the identification of new needs, which leads to a new situation analysis, conclusions and finalising of the internal education support and development programmes of the LSDT and external programmes from the community support and development agencies and the district support centres (numbers 36 to 40).

The findings of the study leads to operational purposes for the FET colleges.
Table 1.1 DESIGN, IMPLEMENTATION AND EVALUATION PROCESSES

**DESIGN**

1. Initial idea identified
2. General vision formulation

3. Problem identifying
4. Conceptualising and formulating problem
5. Strategic planning

6. Identifying situation
7. Explore and analyse

8. Need analysis developing and construction
9. Formulating questions
10. Implementation of need analysis

11. Consolidation of information
12. Analysis of information
13. Interpretation of findings

14. Effectiveness evaluation
15. Revised plan and action
16. Define research strategy
17. Prioritise programmes

18. Consolidation of SSDS programmes

**IMPLEMENTATION**

21. Programme formulating
22. Implementation of programmes
23. Monitor effects
24. Evaluation of programme actions
25. Review outcomes
26. Judge effectiveness
27. Outcomes identified
28. Redesign and modify programmes
29. Re-implementation of programmes

19. Formulating implementation phase 1
20. Programme analysis

**EVALUATION**

30. Monitor effects of phase 2
31. Evaluation of programme actions
32. Review outcomes
33. Judge effectiveness
34. Redesign and modify programmes
35. Re-evaluation of programmes
36. Consolidate information
37. Constructing evaluation information
38. Evaluation of research aims
39. Arriving at conclusions
40. Making recommendations
41. Generalising for operational purposes
5. OUTLINE OF DISSERTATION

Some important aspects covered in the different chapters will overlap because they are all new and unfamiliar concepts and have not been captured in a study of this nature before.

*Chapter one* clarifies the motivation of the study, its rationale, focus and aims. The chapter outlines the importance and essence of the implementation of SSDS at the FET colleges in South Africa.

*Chapter two* outlines the Further Education and Training policy and legislation and the transformation and development of the technical colleges in the South African education and training context. The establishment of the South African Qualification Authority (SAQA) anticipates the integration of education and training and the national qualifications framework (NQF).

*Chapter three* reviews the recent literature on student support and development services at colleges. The different SSDS programmes, namely student counselling, academic development and learning support, occupational development and career guidance, life skills and health education programmes and college institutional development are reviewed. The establishment of a lecturer support and development team at each college is explored as the key vehicle to implement the SSDS at the college.

*Chapter four* explains the methodology and techniques used in the study. The study used qualitative and quantitative methods to do the needs analysis and to evaluate the study. The study used three different questionnaires, i.e. the college institutional evaluation questionnaire, student profile questionnaire, and student support and development evaluation questionnaire, to gather data for the research purposes. The LSDT interview schedule for evaluating LSDT was used to evaluate the effectiveness, efficiency and value of the SSDS at the colleges.

*Chapter five* reports the findings of the different questionnaires and the interview schedule. The results of the surveys formed the bases for the design, implementation and establishment of the different SSDS programmes at the colleges.
Chapter six discusses the findings of the study in relation to the different student support and development services and the lecturer support and development teams developed at the FET colleges.

Chapter seven concludes the study with recommendations for the implementation of a SSDS at FET colleges. The limitations of the study are identified and suggestions for further study are made.

6. CONCLUSION

The SSDS at the FET colleges are based on a supportive and developmental approach and are committed to lifelong learning and development for all staff members at the FET college. This means a shift in SSDS:

- from the traditional programmes of counselling and guidance to broad-based preventative and developmental programmes through the empowerment of the LSDT
- from working less in individual support and development settings to increased group settings, and from a direct to an indirect service delivery via the LSDT
- from remediation of academic and learning problems to prevention and developmental programmes
- from a medical model of intervention and crisis-based services to a whole-college systemic developmental planning-based orientation
- from an unplanned and unstructured approach to a more systematic one that is directed at college institutional development programmes.

In conclusion the chapter can be summarised that the development of the democratic nation after 1994 gave birth to a new education and training dispensation which paths the way for the out-of-school students to vocational further education and training opportunities. The FET sector necessitates the design and implementation of student support and development services for the students to provide them with the necessary and indispensable programmes.
CHAPTER 2: FURTHER EDUCATION AND TRAINING

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CHAPTER 2: FURTHER EDUCATION AND TRAINING

1. INTRODUCTION

Over the past four decades the education sphere in South Africa has been a site of considerable contention and bitter struggles between the apartheid government and the democratic movement, and has constituted an important arena for the struggle for national liberation. The different phases of struggle around education have been characterised by the involvement of various social groups and forces, which have revolved around slogans such as “Equal Education”, “Education towards Democracy”, “Education for Liberation”, and “People’s Education for People’s Power” (Kallaway, 1997, p.15).

The White Paper 1 on Education and Training (Department of Education, 1995, p. 15) identifies Further Education and Training (FET) requirements of a successful economy and society as follows:

“Successful modern economies and societies require the elimination of artificial hierarchies in social organisation, in the organisation and management of work, and in the way in which learning is organised and certified. They require citizens with a strong foundation of general education, the desire and ability to continue to learn, to adapt to and develop new knowledge, skills and technologies, to move flexibly between occupations, to take responsibility for personal performance, to set and achieve high standards, and to work co-operatively.”

Fundamental social change is under way in post-apartheid South Africa. These changes are underpinned by themes of redress, lifelong learning, nation-building and the creation of a new relationship between the state and its citizens. This places new demands upon the FET system. The form and content of the struggles around the new FET system have been shaped by a social structure characterised by severe economic and social inequalities of race, class, gender and geographic nature, political authoritarianism and repression, and the ideology, politics, and organisational strengths and weaknesses of the
movements and organisations that have waged the struggle around apartheid

The Department of Education’s policy framework for the transformation of the entire education and training system, and especially the FET system, will enable all individuals to value, have access to, and succeed in lifelong education and training of good quality. These priorities will contribute to the broader process of the social and economic development of the country.

The slogan of the Department of Education “Tirisano” ("working together", Department of Education, 1999c) advocates integration and collaboration of efforts in providing education to the vast majority of learners in South Africa. In his ‘Call to Action’ (Department of Education, 1999c) the Minister of Education, Professor Kader Asmal, urged all the relevant stakeholders in the spirit of ‘Tirisano’ to join hands in accelerating service delivery and thereby enhancing accountability to the public service. The Education, Health and Welfare Departments must work together, liaise and network with other relevant departments when the need arises, to support and develop students in FET to build a solid foundation for lifelong learning.

In his conclusion, the Minister said

“Our most powerful weapon for the success of the implementation plan lies in the commitment of all the officials, parents, educators, learners and all South Africans to the transformation of the education and training systems” (Department of Education, 1999c, p. 3).

The vision of the Department of Education is of a South Africa in which all our people have equal access to lifelong education and training opportunities, which will in turn contribute towards improving the quality of life and building a peaceful, prosperous and democratic society (Department of Education, 1999c).

The Department of Education has identified nine priorities which constitute the basic building blocks for the development of a fully functioning education and training system.
that will drive South Africa into the 21st century and contribute to the health and prosperity of the nation. The priorities that are appropriate to the FET system are:

- to develop the professional quality of the teaching and training force
to ensure the success of active learning through outcomes-based education
to create a vibrant further education and training system to equip youth and adults
to meet the social and economic needs of the 21st century

- to implement a rational, seamless further education system that can meet the intellectual and professional challenges facing South Africans in the 21st Century

- to deal urgently and purposefully with HIV/AIDS through the education and training system (Department of Education, 1999c, p. 8)

Two central goals are related to the FET system, namely:

- developing people for citizenship through life skills education
- developing skills for employment (Department of Education, 1999c, p. 8)

In the FET discussion document of the Department of Education the following comment is made: “The new FET system seeks to foster intermediate to high level skills; lay the foundation for entrance to higher education; and facilitate the transition from school to work.” (Department of Education, 1998a, p. 2)

The benefits from all the new education and training policy and legislation in South Africa since 1994 include the meaningful participation by individuals in the social and political activities of their communities, enhancing individual development and self-esteem and thus improving the general quality of life of individuals. The initiatives of the Department of Education are about bringing together the development and implementation of needs, demands and aspirations of the students, staff and college system through providing support and development services for the FET colleges.

This chapter will address in a comprehensive manner the development that has reformed the Further Education and Training system. The focus is on the policy, legislation and literature that exists and paved the way for the developments of the FET sector and
especially the student support and development services in the FET colleges. The integration of the education and training system was the result of the first developments in the FET sector. In the past the education at colleges and training at the workplace were usually seen as two different things. With the establishment of legislation, the South African Qualification Authority (SAQA) and the Skills Development Act, the integration of education and training was formalized. The Further Education and Training Act and the implementation of the Act on the development of the FET college system will be discussed. The Outcomes-based education and training necessitates new learning and training programmes in the FET college, and the implications of the learnership programmes on the student has profound implications on the occupational path envisaged for him/her.

2. FURTHER EDUCATION AND TRAINING LEGISLATIVE AND POLICY FRAMEWORK.

South Africa has gone, and is still going through a process of massive societal and educational and training transformation, as attempts are made to normalise and transform formal learning into a single, inclusive and unified education and training system. Transformation in the FET includes all sections for the provision of education and training, including education support and development services, curriculum, assessment, education management, educators, parents and communities.

The announcement of President de Klerk in 1990 of the government’s intention to dismantle apartheid gave added impetus to, and was symptomatic of, the change of policy towards worker and student demands. During the last years of apartheid the main training law in South Africa was the Manpower Training Act of 1981 (Department of Labour 2001). In the 1990’s COSATU and The Department of Manpower, through the National Training Board (NTB), embarked upon a number of initiatives, notably the restructuring of the apprenticeship system into a competency-based modular training system run by autonomous industry training boards, which gave birth to the integration of education and training and appropriate legislation.
The new democratic dispensation instituted in South Africa in 1994 initiated a transformation of the whole of South African society. The educational and training development initiatives attempted to normalise and transform learning to a single, inclusive and unified education and training system. Through a number of key provisions, the South African Constitution recognises basic human rights for all citizens, including key socio-economic rights. One of these basic rights is the right to education. The Constitution of South Africa (Act 108 of 1996) states clearly in Section 29 (1) that everyone has the right:

- to a basic education, including adult basic education; and
- to further education, which the state, through reasonable measures, must make progressively available and accessible (Republic of South Africa, 1996a).

This fundamental right to basic education and training was further developed in the Constitution in Section 9(2), which commits the state to the achievement of equality, and Section 9(3), (4) and (5), which commit the state to non-discrimination. These clauses are particularly important for protecting all learners, including those who are disabled and those who have special learning needs. The right to education and training within the context of the equality clause provides student support and development on the nature of the educational provision which should be provided to all students, as well as the practices which should inform the organisation and running of all centres of learning (Republic of South Africa, 1996a).

It is important to note that it is only in the last 30 years that student support and development services (SSDS) such as counselling, learning assistance, life skills and career guidance have become part of the broader education system. Reform of the education and training system, in anticipation of major structural changes to the country, began in the mid-1970s with the demand for change in education, spearheaded by the non-governmental education sectors. Protest was epitomized in the Soweto student uprising of 1976, which was followed by nation-wide student protest.
By the 1980s the entire education system had been discredited and rejected. The Human Science Research Council (HSRC) and the De Lange report (De Lange, 1981) defined guidance and counselling as a practice and process which brings students into contact with the real world in such a way that they are taught life skills which enable them to direct themselves competently within the educational, personal and social spheres, and the world of work.

In 1991, the Minister of Education and the Department of Labour announced the development of an Education Renewal Strategy (ERS) (Department of Education, 1991). The ERS advocated three streams – academic, vocational and a vocationally-orientated education and training basis. The most significant aspect of the ERS with regard to support and development services was the emphasis on vocational and vocationally-orientated education which was seen to play a central role in moulding the student for the person-power needs of the country (Department of Education, 1991). The Education Renewal Strategy policy document noted the need for redress and acknowledged the discriminatory practices of the past. These included the need for “increased availability of support services such as psychological, therapeutic, social and remedial services” (Department of Education, 1991, p.20).

A National Education Conference in 1992 was attended by political, teacher, student and educational service organisations. The objectives of the conference were to develop

“broad principles, norms and values that should underpin a future education and training system, develop joint strategies and campaigns to address the education crisis, and create mechanisms for constructing a new education system and for dealing with education in the transition period” (Essop, 1992, p. 6).

This conference could be seen to be the breakthrough for highlighting the importance of student support and development services, because of the emphases on developing and transforming the imbalances in the provision of student services.

In 1993 a very important investigation into education in South Africa was completed. The National Education Policy Investigation (NEPI, 1993) was a project of the National
Education Co-ordinating Committee (NECC). The purpose of this investigation was to interrogate policy options in all areas of education, which included the area of support services. The report showed significant racial disparities and neglect in the provision of special education and education support services in the country. The report also identified the following goals (NEPI, 1993, p. 223):

- all students should have access to preventative physical and mental care and academic development services
- students who have special physical, mental and academic needs should have access to appropriate specialised services
- the maximum integration of support services into the curriculum was a major goal.

A National Education and Training Forum (NETF, 1993) was launched in 1993. The founding agreement of this forum attributed the foundation of the education and training reconstruction as a response by the stakeholders in education and training. The mission of the forum was,

“to initiate, develop and participate in a process involving education and training stakeholders in order to arrive at and establish agreements on the resolution of crises in education; the restructuring of education for a democratic South Africa; and the formulation of policy frameworks for the long term restructuring of the education and training system which are linked to the human, social and economic development needs of South Africa” (NETF, 1993, p. 1).

The specific objectives of the NETF revolved around effectively addressing crisis issues in education, and reaching agreement on the transition from apartheid education to a restructured system that redressed inequalities and contributed to development needs, and building. The emphases on the integration of education and training was the pathway for linking learning and training, theory and application, and linking the world of work to the college training.

A commitment to the transformation of the education and training system, and the recognition of the extent and nature of the disparities and inequalities in the existing education system, were strongly articulated in the African National Congress’s policy.
framework on education and training in South Africa. Principles of equity, redress and the provision of education based on a basic right for all learners are stated in the document. The document notes the disparities in educational provision and the massive inequalities experienced by many youths and people with disabilities. The policy argues that all people have the right to lifelong education and that all students should have access to support services, including health, life skills, guidance and counselling (ANC, 1994).

Subsection 3.4(o) of the National Education Policy Act (Republic of South Africa, 1996c) states that the Minister of Education may determine national policy for education support services and development systems that include:

- personal counselling and guidance
- academic support and development
- career guidance and counselling
- smooth transition for learners entering, leaving or re-entering the system
- meeting the needs of all learners through regular orientation and life programmes
- providing for exceptional learners and learners with special needs
- assisting in placement for work and further learning.

The underlying policy principles outlined in the first Education White Paper (Department of Education, 1995) namely access, success, quality, equity and redress, reflect the changes since 1994 and current needs of the education and training system. The government's obligation to provide basic education and training to all students in the context of its commitment to the central principles of the Constitution is guided by the recognition that a new unified education and training system must be based on equity, on redressing past imbalances, and on a progressive raising of the quality of education and training.

The Education and Training White Paper 1 of 1995 articulates the major direction of education in the new South Africa. It addresses a number of areas of concern where
transformation is needed, and provides the background to present initiatives which are taking place in our country. Principles for support services have been incorporated within this White Paper:

“Education Support Services (ESS) encompass all education-related health, social work, vocational and general guidance and counselling, and other psychological programmes and services, and services to learners with special education needs (LSEN) in mainstream institutions. Parents, teachers and students in both formal and non-formal sectors of the education and training system are beneficiaries of and participants within these services, which until now have tended to function separately, and to be administered separately with poor co-ordination and the term “Education Support Services” emphasise the auxiliary nature of ‘curative’ services and infuses support services into the mainstream curriculum and the life skills curriculum” (Department of Education, 1995, pp. 28-29).

The White Paper (Department of Education, 1995) argued that education support services have not been comprehensive enough in any part of the former education and training system and that there is a need for increased awareness of the importance of SSDS in the FET system. The FET colleges are committed to equal access, non-discrimination, and redress, and which target those sections of the learning population which have been most neglected or are most vulnerable.

The effective infusion of SSDS within the FET colleges will, by prevention, reduce the risk of increasing the numbers of problems at the institutions. The vast need for SSDS, coupled with the extreme impoverishment and inequality in provision for SSDS in colleges, the complexity of the professional fields involved, and the necessity for co-ordination across levels of government and different departments as well as with community organisations, indicate that a paradigm shift in the provision of FET college SSDS is needed (Department of Education, 1995). These elements of SSDS are described as developmental initiatives and are regarded as key development processes in transforming the FET college system.

The FET Green Paper (Department of Education, 1998a) provides for the co-ordination and the promotion of a national common purpose that promotes co-operative education and training governance, strong stakeholder representation and community participation,
and the upholding of the rights of all learners, parents and educators. This policy provides the basic framework for the establishment of an integrated education and training system in which a SSDS for FET college students can be accommodated.

The South African Schools Act, Act 84 of 1996 (Department of Education, 1996a) has provided the first basic framework for an inclusive education and training system through its affirmation of equal access to education and training settings for all learners on a non discriminatory basis. The Act stipulates that education and training institutions should provide education and training for students who experience barriers to education and training and provide education support services for such students (section 12(4)). This stipulation in the Act has also made provision for the FET college institution to be accessible to students with special needs. The Schools Act, known as the General Education and Training Act (GET) leads the way for the Further Education and Training Act (FET).

2.1 Further Education and Training Act

The FET Act was promulgated and assented to by the State President in 1998. Its tenets are in line with the supreme law of the land, the Constitution of the Republic of South Africa Act 108 of 1996 Section 29(1) (Republic of South Africa, 1996) which stipulates that: “Everyone has the right to a basic education, including adult basic education; and to further education, which the state through reasonable measures, must make progressively available and accessible”.

The FET Act is given further substance by the values and principles underlying the Constitution, namely: redress, transformation, equity and equality.

The FET Act makes provision for the development of the integration of education and training (Republic of South Africa, 1998a), through

- the development of a training culture alongside labour-specified legislation
- the promotion of lifelong learning
• improved access and outcomes-based education and training
• flexible and responsive programme delivery and programme funding
• development of a job market training orientation through the recognition of learnerships
• development of key performance indicators alongside other key legislation such as quality assurance mechanisms

improved efficiency and accountability through well-defined structures such as the National Board for Further Education and Training (NBFET).

The objectives of the FET Act are to enable the development of conditions in which students within the FET band are all able to

• pursue excellence
• promote the full realisation of their potential
  embrace the spirit of tolerance of ideas while appreciating diversity
• respond positively to the needs of the country
• be responsive to labour market demands
• service needs of communities in which the FET institutions are located, which imply that the primary objective of an FET college as institution is to relate to the community’s needs and aspirations.

In order to meet these objectives the FET Act has facilitated the establishment of the National Board for Further Education and Training (NBFET), which is a statutory body established in terms of the National Education Policy Act 27 of 1996 (NEPA) (Republic of South Africa, 1996c). The FET Act is meant to complement the Skills Development Strategy of the Department of Labour as envisaged in both the Skills Development Act 97 of 1998 and the National Skills Development Levy Act 9 of 1999. (Department of Labour, 1998, 1999a and 2000a).

White Paper 4 on Education and Training and the FET Act (Department of Education, 1998c) and the Skills Development Strategy of the Department of Labour should be read
together as they are two sides of the same coin, because these strategy documents are geared towards the development of national human resources for the world of work:

- sharing labour market information
- providing career guidance information and training needs
- building links between training and job placement.

One of the most important functions of the FET White Paper 4 and FET Act is that they address the question of what FET really envisages, namely:

- to obtain support for economic development through community enhancement from governments, multi-national organisations, industry and commerce
- to prioritise further education and training to support economic development
- to foster links between the public and private sectors, especially to generate resources, education, training and economic regeneration
- to integrate education and training (NICET, 2000a).

3. INTEGRATION OF FURTHER EDUCATION AND TRAINING SYSTEM

The reconstruction and development of our nation has placed many new and urgent requirements on our national education and training system. These include redress of past discriminatory practices, the nurturing of a responsible citizenship grounded in our democratic constitution, and the development of a knowledge and skills base for the economy and society. When these are combined with the international cultures of lifelong learning and the knowledge society, the implications for the development of a new learning system, and in particular for curricula and qualifications, are dramatic (Morris, 1996).

The integration of education and training systems is intended to ensure maximum flexibility for horizontal and vertical mobility between levels of the education and training systems, both formal and non-formal. It provides students with opportunities to
learn regardless of age, circumstances and the level of education and training they may have.

As early as 1993 NEPI and the Education Renewal Strategy (ERS) emphasised the importance of integrating general education and vocational training into a coherent system. The National Qualifications Framework (NQF) itself was proposed in the ANC Policy Framework for Education and Training (ANC, 1994) as a national integrated education and training system that will be learner centered and achievement driven (table 2.2).

According to the White Paper 1 on Education and Training (Department of Education, 1995) an integrated education and training approach implies a view of learning which rejects a rigid division between academic and applied, theory and practice, knowledge and skills. The National Education Policy Act (Department of Education, 1996e) provides opportunities for, and encourages lifelong learning and an integrated approach to education and training within a national qualifications framework.

South Africa’s Reconstruction and Development Programme (RDP, 1994) identified priorities relating to meeting basic needs, such as: housing, water, sanitation, electricity, health care, nutrition and social welfare. Education and training are seen as central to this strategy with the following principles (RDP, 1994, pp. 12-13):

- the RDP is about the people’s immediate needs and is people-driven
- the RDP-initiated programmes in the FET band are to be integrated and sustainable
- the RDP made provision for the promotion of peace and security in the country; education and training in general are supposed to create social awareness and social empowerment
- the RDP entails the reconstruction and development of South Africa. Further education and training can integrate national economic growth, development, reconstruction, redistribution and reconciliation into one unified programme of action.
Integration of academic and occupational education reinforces the shifting paradigm from teaching to learning, and requires that students become active participants in the construction of their own knowledge. Badway and Grubb (1997) suggest that integrating academic and occupational education broadens occupational education and strengthens its connection to civic goals.

Academic and occupational integration has the potential of offering a broader focus for occupational education and offers opportunities for a more diverse group of students. Copa and Ammentorp (1997) suggest that design of the learning process, curriculum, instruction, training and assessment must become more integrated and better suited to the specifications for learning outcomes. They suggest that the learning process should engage the learner in inquiry and knowledge construction and that learning projects are connected to the needs of the community, commerce and industry.

Edmonds (1993) and Kennedy (1997) state that students in occupational programmes need more than concrete skills to perform well in the work force. They argue for integrated occupational programmes in further education and training so that students see the construct of integration. The integration of technical and academic curricula allows students to become more active participants in their learning.

Structured workplace education and training is the basis on which learning about an occupation is premised. It structures the skills, knowledge, appropriate general education, and values around that particular occupation. Structured learning goes beyond mere content or trade theory; it provides support and mediation between the world of experience and the body of knowledge, encouraging learning that is both inductive and deductive, and developing generic abilities for the student and workplace (Department of Labour, 1999b).

The Skills Development Act, Act 97 of 1998, (Department of Labour, 1998) introduced student learnerships as composed of both structured learning and structured work experience, which are designed to complement each other in an integrated structure. It is
critical that within each, theory and practice are combined so that there are practical applications within the structured learning and theoretical reflections within work experience. The two components of education and training are structured training in the workplace training and structured learning. The world of work and the training sector are formalised through the implementation of SAQA and the Skills Development Act (SDA), (Department of Education, 1998f; Department of Labour, 1998).

Figure 2.1 explains the establishment of the National Training Strategy Initiative (NTSI) which paved the way for the formalisation of the integration of education and training with the proclamation of SAQA, the FET Act and SDA (Department of Labour, 2001).

Figure 2.1  THE ESTABLISHMENT OF THE NATIONAL TRAINING STRATEGY INITIATIVE

3.1 South African Qualifications Authority (SAQA)

In April 1994 the National Training Board Report: Discussion Document on a National Training Strategy Initiative (NTB, 1994) fleshed out the concept of education and training, while the Centre for Education Policy Development (CEPD) released its implementation plan for education and training in May 1994.

Towards the end of 1994 an Interministerial Working Group was mandated by the Ministries of Education and Training and Labour respectively to consider the implementation of an NQF. In March 1995 the White Paper on Education and Training again detailed elements of a proposed NQF. In June 1995, the Draft National Qualification Framework Bill was published and, in October 1995, the South African Qualifications Framework, Act No. 58 of 1995 was gazetted. The SAQA Board was inaugurated in August 1996. The Board comprises appointed representatives from national education and training stakeholder bodies and is under the joint responsibility of the Ministers of Education and Labour, with the Minister of Education having legislative responsibility (Republic of South Africa, 1996b).

SAQA has three important functions:

- Primarily it is responsible for overseeing the development and maintenance of the NQF. In order to accomplish this, the SAQA has two secondary functions:
  - the registration of bodies responsible for the development and review of standards and qualifications in twelve fields of learning (Table 2.9), and
  - the registration and accreditation of bodies responsible for assuring the quality of the delivery of unit standards and qualifications. These bodies are respectively known as National Standards Bodies (NSB’s) and Education and Training Quality Assurance (ETQA) (Republic of South Africa 1998b; Morris, 1996)

Among the functions of the NSB’s as listed in the regulations are the following:
to ensure that the work of Standard Generating Bodies (SGB’s) meets the requirements for the registration of standards and qualifications as determined by SAQA,

- to recommend the registration of standards and qualifications on the NQF to SAQA
- to update and review qualifications
- to liaise with ETQA regarding the procedures for recommending new standards and qualifications, or amending registered standards and qualifications, and
- among the functions of the ETQA as listed in the regulations is to recommend new standards and qualifications, or modifications to existing standards or qualifications, to NSB’s for consideration (Republic of South Africa, 1998b).

In accordance with the SAQA Act and its regulations, SAQA through the NSB-SGB structures — is responsible for the registration of qualifications. The NSB’s have the function of liaising with ETQA regarding the procedures for recommending new standards and qualifications, or amending registered standards and qualifications. Quality Assurance bodies are responsible for assuring the quality of these qualifications. Through liaison with the NSB’s they have a direct role to play in recommending new standards and qualifications as well as modifications to existing standards and qualifications to NSB’s for consideration (Republic of South Africa, 1998b).

The key intention of SAQA is to bring about the transformation of the education and training system, in order to promote equity and redress, productivity and economic competitiveness, and the quality of learning. This transformation should lead to education and training for all South Africans, comparable to the best in the world, characterized by openness, efficiency, relevance, and creativity, leading to better standards for the workplace (Republic of South Africa, 1998b).
3.2 National Qualifications Framework (NQF)

The NQF provides us with a vision, a moral purpose. The objectives of the NQF are

- to create an integrated national framework for learning achievements which facilitates access to, and mobility and progression within education, training and career paths
- to enhance the quality of education and training for all
- to accelerate the redress of past unfair discrimination in education, training and employment opportunities
- to contribute to the full personal development of each student and the social and economic development of the nation at large.

The NQF is the centerpiece of the integrated education and training model. It is viewed as a regulatory mechanism able to link the previously disparate education and training subsystems. The following are some of its benefits:

- It is an inclusive system that provides ladders for everyone to move along. It replaces an exclusive system based on the idea that only a limited proportion of any cohort has the ability to become qualified.
- It is not limited to accrediting learning in specifically educational institutions such as schools and colleges. It is designed to accredit learning wherever it occurs and at any stage of a person’s life through recognition of prior learning (RPL).
- It abolishes distinct academic and vocational tracks and replaces them with an integrated system in which learners are not differentiated by the track they are on but by the combination of modules they achieve at each level.
- It is designed to be as appropriate for adults at any stage as it is for young people.
- It is designed not only as a basis for selection but as a way of recognising, encouraging and promoting learning in its widest sense.
- It is also designed to offer multiple entry and exit points to all learners and to ensure learner mobility and the accumulation and portability of learning credits at the pace set by learners themselves (SAQA, 1999; Kraak, 1999).
The NQF therefore provides the framework within which the curricula and qualifications for General, Further and Higher education are developed and introduced at all education and training institutions. The NQF represents a structural means for bringing about cohesion and coherence within learning provision and recognition of learning achievement. Flexibility is one of the principles of the framework, with multiple exit and entry points for learning (Morris, 1996; Department of Education, 1998f; Kraak, 1999).

The NQF as an enabling mechanism provides the organizing framework for the development of a new, integrated FET system that will ensure:

- nationally agreed upon outcomes
- a single system of qualifications
- flexible learning pathways between the education and training sectors and the labour market
- articulation among various programmes, qualifications and providers
- accumulation and transfer of credits
- recognition of previous self-learning and work experience for credits towards a qualification, and

The framework for the report on the transformation of FET in South Africa proposed a vision for the further education and training system which “offers flexible, diverse, accessible, high-quality education and training programmes at NQF levels 2–4, responds to individual and socio-economic needs, and meets the demands for redress and democratisation in a changing South African society” (Department of Education, 1977a, p. 4).

According to White Paper 1 on Education and Training (Department of Education, 1995, p. 21) the NQF will be “the scaffolding on which new levels of quality will be built.” This scaffolding has eight qualification levels. Each level is described in terms of registered statements of essential outcomes. Table 2.2 below depicts the three bands of
the NQF (General, Further and Higher Education and Training), its levels and sub-levels, and indicates some of the providers at various levels, e.g. Technical/Vocational Colleges in the FET band, levels 2 – 4 (NICET, 2000a).

One of the key principles of the NQF is the provision of guidance to the students (Morris, 1996). This principle is of essence if the other key principles are taken into account, namely the coherence between learning areas, flexibility between different forms of learning, articulation between education and training and the work environment. Table 2.2 and Figures 2.3; 2.4 and 2.5 below show the different ways in which the NQF makes it possible for the FET students to enter or exit the education and training field.

Table 2.2. NATIONAL QUALIFICATION STRUCTURE

<table>
<thead>
<tr>
<th>GRADE</th>
<th>NQF LEVEL</th>
<th>BAND</th>
<th>TYPES OF QUALIFICATIONS AND CERTIFICATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>HETC</td>
<td></td>
<td>Post doctorate</td>
</tr>
<tr>
<td>7</td>
<td>HETC</td>
<td></td>
<td>Post graduate degrees</td>
</tr>
<tr>
<td>6</td>
<td>HETC</td>
<td></td>
<td>Degrees</td>
</tr>
<tr>
<td>5</td>
<td>HETC</td>
<td></td>
<td>Diplomas</td>
</tr>
<tr>
<td>12</td>
<td>FETC</td>
<td></td>
<td>Further education and training certificate</td>
</tr>
<tr>
<td>10</td>
<td>FETC</td>
<td></td>
<td>Schools, FET institutions, private providers, workplace-based training (learnerships), public adult learning centres etc.</td>
</tr>
<tr>
<td>9</td>
<td>GETC</td>
<td></td>
<td>General education and training certificate</td>
</tr>
<tr>
<td>7-9</td>
<td>GETC</td>
<td></td>
<td>Senior phase ABET level 4</td>
</tr>
<tr>
<td>4-6</td>
<td>GETC</td>
<td></td>
<td>Intermediate phase ABET level 3</td>
</tr>
<tr>
<td>R-3</td>
<td>GETC</td>
<td></td>
<td>Foundation phase ABET level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-school ABET level 1</td>
</tr>
</tbody>
</table>

Adapted from SAQA (1999, p. 1)
This focus indicates the need for the student to be oriented in three possible directions:

- to continued academic education
- to the world of work
- to self-employment.

The FET College by its unique position plays a pivotal role of integrating prior learning with continuing education, thereby giving credence to the concept of lifelong learning. The FET colleges also, due to their nature, and because of their location on the NQF, inevitably become levers to either the world of work and self-employment, or to higher education. Apart from the sheer scale and complexity of the FET system, its importance stems from the fact that students are situated at the crossroads between General Education and Training (GET) and entry to Higher Education and Training (HET) and the world of work and self-employment. FET is an important allocator of life chances and provides both initial and second-chance opportunities to young people and adults.

Figure 2.3  **THE CENTRAL POSITION OF FET**

![Diagram showing the central position of FET between General Education and Training, Higher Education and Training, World of Work, and Self-employment.](image)

Adapted from NICET (2000a, p. 39)
4. DEVELOPMENTS IN THE FURTHER EDUCATION AND TRAINING BAND

FET colleges are central to the government’s objective of meeting the country’s human resources needs. This is emphasised in White Paper 1 on Education and Training which states that:

“Global changes in the industrial and service sectors of the economy require an increase in the general education component of vocational training and a concomitant increase in the ability of those in full-time education to develop applied and problem-solving skills, success in this requires a comprehensive human resource development approach” (Department of Education, 1995, p. 32).

The FET sector has been identified as a key to the future of our country (Republic of South Africa, 2001, p. 2). After 1994 one of the main tasks of the national and provincial departments of education was to look at the imbalances and inequalities in the provision of further education and training. A few reports, outlined by the Committee for Technical Principals (CTCP, 1995) focused on the FET college sector namely; College Sector Coalition, Committee for Technical Principals, National Co-ordinating Committee, National Institute for Community Education, Community College Association and National Access Consortium.

The declaration, merger and closure of the public FET colleges is the initial phase of the overall strategy adopted by the national Department of Education to reorganise and create a vibrant co-ordinated FET system. In the context of fiscal constraints and public sector reform, the major challenge for FET will be to increase the efficiency and effectiveness of the delivery of training programmes. Specific strategies to address issues of equity and the maximum utilisation of existing facilities will need to be developed. These strategies include the sharing of resources and joint planning of the provision of student services among providers. One of the stipulations is that a merged college must have student support and development service in place (Department of Education, 2001b).

The need to restructure the FET, and in particular the technical college sector, and its curricula, programmes and student support and development services, is captured in
White Paper 4 on Further Education and Training and the Further Education and Training Act, Act No. 98 of 1998 (Department of Education, 1998c). The key to a successful integrated approach to education and training lies at the FET college level, with the aim to develop the learning programmes, both in secondary level (N1-N3) and post secondary level (N4-N6), and in the work-place with learnerships (Figure 2.6).

The vision of the FET is to steer a high-quality, co-ordinated system of Further Education and Training at national and provincial levels that is responsive, flexible and meets the needs of a learning society (Department of Education, 1998c). The mission of the FET is to operate an effective and efficient education and training service that is focused on the development of intermediate to high-level skills and competencies in order to improve the quality of life of the citizens through responsive, flexible and high-quality learning programmes (Department of Education, 1998c).

The Department of Education’s discussion document on FET (Department of Education, 1999g) highlights some of the deficiencies in the current system as follows:

- the separation of theory and practice, giving rise to irrelevant learning programmes that fail to meet the needs of students and the changing demands of the economy and society, hence contributing to high levels of unemployment
- poorly articulated FET learning programmes and qualifications for FET colleges that inhibit student mobility, access to learning programmes and providers learning programmes that differ widely with respect to quality, standards of provision, outcomes and curricula, thus affecting equivalence and portability
- students exiting the system and having to repeat passed subjects when they re-enter the system, leading to high levels of inefficiency. Government responsibility for FET is divided between the Department of Education and Department of Labour, with relatively little co-ordination between them. This fragments government information systems
- private institutions and companies play a greater role in FET than in the other two sectors (GET and HET). There is little reliable information on the activities of the private sector
there is very little information about the flow of students and trainees between the various components of the FET system. This is important, because views about the articulation of the system often rest on implicit, but untested, assumptions about these movement of the learners (Department of Education, 1997a, p. 9).

The new institutional landscape is a plan for restructuring the present 152 Technical Colleges in South Africa into large, multi-site FET Colleges. The new FET College landscape will look significantly different, with 50 colleges, most of which will have 2000 FTEs or more. A significant number will have in excess of 5000 FTEs. (Department of Education, 2001b)

The new landscape will be recognisable by a number of attributes that will distinguish it from the current system. Among these will be:

- large multi-site FET colleges
- greater authority
- a quality assurance framework
- specialised niche and multi-purpose colleges
- open and distance learning
- articulation and collaboration with Higher Education
- student support services (NICET, 2000b; Department of Education, 2000c)

White Paper 4 on FET (Department of Education, 1998c) and the restructuring and amalgamation of FET colleges, requires that FET colleges must give attention to the rights and responsibilities of students with special education and training needs, to provide an admission policy which does not discriminate in any way, and to provide appropriate measures to redress past inequalities. Section 9(3) requires the college to establish a suitable structure to provide for a student support and development services.

The National Commission on Special Needs in Education and Training (NCSNET) and National Committee on Education Support Services (NCESS) and the White Paper 6 on Special Needs Education (Department of Education, 1997a; 2001a) comments that FET
institutions should include in their development the transformation of the physical environment such as buildings and grounds, as well as focus on the creation of an inclusive psychosocial philosophy and culture. The transformation includes the organisational structures and cultures, the development of support and development systems, and the development of all human resources including learners, staff, parents, management and governing bodies.

The new FET colleges will be better able to provide quality student support and development services. The goal of this more holistic and integrated approach in education and training is to ensure that inclusive and supportive learning environments are developed in educational institutions such as colleges. This means that the FET system must develop a vision of equality and inclusion which accommodates a diversity of students who experience barriers to education and training and promotes social inclusion (Department of Education, 2001a).

The developments in the FET college sector are congruent with a student-centered approach. It recognises the need for developing learners’ strengths, and empowering and enabling them to participate actively and critically in the learning and training process and for identifying and overcoming the causes of learning and developmental barriers.

4.1 Education and Training Institutions and Students in the Further Education and Training Band

The FET sector makes provision for High Schools, Technical Colleges, Community Colleges, Private Training and NGO Centres, Adult Centres and workers and out-of-school youth who are beyond the age of compulsory schooling and who have either completed, interrupted or never attended formal schooling. The term “Further Education and Training Colleges” (FET colleges) is used because all Technical Colleges have been declared as FET institutions according to the FET Act 98 of 1998 (Department of Education, 1998c; 2000b and NICET, 2000a).
The Further Education and Training (FET) system constitutes a large, diverse and critically important part of the education and training system, with nearly 8,000 providers, excluding private providers, and almost 3 million learners. FET is larger than higher education, in terms of enrolments and total expenditure, and is more diverse and fragmented. In the FET band there are 6,460 senior secondary schools and 152 technical colleges (Department of Education, 1997a, p. 11).

Figure 2.4 *FET STUDENTS IN TOTAL EDUCATION SYSTEM*

The Department of Labour has primary responsibility for some 10 million workers and 2 million unemployed adults. The Department of Education is responsible for 2.2 million young people in senior secondary schools and colleges. Labour and Education together must address the education and training requirements of 2 million young people without jobs or access to meaningful learning opportunities (Department of Education, 1997a, p.10).
These realities make a thorough overhaul of South Africa’s FET system essential. The imperative is to make FET more responsive, not only to labour market demands, but to the needs of communities and to the large numbers of people outside the formal employment sector. FET colleges cultivate a new spirit of self-help and entrepreneurship and develop relevant vocational or vocationally-oriented skills, along with the general knowledge and competencies needed for lifelong learning.

A major challenge of the development of FET colleges is the provision of new information technology and equipment to provide support and development services to the students in a flexible mode of delivery. Information systems will enable the college institutions and staff of the lecturer support and development services to perform a range of new student support and development functions. These include:

- the development of learner profiles
- the charting of student growth and decline
- staff development and the management of strategic decisions related to labour markets and community needs
- linkages between FET colleges, industry and communities (Department of Education, 2001b).

FET must enable people to develop skills in order to understand and integrate all aspects of life, namely the economic, the social, the political and the psychological, to create a better future for all. The FET college therefore will make provision:

- to provide for the development of self-learning skills
- to engender generic knowledge, skills and attitudes
- to assist the student to make wise and satisfying career choices
- to provide learning experiences that are self-fulfilling, facilitating the student’s commitment to lifelong learning.

The FET colleges foster mid-level skills; lay the foundation for higher education; facilitate the transition from school to the world of work; develop well-educated,
autonomous citizens; and provide opportunities for continuous learning, through the articulation of education and training programmes (Department of Education, 1998c).

As Tables 2.2 and Figures 2.3; 2.4 and 2.5 show, the FET education and training college system also make provision for:

- recognition of prior learning (RPL) and experience
- promotion of career paths as an aid to mobility within all sectors of economic activity
- the development of a national qualification based on the integration of academic and vocational skills
- the promotion of democratic participation of all stakeholders in the education and training system (NICET, 2000a).

Figure 2.5  ENTRANCE AND EXIT POSITIONS IN THE FET COLLEGE

Adapted from Department of Education (2000e, p. 38).
Access to the FET band can be gained through a GET certificate at NQF level 1, as well as by other means, e.g. via recognition of prior learning (RPL) processes. The FET band provides certificate exits at each of the NQF levels 2, 3 and 4. The FET system is a crossroad between general education (GET), higher education (HET), the world of work, community, and personal life, and will become increasingly central in the achievement of lifelong learning and the development of a learning society (See Tables 2.2 and Figures 2.3; 2.4 and 2.5).

This means that the effective identification of the needs and concerns of the students, workers, employers, unemployed, communities and individuals, is a basic requirement of an effective FET band. It means, also, that the boundaries between FET, HET and GET, must become increasingly permeable, and the relationships between all three sub-systems increasingly inter-dependent. Table 2.5 gives an illustration of the different career paths a student can follows at an FET college in the FET band. The two different pathways are clearly illustrated, namely the FET (NQF 2-4) and HET (NQF 5) levels at the FET college.

Figure 2.6 explains the different career paths the FET student can choose. The student can choose between two main directions, business and general (commerce) and engineering (industry) which make it possible to accommodate the students needs. The entry requirements with the option of the bridging or literacy course make the FET colleges accessible for the students with education or/and training backlogs. The option of learnerships provides practical and theory training at the college and the workplace. The student has the option to continue at the FET college with post-further education and training programmes which lead to an N4-6 qualification in the Higher Education and Training band. The FET colleges also provides the student with the chance to further his/her qualifications to a National Diploma.

The choice between the different theory and practical courses, the different exit options, HET, the world of work or practical modular skills training make the FET college an
attractive option for all students with a grade 9 qualification and students with special education and training needs (Table 2.2 and Figures 2.3; 2.4; 2.5 and 2.6)

Figure 2.6 CAREER PATHS AT THE FET COLLEGE

Adapted from NICET (2000b)
In conclusion the FET colleges provide high-quality education and training that offers a wide range of learning options. In doing so, FET colleges strive towards equipping students with the necessary knowledge, skills and attitudes, values and competencies that will allow them to access life-long learning opportunities and thereby ensure that they become economically productive members of their society.

FET colleges must contribute towards human resource development by offering convenient education and training programmes and broad curriculum opportunities of high quality that are relevant to vocational competence and affordable to a broad spectrum of the people, primarily from the local community, who desire education and training in the post-school sector of the education and training system. This type of education and training enables students to make a positive difference to their career opportunities and achievements, personal development and progress, as well as preparing them for further studies in other institutions.

5. CURRICULUM AND LEARNING PROGRAMMES IN FURTHER EDUCATION AND TRAINING COLLEGES

The curriculum, learning programmes and related training issues are the mechanisms to transform the FET sector and the colleges as institutions and develop the human resources of the citizens. With the implementation of Outcomes-based education (OBE) it became incumbent upon the FET college sector to transform the manner in which they have traditionally planned, evaluated, assessed, prepared and delivered their education and training programmes. Students must now be able to demonstrate in a clear, applied and integrated manner the knowledge, skills, values and attitudes that they have learnt. With the integration of education and training, leanerships are introduced as new occupational education and training programmes which combine theory and practice so that the students know why things are done, but they also learn how they are done.
5.1 Further Education and Training College Curriculum

With the fast development and changing needs of the economy serious attention is being given to the increasing number of young people who need to be trained and educated for future development in commerce and industry. It has become imperative for the curriculum to shift away from the traditional divides between academic and applied learning, theory and practice, knowledge and skills. The new curriculum introduced in South Africa is a move towards a new balanced learning experience that provides flexible access to further education and training, lifelong learning, and in the occupational context the integration of education and training.

South African learners need to develop the necessary life competencies that will enable them to engage in all aspects of life, including work, the environment, politics, and cultural and social relationships. Above all, the curriculum needs to nurture the mental, spiritual, social and psychological wellness of all individuals to create a better, more caring society.

The term “curriculum” refers to all teaching and learning opportunities that are offered in learning institutions. It includes the aims and objectives of the education and training system, the content taught, the skills imparted, strategies for teaching and learning, forms of assessment and evaluation, how the curriculum is serviced and resourced, and how it reflects the needs and interests of those it serves, including the learners. The FET curriculum and content of learning programmes is what colleges teach, and with what, how and under what conditions students acquire the required knowledge, skills, values and attitudes (Department of Education, 1998a).

The Further Education and Training band in the National Qualifications Framework brings under one umbrella all learning programmes which follow General Education and Training (GET) and precede Higher Education and Training (HET) as an integrative concept (Table 2.2 and Figure2.5). The open learning philosophy and learning programme-based approach to education and training encourages institutional diversity,
the use of multiple sites of learning and the growth of virtual institutions. This means that learning can take place at the workplace, at community centres and in learners' homes (Department of Education, 1998f).

The use of different sites for learning, as well as a variety of media and learning and teaching approaches, has many implications for the organisation of FET colleges and the development of learning programmes, qualifications and provision of support and development services to the different students. The provision of lifelong learning opportunities across the traditionally rigid boundaries is a priority in the FET band. The dilution of previously rigid boundaries is now being made possible through the NQF and its key principles of learner progression, portability and recognition of prior learning. These principles are pertinent to the FET band because of its specific location at the crossroads between GET, HET and the world of work. FET learning programmes serve as a facilitator of learning across sector divides rather than as gatekeeper of closed institutional doors (Department of Education, 1997a).

Open learning systems, and an integrated approach to education and training, enable students to learn what they want, when they want and in the form they want, so as to satisfy their cultural, spiritual, career, personal, academic and other developmental needs. Flexible, open programmes, through different education and training resource-based learning, can be fully utilized and expanded as a significant means of broadening access to FET (Department of Education, 1998f).

5.2 Outcomes-Based Education in Further Education and Training Colleges

The National Department of Education, through policy documents such as White Papers 1 and 4 on Education and Training and Further Education and Training, opens a transparent processes for a of new curriculum and learning programmes for the FET band (Department of Education, 1995; 1998c).
Outcomes-based education (OBE) means defining, organising and directing all aspects of an instructional and certification programme or system in relation to the things that all students should be able to demonstrate successfully when they exit the programme or system (Naicker, 1999). According to Spady, (1994, p.1) OBE means clearly focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, organising curriculum instruction, and assessment to make sure this learning ultimately happens.

The NQF, with its commitment to OBE, reflects South Africa’s choice to bring about systemic change in the nature of the education and training system. This systemic change is intended to transform the manner in which the education and training system works as a system, how it is organised and the vision that drives participants within the system as they perform their own particular roles and functions within that system.

Spady (1994) has made the point that OBE is not only about curriculum change. It is about changing the nature of how the education system works, the guiding vision, a set of principles and guidelines that frame the education and training activities that take place within a system. OBE is about systemic change and changes of current practices of curriculum development and delivery.

OBE and training is a response to the call by the South African Qualifications Authority (SAQA) for a paradigm shift in education and training from a traditional aims-and-objectives approach to an outcomes-based approach. The OBE is student-centered, learning and students’ needs being a focal point for all curriculum activities:

- there is commitment to accommodating diverse learning needs, talents, styles and paces through the provision of diverse strategies of teaching and pathways of learning
- OBE is competency-orientated, reflecting a belief in the ability of all learners to learn and succeed, and focusing on ways to make them succeed
• the curriculum is built around relevant outcomes, which link to future life roles
• OBE creates conditions and possibilities to achieve learning outcomes and to create space and possibilities for success (Naicker, 1999, p. 92).

The draft document on a Lifelong Learning Development Framework for General and Further Education and Training in South Africa (Department of Education, 1996e, p. 6) refers to the different approaches of OBE. This document identifies transformational OBE as the approach preferred in South Africa. This approach gives priority to higher-level competencies such as critical thinking, effective communication, technological applications and complex problem-solving, rather than to particular kinds of knowledge or information. It aims at equipping all students with the knowledge, competence, and orientations needed for success after they leave college or have completed their work based learnership training.

FET College institutions have to develop their OBE learning programmes to benefit all the students, and especially the students who experience barriers to education and training. The White Paper 6 on Special Needs (Department of Education, 2001a) is congruent with OBE principles (Department of Education, 2000d):

• all students can learn and succeed, but not all in the same time or in the same way
• learning institutions control the conditions of students success
• all students have talent and it is the function of the FET colleges to develop this talent.
• the role of the college is to find ways for students to succeed rather than to find ways for students to fail.

One of the characteristics of transformational OBE in South Africa is that it is student-centred. According to Marlow and Page (1998, p. 10) student-centered approaches place emphasis on constructivism:

"Each of us constructs our own meaning and learning about issues, problems and topics, because none of us has had exactly the same experiences as any other person, our understanding, our interpretations, and our knowledge constructs".
SAQA and the national Department of Education conducted wide-ranging consultations leading to the adoption of seven critical outcomes and five lifelong learning developmental outcomes as the basis for the development of learning programmes, curricula and qualifications. As defined by SAQA, the critical outcomes are the contextually demonstrated end-products of the learning process and include knowledge, skills and values that are defined as critical to the future success of learners and our society in the 21st century. The critical and developmental learning outcomes are relevant throughout life, in employment and further learning (Department of Education, 1997c).

**Critical and Developmental Outcomes**

The critical and developmental outcomes are a list of outcomes that are derived from the Constitution and are contained in the South African Qualifications Act (1995). They describe the kind of citizen the education and training system should aim to create. They critical and developmental outcomes set the broad goals of learning, teaching and training.

Table 2.7 explains the critical and developmental outcomes which form the basis for the development and restructuring of learning programmes, curricula, qualifications and student support and development services. These seven broad outcomes, together with the five developmental outcomes, must guide all work done in college, in all learning programmes and even in informal intersections and extra-mural activities. All the critical and developmental outcomes require students to be actively engaged with their learning, to work both individually and as members of a team or group, and to interact with students different from themselves and with real-world situations. The critical and developmental learning outcomes are relevant life skills throughout life, not simply in the developing of a career, academic skills and employment skills.

The global changes in the industrial and service sectors of the economy place a premium on competencies leading to the notion of a developed student society. This approach
places a stringent requirement on FET learning programmes and qualifications to incorporate underpinning knowledge, skills and values that are transferable to different work and learning contexts. They reflect essential qualities that all South Africans will need if we are to build a new democratic society and create a thriving economy.

Table 2.7 12 CRITICAL OUTCOMES AND DEVELOPMENTAL OUTCOMES

<table>
<thead>
<tr>
<th>CRITICAL OUTCOMES</th>
<th>DEVELOPMENTAL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROBLEM-SOLVING SKILLS (1) Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made</td>
<td>LEARNING SKILLS (8) Reflect and explore a variety of strategies to learn more effectively</td>
</tr>
<tr>
<td>TEAMSHIP (2) Work effectively with others as a member of a team, group, organisation, community</td>
<td>CITIZENSHIP (9) Participate as responsible citizens in the life of local, national and global communities</td>
</tr>
<tr>
<td>SELF-RESPONSIBILITY SKILLS (3) Organise and manage oneself and one’s activities responsively and effectively</td>
<td>CULTURAL AND AESTHETIC UNDERSTANDING (10) Be culturally and aesthetically sensitive across a range of social contexts</td>
</tr>
<tr>
<td>RESEARCH SKILLS (4) Collect, analyse, organise and critically evaluate information</td>
<td>EMPLOYMENT SEEKING SKILLS (11) Explore education and career opportunities</td>
</tr>
<tr>
<td>COMMUNICATION SKILLS (5) Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion</td>
<td>ENTREPRENEURSHIP (12) Develop entrepreneurial opportunities</td>
</tr>
<tr>
<td>TECHNOLOGICAL AND ENVIRONMENTAL LITERACY (6) Use science and technology effectively and critically, showing responsibility towards the environment and the health of others</td>
<td></td>
</tr>
<tr>
<td>DEVELOPING MACROVISION (7) Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.</td>
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</tr>
</tbody>
</table>

Adapted from Department of Education (1997c)
5.3 Further Education and Training Certificate (FETC)

Each full qualifications registered at level 4 on the National Qualifications Framework (NQF) will be called a Further Education and Training Certificate (FETC). The primary purpose of the FETC is to equip students with the knowledge, skills and values that will ensure meaningful participation in society as well as life-long learning and training, and enable students to embark upon a productive and responsible role in the workplace (Department of Education, 2000e).

There are two threads that are incorporated in this statement of purpose, i.e. to provide qualifying students with applied competence to facilitate the transition from college to work and to provide qualifying students with a basis for further learning.

For South Africa to be able to compete in the global market of the 21st century, serious attention should be given to the increasing number of young people aged between 16 and 25 who need to be trained and educated for the future. A single, lifelong career will increasingly become the exception. People will need the knowledge and skills to adapt, control and manage their own working lives.

5.3.1 The Purpose of the Further Education and Training Certificate

Today’s workplace is characterised by global competition, cultural diversity and technological and management processes that require workers to have critical-thinking, problem-solving and communication skills. These occur in a modern and rapidly changing world that requires a continuous adaptation of skills and methods of production. It is therefore imperative that students at FET colleges be exposed to learning programmes and qualifications that concentrate broadly on all aspects of occupational and career development. The FETC is a new certificate which aims to serve education and training, society and the workplace simultaneously.
It has become imperative for learning and training programmes to shift away from the traditional divides between academic and applied learning, theory and practice, knowledge and skills. The new FET curriculum moves towards a new balanced learning experience that provides flexible access to further education, higher education, lifelong learning and productive employment in a range of occupational contexts (Department of Education, 2000).

White Papers 1 and 4 on Education and Training (Department of Education, 1995; 1998c) spell out the urgent need to set up open and transparent processes for the production of new curriculum frameworks and core curricula. White Paper 4 on Further Education and Training (Department of Education, 1998c, p.22), clearly indicates that:

"the new curriculum will overcome the outdated division between ‘academic’ and ‘vocational’ education, and between education and training, and will be characterised not by the vocationalisation of education, but by a sound foundation of general knowledge, combined with practical relevance. It is a curriculum that will offer the learner flexibility and choice, whilst ensuring that all programmes and qualifications offer a coherent and meaningful learning experience."

The National Youth Policy is in agreement with the sentiment expressed in White Paper 4 on Education and Training, namely that:

"the new FET curriculum will offer multiple entry and exist points and a diversity of learning programmes and qualifications to meet the varied needs of learners in different fields and at different stages of their lives" (Department of Education, 1998c, p. 22).

The legal basis for the Further Education and Training Certificate (FETC) is informed by the following (Department of Education, 2000):

- the South African Schools Act (Act No. 84 of 1996)
- the South African Qualifications Authority Act (Act No. 58 of 1995)
- the National Education Policy Act (Act No. 27 of 1996)
- the Further Education and Training Act (Act No. 98 of 1998)
- the Skills Development Act (Act No. 98 of 1998)
- the National Skills Development Levy Act (Act No. 9 of 1999)
- the Employment of Educators Act (Act No. 76 of 1998)
• the Labour Relations Act (Act No. 66 of 1995)
• the Employment Equity Act (Act No. 55 of 1998)

5.3.2 Further Education and Training Certificate Qualification

The following are the requirements for registration of an FETC on the NQF (Department of Education, 2000d):

- each full qualification registered at Level 4 on the NQF will be called a FETC
- it must consist of 360 credits, 120 credits per level from NQF level 2 to NQF 4 (Figure 2.8). A registered FETC may be constructed from unit standards or it may be registered as a whole qualification
- each FETC will provide access to various learning pathways, both vertical and horizontal and the qualification itself will determine the scope of access provided
- proposals for a qualification can designate specific areas of study or credits as compulsory
- proposals for an FETC must indicate in the rules that the qualification may be achieved in whole or in part through the recognition of prior learning (RPL)
- RPL includes, but is not limited to, learning outcomes achieved through formal, informal and non-formal learning and work experience
- integrated assessment must be incorporated to ensure that the purpose of the qualification is achieved. Such assessment must use both formative and summative assessment, therefore including portfolios, simulations, workplace assessments as well as written and oral examinations (Department of Education, 2000d).

Figure 2.8  

FETC CREDITS

Adapted from Department of Education (2000e)
According to the Department of Education (2000d) an FETC qualification must:

- represent a planned combination of learning outcomes with a defined purpose or purposes, intended to provide qualifying students with applied competence and a basis for further learning

- add value to the qualifying student in terms of enrichment of the person through the: provision of status, recognition, credentials and licensing; enhancement of marketability and employability, and opening-up of access routes to additional education and training

- provide benefits to society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled/professional people and transforming and redressing legacies of inequity

- have both specific and critical cross-field outcomes which promote life-long learning

- where applicable, be internationally comparable

- incorporate integrated assessment appropriately to ensure that the purpose of the qualification is achieved, and such assessment shall use a range of formative and summative assessment methods such as portfolios, simulations, work-place assessments, written and oral examinations

- indicate in the rules governing the award of the qualification that the qualification may be achieved in whole or in part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience (learnerships).

In terms of all FET programmes, sections 3 of the National Education Policy Act and the South African Qualifications Authority Act empower the Department of Education to promote quality assurance through the Education and Training Quality Assurance (ETQA), and to assess and report on the quality of education and training provided at FET colleges (Department of Education, 1996e and 1998f).
5.3.3 Learning Programmes in the Further Education and Training Certificate.

FET learning programmes are defined in two ways. In relation to their position on the NQF, these are programmes that are award-bearing, and are on levels 2 – 4 on the NQF, and programmes that are not award-bearing and are considered to be broadly within the FET band. According to Figure 2.6 the colleges provide post-school vocational education according to the manpower needs of commerce and industry and the various communities in which they are situated, at levels varying from the senior secondary school level (N1 to N3) to three years after senior certificate level (N4 to N6) (Department of Education, 1997a).

With the new transformation and merging of the FET colleges, they offer learning programmes on the NQF 5 (HET) level. These are defined as part of the FET band in terms of their complexity, as well as the prior knowledge that they assume. The FET college band includes modularised programmes of learning to allow students the maximum flexibility to accumulate the relevant credits for their chosen career path and also to enable portability between career paths and articulation between various education and training providers (Department of Education, 1997a).

The learning outcomes will inform the development of the curriculum and qualifications frameworks for academic and vocational education and training. The scope of the curriculum has been defined by SAQA into 12 Organising Learning Fields based on fundamental disciplines and areas of study related to occupational orientations essential to the further development of South Africa (Table 2.9). These 12 learning fields forms the basis of the range of unit-standards and learnerships. The 12 learning fields also form the basis of the National Standard Bodies (NSB’s) and Standard Generating Bodies (SGB’s). (Department of Education, 2000d)
Table 2.9  12 ORGANISING LEARNING FIELDS

<table>
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<tr>
<th>LEARNING FIELDS</th>
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<tr>
<td>01 Agriculture and Nature Conservation</td>
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<td>02 Culture and Arts</td>
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<td>03 Business, Commerce and Management Studies</td>
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<td>04 Communication Studies and Language</td>
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<td>07 Human and Social Studies</td>
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<td>08 Law, Military Science and Security</td>
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<td>11 Services</td>
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<td>12 Physical Planning and Construction</td>
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Adapted from Department of Education (2000d)

The above has made it possible to cluster FET college learning programmes into three main groups. All national qualifications in FETC require three groups of learning outcomes: fundamental, core and elective learning outcomes. All three groups contribute to the overall purpose of achieving the FETC qualification. A fourth component, critical cross-field learning outcomes, ensure the presence of critical skills at all levels of the learning programme (Department of Education, 2000d).

- **Fundamental learning.** Further education learning programmes aim to provide holistic development without a specific occupational focus. Thus they include a high proportion of generic skills and knowledge. The fundamental component is about ensuring that the student achieves the competence needed to undertake the qualification as a whole, as well as providing the foundation for further learning.

- **Core learning.** Vocational education and training programmes relate to the acquisition of skills and knowledge primarily defined by market needs, as well as opportunities for employment or self-employment. The aim is to enable learners to
operate within a broad occupational cluster. This includes certain generic skills and knowledge that are considered critical for accessing lifelong learning. The core component of the qualification contextualizes the qualification, giving it its breadth and depth. The current issues of national importance are located here, e.g. promotion of health and safety, HIV/Aids and life skills.

- **Elective learning.** Community and personal development programmes usually respond to an identified need in the community. They build the capacity of the community and individuals to take control of their own lives, empowering individuals and communities to improve the quality of their lives. Such learning programmes include organisational development, capacity-building of community structures, conflict management, group skills, goal-setting, etc. The elective component offers a number of options for selecting unit standards for this category. In most economic sectors, the elective will comprise choices made from specific standards required for a specific occupation.

- **Critical cross-field learning.** This provides a mechanism to infuse critical skills at all levels of qualification, for example, analytical problem-solving and information gathering, and organising and managing oneself. Capabilities are required throughout the levels of the qualification framework and must be built into the design of all qualifications. Critical cross-field outcomes are central in the construction of qualifications. They are the elements that enable learners to move from dependence to independence, as well as from low to high levels of productivity and innovation (Department of Education, 2000d).

### 5.3.4 Assessment in Further Education and Training Certificate

Assessment will form a central part of the FET curriculum, which has to provide valid and reliable information about the achievements and competencies of students. Assessment will have to be developmental and formative, providing students with feedback and guidance on their progress and performance.
Learning, teaching and assessment are inextricably linked. It is only in the context of the other that each has meaning. Without learning, assessment has relatively little value, and without assessment, the effectiveness of learning and the accountability of teaching cannot be determined. Therefore the development of qualifications and the assessment of the student should go hand in hand; and they should at least have the same points of departure, and be informed by the same values, principles, aims and objectives.

These links are clearly spelt out in the White paper 4 on Education and Training which states that "An integrated approach to education and training, linked to the development of the National Qualifications Framework based on a system of credits for learning outcomes achieved, will encourage creative work on the design of curricula and the recognition of learning attainments wherever education and training are offered" (Department of Education, 1998c, p.15).

Assessment is determining whether or not learning outcomes have been attained. Assessment has a developmental and monitoring function, although its fundamental goal is to promote learning. It is through assessment that the efficacy of the teaching, learning and academic development process can be evaluated. Feedback from assessment informs teaching and learning, and allows for the critique and evaluation of outcomes. A key role of assessment is determining whether or not the specific outcomes have been attained (Department of Education, 2000d).

Assessment has two distinct but related objectives: assessment must provide valid and reliable information about the achievements and competencies of students, and assessment must be developmental and formative, providing students with feedback and guidance on their progress and performance (Department of Education, 2000d).

According to the SAQA Act the purpose of assessment of the FETC qualification is to:

- represent a planned combination of learning outcomes which has a defined purpose and which is intended to provide qualifying students with applied competence and a basis for further learning.
• add value to qualifying students in terms of enrichment of the person through provision of status, recognition, credentials and licensing, marketability and employability and opening-up of access routes to additional education and training
• provide benefits to society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled professional people and transforming and redressing legacies of inequity have both specific and critical cross-field outcomes that promote life-long learning
• incorporate integrated assessment appropriately to ensure that the purpose of the FETC qualification is achieved, and use a range of formative and summative assessment methods.

The assessment of FETC qualification may be achieved in whole or in part through the recognition of prior learning (RPL), through formal, informal and non-formal learning and work experience.

Assessment in FET colleges will therefore play a key role in the SSDS:

the continuous monitoring of students’ progress towards achieving outcomes through academic development and learning support

providing information to staff, through the LSDT members, about education and training problems the students experienced at class and at the learnership workplace.

5.3.4.1 Recognition of prior learning (RPL)

The recognition of prior learning (RPL) is an important aspect of assessment in the FETC context. It allows students to qualify for credits without re-taking the required courses. It provides students with recognition of existing competencies regardless of where, how and when these were acquired, and it is consistent and comprehensive. Recognition of prior learning serves a variety of purposes:
it promotes continuous learning by allowing students who can demonstrate achievement of outcomes to progress
- it allows students to earn credits towards a qualification in less than the usual time
- it assists students to capitalise on their accumulated knowledge and skills.

RPL accessing, transferring and progression within the FET curriculum offer a diversity of learning programmes and qualifications to meet the various needs of students in different fields and at different stages of their lives. Students are able to progress on the basis of learning outcomes achieved, rather than through course cohorts. Accumulation of credits, based on attaining outcomes, is central to this principle and are accommodated within the development of FETC curricula.

The student-centered ethos fundamental to the outcome-based assessment techniques can best be accommodated if students are seen as a heterogeneous group moving at different speeds through a series of progressively demanding activities to develop competence in relation to progressively sophisticated learning and training outcomes. This facilitates the admission and progression of a whole range of students who experience barriers to education and training in FET colleges. In this context, assessment takes on a truly supportive, formative and diagnostic role, both guiding the students and helping the lecturer to plan appropriate activities to meet the students' needs (Department of Education, 2001c).

Students who experience barriers to education and training in the FET colleges will have opportunities to experience those challenges to learning and development, including those who are multiply disabled in some or other way, to strive towards the attainment of OBE. Special support and development are provided to integrate those students with special education and training needs, as far as it is feasible, within regular FET colleges. Individual differences among students with regard to differences in their styles, pace and approach to learning, are therefore be taken into account in the FETC curriculum. All assessment policies at FET colleges incorporate the identification of learning and training difficulties in the academic and learning support programmes of the SSDS. The
assessment policy requires the role of institution-based support teams (LSDT) to be central in the development and delivery of appropriate assessment methods, tools, techniques, methodology and materials (Department of Education, 2000d).

In conclusion there are two threads that are incorporated in these statements of the purpose of assessing FETC qualifications, i.e. to provide qualifying students with applied competence in the world-of work, commerce and industry, and a basis and purpose for further learning which will equip students with knowledge, skills and values to enable them to participate in continuing learning in higher education and training. This also equips the student with academic and learned knowledge, occupational and career skills, and life-coping values.

In summary FETC programmes incorporate the following principles:

- inclusiveness
- promotion of reconstruction and development
- linking community service and internships to career-oriented studies
- promoting accreditation within the NQF
- tapping into public, private, as well as civil society resources
- combining compulsory and incentive measures to encourage young people into the programme
- including, and making provision for students with special needs
  professionalisation of youth work through the creation of accredited and specialised youth work training programmes (learnerships).
- promotion of community initiatives that include gathering information and planning on community and youth development processes and needs (NICET, 2000).
6. STUDENT LEARNERSHIP IN FURTHER EDUCATION AND TRAINING

We are living in a rapidly changing world, where old skills are no longer relevant and new skills are required to adapt to rapidly changing demands. Today's workplace is characterised by global competition, cultural diversity, and technological and management processes that require workers to think critically, solve problems and communicate effectively. It is therefore imperative that students be exposed to an FET college curriculum that concentrates broadly on all aspects of career development.

Various policies and programmes have been put in place to raise the level of skills in the South African labour market, as well as to align education and training more strategically with labour market needs. These include the Reconstruction and Development Programme (RDP, 1994), the Growth Employment and Redistribution framework (GEAR), (Department of Labour, 1997), the report of the Labour Market Commission (Department of Labour, 1998), the FET Act (1998), Education White Paper 4 on Education on Training (1998c), the Skills Development Act No. 97 of 1998, (Department of Labour, 1998), policy initiatives at basic, further and higher education training bands, the South African Qualifications Authority, and many other policies dealing with education and training.

The successful implementation of the learnership skills development plan is underpinned by a continued commitment to the strengthening of social partnership through institutions such as the National Economic Development and Labour Council (Nedlac), the National Skills Development Strategy (NSDS), Sector Education and Training Authorities (SETA's), the Employment Conditions Commission (ECC), the Commission for Employment Equity (CEE) and the Commission for Conciliation Mediation and Arbitration (CCMA), (Department of Labour, 1998).

6.1 The Objectives of Learnerships

It is vital to understand the link between the FET Act, the Skills Development Act and the National Skills Development Levy Act in the context of national FET development. On the one hand, the purpose of the FET Act is to establish a nationally co-ordinated FET college system, which provides for programme-based further education and training. On the other hand, the Skills Development Act, in the first place, aims at the development of skills for the South African workforce in order to:

- improve the quality of life of workers
- improve their prospects of finding work
- allow for labour mobility
- improve productivity in the workplace
give employers the necessary competitive edge
- promote self-employment
- improve the delivery of social services (Department of Labour, 1998).

The establishment and design of student learnerships aim to achieve the outcomes and principles outlined in the Skills Development Act (Department of Labour, 1998) which clearly locates the policies for the new education and training system within the government’s commitment to implementing systems which enhance the life chances of
all South Africans, within integrated economic, social and human resources development policies and programmes.

The overall vision of the Skills Development Act is the integration of the skills development system which promotes growth in employment, social development and the economy, through focussing on integrated education, training and employment opportunities (Department of Labour, 1999a, p. 7).

Sector Education and Training Authorities (SETA’s) have the primary responsibility for the setting up of learnerships in their respective 25 economic sectors (Department of Labour, 1998). The SETA’s is defined in the terms of section 9(1) of the Skills development Act, to "equip South Africa with skills to succeed in the global market and to offer opportunities to individuals and communities for self-advancement to enable them to play a productive role in society" (Department of Labour, 2000a, p. 2).

The aim of student learnerships is to transform students into productive and independent workers who will be useful to employers and who are confident individuals. It is as important to learn about norms, values and attitudes required in a formal employment environment as it is to learn about occupational skills and knowledge. Learnerships contribute to the production of useful members of society by including areas of learning that are of national significance, and each student's learnership contributes to a lifelong learning process. One of the main purposes of student learnerships is to respond to the specific social and economic challenges facing the South African FET system (Department of Labour, 1998).

The Skills Development Act No. 97 (Department of Labour, 1998, p .12) has three main objectives, namely:

- the promotion of economic and employment growth and social development in the country through the achievement of higher skills levels
increased independence and responsibility of workers through achieving nationally recognised qualifications and rising levels of competitiveness for employers

- the inclusion of people who are most vulnerable in the labour market, through small, medium and micro enterprises (SSME) and sustainable self-employment

The principle underpinning the learnership (Department of Labour, 1998, p. 10) is that it is demand driven, with particular emphasis on the new skills and competencies needed by commerce and industry enterprises. Leanerships support rising productivity and competitiveness, target pre-employment and group training linked to work experience and support better prospects for employment.

The objectives of the learnership strategy in relation to the country as a whole are to facilitate a general increase in the skills profile of the population through accredited high quality education and training linked to the NQF. New skills in the country may achieve rising competency levels which promote economic and employment growth and social development. The objective in relation to the industry is to increase access for students to education and training institutions and to increase access to entry-level education and training at FET colleges (Department of Education, 1998f)

6.2 The Implications of Learnerships

The skills development strategy provides a framework for determining the education and training needs in the labour market as well as for funding mechanisms for training. FET policy framework provides a strategy for suppliers of education and training to respond to the labour market needs as identified by private and public employers.

The skills development strategy of the Department of Labour and the new FET framework are complementary. The Departments of Education and Labour work in close collaboration in sharing labour market information, providing career guidance and counselling through advice about appropriate job paths, planning responses to labour market training needs, and building links between training and job placement.
The sharing of information on studies and career paths enables students wishing to diversify and to transfer between learning programmes and those seeking to re-enter FET learning programmes by providing an alternative route to education and training, whilst enabling mobility in career and learning pathways (Department of Labour, 2000a).

The learnerships in the Skills Development Act (Department of Labour, 1998) provide important avenues for linking structured learning to a structured work environment, and for providing access routes from learning to work for all students, including those who experience learning and developmental barriers and exclusion. The curriculum statement for FET (Department of Education, 2001b) provides for the link of education to work.

The policy on Inclusive Education and Training (Department of Education, 2001a) provides for students who experience learning difficulties and students with special education and training needs and students with disabilities who face exclusion. Like all other students these students need to be prepared for inclusion within working communities.

The Act stipulates that when learnerships are offered there must be an agreement between the learner, the employer and the training provider. This means that all three parties should be signatories to a single agreement which also formally binds the education and training sector (Department of Labour, 2000b). The FET college will be expected to provide learning programmes and courses to meet the needs of the students, and this will require much greater collaboration and feedback between college, commerce and industry, SETA’s and providers.

Assessment in practical modules, for example learnerships, is a process that measures whether or not a student has achieved the intended outcomes when comparing his/her capabilities to the assessment criteria set out in the relevant unit standards or qualifications. To cater for the flexible and varied forms of assessment, FETC learnership assessment will provide for continuous and final summative assessment, especially at the
FETC exit level, NQF Level 4. This will ensure articulation of the FET into the HET band, but also provide for a range of assessment contexts and methodologies like on-the-job, off-the-job, individual and team learnership assessment methods (Department of Labour, 2000b).

The Department of Labour recognises that the provision of FET colleges will play an important role in expanding access to learnerships in the FET band, in particular in responding to labour market opportunities and learner demand. As outlined in the Higher Education Act (Department of Education, 1997e) the key challenge in expanding the role of private and public education and training providers is to create a sustainable education and training learnership system for students.

In conclusion, learnerships in skills development strategy provide the mechanism for building human capital and form an increasingly important determinant of economic, social, cultural, technological and national progress. Skills development is linked to job creation and the productivity resulting from the employment of human resources. It reduces poverty, increases economic well-being and creates the platform for sustained growth and development. It is therefore important to include life skills, career guidance, counselling and academic development in these learnerships (Department of Labour, 2000b).

7. SUMMARY

Fundamental economic and social changes after apartheid changed themes of redress: life-long learning, nation-building and a new relationship between the state and its citizens. This placed new demands upon the FET college system.

The Department of Education has developed new policies and legislation which constitute the basic building blocks for enabling the development of a fully functioning education and training system that will drive South Africa into the 21st century and contribute to the health and prosperity of the nation. The right to education and training
within the context of the Constitution, the Education and Training White Papers 1 to 6, the FET act and National policy provides for learner support, and for development of the education which should be provided to all students, including students who experience barriers to education and training.

The Education White Paper 4 (Department of Education, 1998c) and Further Education and Training Act (Department of Labour, 1998) set out a broad and long-term national framework for the transformation of curricula, learning and teaching, qualifications, funding, quality assurance and new institutional arrangements in the sector.

Complementing the FET Act, the Skills Development Act aims to improve the skills base by increasing the levels of investment in education and training in the labour market and to improve the return on that investment. It seeks to achieve this by encouraging work-based education and training, and encouraging partnerships between the public and private sectors.

These developments were also aimed at labour market information, provision of career guidance information and training needs and building of links between training and job placement. One of the most important functions of the above was the integration of education and training through the implementation of learnerships. The global changes in the industrial and service sectors of the economy place a premium on knowledge and skills, leading to the notion of a knowledge society. This approach makes stringent demands on learning programmes and qualifications to incorporate the underpinning of knowledge, skills and values that are transferable to different work and learning contexts.

The next chapter deals with the student support and development services (SSDS) at the FET colleges, and includes the theory, literature, policy and legislation. The four different SSDS programmes, student counselling services, academic development and learning support, occupational development and career guidance, and life skills and health education will be explored. The chapter also deals with the lecturer support and development team (LSDT) and its implications for the college institution development.
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5. SUMMARY
CHAPTER 3: STUDENT SUPPORT AND DEVELOPMENT SERVICES

1. INTRODUCTION

There is growing recognition world-wide that education and training are fundamental to economic and social development. Further education and training is fast becoming a strategic tool, and the country’s ability to compete effectively in the global economy is depending on the skills of its people. The information age and the pace of scientific and technological advancement means that lifelong learning and student support and development are essential to keep abreast of changes in the nature of knowledge and production.

Student support and development services (SSDS) cover a range of opportunities that are afforded students to ensure access to education and training and holistic development at the intellectual, physical, social, spiritual and psychological level. SSDS will ensure that all students, including previously excluded and disadvantaged groups, and those students who are considered to experience barriers to education and training, are given every opportunity to succeed. SSDS at the FET colleges are critical, as it is at this stage that students really start preparing for future roles as working people. Support and development at this stage of learning and training is needed to help students to work out how to address possible barriers to their goals (Hancock, 1998; Komives and Woodard, 1998; Pascarella and Terenzini 1991)

One of the central purposes of FET is to encourage students towards increasing autonomy so that they may find their own way through problems, both intellectual, social and personal. Students are entitled to expert education and training courses which are both intellectually demanding and personally, socially and emotionally developmental (Henry and Thatcher, 1994; Kotter, 1995; Robitscek, 1998)
FET colleges are not static. Their functions, purpose and service evolve and change constantly over time. SSDS constantly change to better meet the needs of students who are always changing, and therefore SSDS at the FET colleges change in the context of the institution and environment that evolves – sometimes very rapidly and in dramatic ways. SSDS therefore need to be aware of the most recently presenting student problems, and also of the college as an institution and the community’s support networks and ways of keeping abreast of times. From time to time, college SSDS needs redefinition, or at least reaffirmation of its purpose and role.

This chapter will focus on defining the student support and development services (SSDS) at the FET colleges. The policy framework which leads to the new developments of the SSDS will be explored as well as the four main programmes the FET college provides for the students: student counselling, academic development and learning support; occupational development and career guidance and life skills and health education. The college institutional development is an important aspect of making the FET colleges effective and efficient centres for further education and training. The method of delivering these student services is through the concept of an indirect, consultation and collaboration services module. The impact and development of these services and teams on the college as institution are explored in this chapter.

2. STUDENT SUPPORT AND DEVELOPMENT SERVICES AT FURTHER EDUCATION AND TRAINING COLLEGES

The ultimate aim of student support and development services (SSDS) in Further Education and Training (FET) colleges is to develop a curriculum, learning programmes and training opportunities which promote the spiritual, moral, cultural, mental and physical, academic and occupational development of students at the college community and prepare the students for the opportunities, responsibilities experiences of adult life (Astin, 1993; McLennan, 1991; Lange, 1994).
According to White Paper 4 on FET, student support and development services should be a central element of the new FET system. The Strategic Objective 2: Learning and Teaching in the National Strategy for FET 1999-2001 identifies the development of student support services as one of the key activities (Department of Education, 1999g).

2.1 Defining Student Support and Development Services

Bangs (1993) and Donald and Lazarus (1994) see support and development as a process of helping students of widely divergent backgrounds to find and effectively use the information, skills, insight, and understanding they need in order to be successful, primarily in the college, and secondarily in later life. College student support and development services (SSDS) help to equip students for a successful college career, and help the college to be more effective in meeting its core educational goals for students. College SSDS recognize that individual differences in students and students’ needs mean that a wide variety of resources, ranging from technology to intensive personal contact, be part of support and development services (Lyons, 1993; Nicolas, 1995; Tyler, 1992).

The Collins Concise English Dictionary (Guralnik, 1980, p. 756) defines support as follows:

- to carry or bear the weight of; hold up, to carry or bear a specified weight, pressure
- to give courage or faith to help and comfort
- to give approval to or be in favour of.

According to The Dictionary of Educational Terms (Blake and Hanley, 1995) and Barrow and Milburn (1990) educational support is supporting an action, or an act of preventing a person from giving way, backing him/her up, taking his/her part, assistance, providing spiritual help and mental comfort.

Support and development can also, according to Burrow and Milburn (1990), be one’s assistance, countenance, or adherence. It can also be to uphold or maintain the validity or authority of a thing, to give support to a course of action, to bear out and substantiate, to
keep a person, his/her mind, body from failing or giving way; to give courage, confidence, or power of endurance (Sharf, 1997).

Gaye (1998, p. 215) defines support as, “the activity of holding, of providing a place where the student can contact her/his need for fundamental trust, the basis of growth”. Astin (1991) and Gilles (1992) views support and development as a process by which a troubled person is helped to feel and behave in a more personally satisfying manner through interaction with a helping and supporting person.

De Silva (1998) uses the term support and development to describe various groups of people offering advice and skills to aid the integration, and general education and training of students with learning and development needs and difficulties. Collaboration between these groups of people is of paramount importance as the needs of the whole student have to be addressed. Support and development are based on indirect and direct methods to ensure a unified, balanced approach to the college and the students (Gallager and Demos, 1983).

Support and development involve advice given according to the assessment of the student’s strengths and weaknesses, the consolidation of the lecturer-student relationship, the encouragement to self-reliance and activated efforts to do better, as well as moving beyond the idea of a passive student leaning heavily on the endlessly supportive lecturer. Support and development also imply orientating the student with regard to truths, norms and the meaning of life (Astin, 1993; Duckenfield and Brown, 1997).

According to Alexitch and Page (1997) support and development in education and training refer to various forms of learning and bio-psychosocial support that are required to address specific learning and psychosocial problems, and, from a preventative and promotive point of view, to develop a safe and supportive teaching and developmental learning and training environment.
College SSDS should be seen as preventive in the main, supportive at all times, but minimally curative. SSDS are concerned with preventing or reducing problems, not only with offering counselling and guidance at times of crisis but also providing good personal support as part of normal development. When colleges offer good quality support and development they develop approaches which, in the light of their circumstances, achieve and maintain a proper balance between meeting the needs of the individual and of society and between reacting to problems and taking the initiative.

2.2 Objectives of Student Support and Development Services

In the development of support in colleges the task is to involve lecturers in working with students and to be developmental in nature. Strange (1994) sees the objectives of support and development as being related to:

- fostering self acceptance in students and not changing or remediating personality
- developing control from within or fostering an internal locus of control
- helping students to learn strategies and coping skills for situations which are difficult or important in terms of their impact on future life.

The main function of the SSDS includes educational services which include all human and other resources that help to develop and support the education and training system so that it is responsive to the different needs of all students (Easton and Van Laar, 1995). SSDS provide support and development to individual students and to all aspects of the college system. While SSDS address the problems of students and the system, the focus must be on the prevention of physical, mental, social, emotional and learning barriers (Department of Education, 1997b; Earwaker, 1992; Lloyd, 1995).

College SSDS involve a continuous process aimed at helping someone to develop self-understanding and self-acceptance. The British Association of Counselling (1991) defines support and development as the skilled and principled use of relationships to facilitate self-knowledge, emotional acceptance and growth, and the optimal development of
personal resources. According to them the overall aim is to provide an opportunity for the student to develop towards living more satisfyingly and resourcefully.

Creamer (1990) asserts that SSDS must focus on personal, educational, and vocational aspects of the student. Support and development in colleges involve helping youngsters to learn what it is to be a person and a student, and to think about their future careers. Educational and vocational guidance and the development of life skills enable the student at college to ask questions such as: Who am I? What will I become? (Batchelder and Root, 1994; Chickering and Schlossenberg, 1995).

Arthur and Hiebert (1996) see SSDS as aiming to help students to begin to find themselves, to develop their sense of identity, to begin to know who they really are, what they have and what they do not have, what they can do easily, what they can do with difficulty and what they probably cannot do at all, in terms of education, occupations, relationships, values and society. They describes SSDS as a process of helping individuals, through their own efforts, to discover and develop their potentialities for personal happiness and social usefulness.

A college exists for students to mature and effect in themselves beneficial psychological, physical, emotional, social and intellectual changes (Lowe, 1988). The primary focus according to Grayson, Miller and Clarke (1995) and Hamblin (1993) should be on meeting the real needs of the whole student. The student is a person and an occupational citizen. Every student has an inherent dignity and each student is unique. The chief responsibility of the SSDS is to help the student to develop an understanding of him/herself and to help the college share this understanding (Devlin, 1996; Hudgins, 1993).

According to Hamblin (1993) Lazarus and Reddy (1995) and Lazarus and Moolla (1995) support and assistance is usually given to those students who experience barriers to education, training and development, when educational, physical, psychological, social, organisational and environmental problems arise. SSDS incorporate processes of helping
students to discover their potential for intellectual, physical, social, spiritual and psychological development (Goleman, 1995; Sharf, 1996). It is basically a helping relationship directed towards the personal happiness and social usefulness of the student, which he/she achieves mainly through his/her own efforts. It is also aimed at the prevention of problems, promoting healthy development of personnel and students, and an environment conducive to the development of health for all (Marther and Winston, 1998).

In summary the major purpose of SSDS within the context of college further education and training could be seen as the direct and indirect assistance given by various community health, welfare and social experts to the education system as a whole, including colleges as organisations, students, lecturers and other relevant stakeholders.

The objective of developmental support, is the encouragement of the growth of self-acceptance in the student, the development of internal controls, and his/her acquiring realistic, appropriate strategies to cope with the college environment. The goal is the modification of behaviour, reflecting, and changed value patterns. That goal is achieved when the student understands his/her emotions and redirects them into new channels of behaviour. Individual differences are anticipated and each student is unique in his/her development.

\textit{Student Development}

The concept of student development is complex and rich, has multiple meanings, is open to argument and disagreement, and connotes a variety of ideas and images to those who use or avoid the term. Evans and Forney (1998) and Winston and Miller (1991) have noted, that the term “student development” is used interchangeably to refer to the process of growth and change, the outcome of this process, and intervention strategies designed to promote development.

Student development has been defined by Evans (1996) and Creamer (1990) as the application of the philosophy and principles of human development in the educational
setting. Human development refers to the knowledge, conditions, and processes that contribute both to the growth, development, and fulfilment of the individual throughout life as a realized person and effective, productive citizen, and to the growth and development of society.

Student development is based on the belief of Carrol (1991) and Louw (1998) that people have an innate growth principle that makes them capable of self-realization and fulfilment in both personally and socially responsible ways. The educational development potential of the student exists in every aspect of an institution’s programmes and activities. As a process, student development is the strategy or procedure the institution deliberately formulates to create opportunities for the development of each student. Student development is an outcome when students do, in fact, achieve skills and an understanding of themselves and of the world in which they live and work (Hammer, 1998; Kail and Cavanaugh, 1996).

The FET college students are in the late adolescence phase of human development which is generally considered to begin around age 16 and end around age 22 (Burger, 1997; Craig, 1996 and Louw, 1998, p.378). It is the stage of development that leads a person from childhood to adulthood marked by the major physical changes of puberty and important cognitive and social developments. The time the student spends at college is a stage of transition to adulthood marked by the occurrence of major physical, sexual and emotional development (Adams, Gulotta, and Markstorm-Adams, 1994).

The process of adolescence varies according to individual characteristics, socio-economic status and culture. Generally, adolescents are characterised by a heightened level of curiosity, adventure and experimental behaviour. They value peer acceptance and belonging. Their thinking patterns sometimes fail to associate cause with effect. They may have volatile mood swings, and be highly emotional and impulsive which often results in the tendency to get into risky situations. They like autonomy and independence to make choices and also like to challenge limits/boundaries as well as authority to assert their personal identity. Sexuality for adolescents is expressed within the social
framework which is often clouded with many other developmental challenges (Adams, Gulotta, and Markstorm-Adams, 1994; Erikson, 1993; Gibson and Mitchell, 1995; King, 1994; Louw, 1998; Steinberg, 1993).

It seems apparent from college studies that personality can indeed change in late adolescence (Burger,1997 and Gouws and Kruger,1994). Many college students are seen to grow in identity, flexibility, openness, and integration of personality through coping with new and broadening experiences. The extent to which they cope successfully, however, seems to depend on the strength and flexibility of the student.

It is particularly students in the FET band to whom support and development services are of special importance, as it is at this developmental stage of their life, as students in their education and training life, that they are really being prepared for either the world of work or for higher education.

Astin (1999) identified a number of differences found in the development of students:
- there are multiple pathways to development rather than a single development path
- not everyone will get from point A to point B in the same way
- development consists of themes and patterns, rather than stages
- certain themes may be more or less reflective of individuals from different backgrounds
  development is both internally and externally triggered.

According to Hamburg (1997) while maturation certainly plays a role in determining what issues will become salient at particular times and how individuals will respond to them, environmental conditions also contribute to this process in significant ways. Evans and Forney (1998) determine that cohort patterns exist in regard to student development. Culture, gender, and generation all play a role in how development occurs and what it looks like. Developmental pattern and themes would be more similar for individuals from the same cohort than for persons from different cohorts.
Schultheiss and Bulstein (1995) refer to the college student as a person who is engaged in a variety of age-related developmental tasks, who constructs meaning from approaches the challenges of learning in characteristic patterns or styles, and who must resolve issues of individuation within a dynamic cultural context of gender, ethnicity, and sexual orientation. Individual differences are to be expected and accommodated if the full potential of an educational experience are to be realized in the nature of development changes.

According to Coomes (1994); Erikson (1980); Evans (1996); Gilligan (1996); Louw (1998); Linddell (1995); Niles, Sowa and Laden (1994); Strange (1994) and Zuschlang and Whitbourne (1994), there are three major types or domains of development: physical, cognitive, and psychosocial. The first domain has to do with physical development, or biological growth. It includes changes in the body, in the brain, sense organs, muscles, bones and so forth, and in the ways a person uses his or her body, motor skills and sexual development. It also includes the effects of aging, such as changes in eyesight or in muscular strength. But it usually does not include physical changes that result from accidents, illnesses, or other special events. Like other forms of development, physical growth or maturation often spans very long periods.

Cognitive development involves changes in reasoning and thinking, language acquisition, and the ways individuals gain, store, and remember or recall knowledge of their environments. It includes what we commonly call learning. The term "learning" refers to comparatively important changes in thinking, feeling and behaviour, but it tends to be limited to changes that result from relatively specific experiences or events. Often too, learned changes occur over a short period, sometimes just hours or even minutes, but some important cognitive developments take much longer to occur (Cilliers Sternberg, 2001; King and Baxter, 1996; McGinty and Winston, 1992; Sternberg, 1997).

Psychosocial development concerns changes in feelings or emotions as well as changes in how individuals relate to other people. It includes relationships with family, peers, and lecturers as well as an individual's personal identity, or sense of self. Identity and social
relationships tend to evolve simultaneously, but both aspects depend on other kinds of change. How a person looks physically can affect how she feels about herself and can affect her relationships with her friends. Her powers of reasoning can influence her ability to understand the needs of others and in this way affect the quality of her relationships with others (Arthur, 1998; Newman and Newman, 1995).

Each form of human development appears to affect all of the others. The three domains interconnect in many ways. For example, physical growth makes the cognitive process of language acquisition possible, and language facilitates early social relationships. In turn, social relationships provide settings for further cognitive learning and for nurturing further physical growth. The interconnectedness makes it possible for the student at college to develop educationally, socially and occupationally to obtain a qualification which provides him/her with a lifelong career (Brewer, 1999; Gous, 1994; Papalia and Olds, 1992).

Louw (1998) and Seifert and Hoffnung (1994) sees this as a general developmental process of growing up and growing older which affects everyone in some way or other, together with whatever processes are specific to their own particular age-group. These are processes that would be going on in any case, whether they were students in the college or not. It is the process by which the student is introduced to, learns the routines of, acquires the standards of and is socialised into the norms of a particular profession. It is as a social process of learning a new role in becoming a student, person and worker. However, in all three cases the processes can be construed as developmental, analogous to the process by which one grows towards and through adulthood (Biehler and Snowman, 1997; Gibson and Mitchell, 1995; Marais, 1998; Sprinthall and Oja, 1993).

The passage from late adolescence to young adulthood in the college involves the experience of separating from home and family to create new and more adult relations with community members, experimenting with intimate relationships, developing confidence in one’s intellectual abilities and choosing a career path. Each of these experiences aids the student in consolidating a sense of himself or herself.
The college can contribute to the process of student development and growth by how and what it teaches, trains and learns, its attitudes toward exploration, growth, and development, and the kinds of personal interactions lecturers have with students. The different dimensions of students' development necessitates the integration of the components of student support and development services.

**The Integration of Support and Development Services**

The principle of an integrated support and development approach in SSDS relates primarily to the principle of a holistic understanding of, and addressing of all aspects of student support and development. A comprehensive SSDS requires the insights, skills and collaborative support and development of various disciplines, professions, and sectors e.g. health, education, and welfare, as well as parents, lecturers, students, administrators, and community support services (Donald and Lazarus, 1994).

These three sets of processes overlap. More than that, they are actually interrelated and have a mutual influence on each other.

**Table 3. GOAL OF STUDENT SUPPORT AND DEVELOPMENT SERVICES**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Intervention</th>
<th>System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and Preventative interventions</td>
<td>Educational, teaching and learning interventions  Life skills education  Career guidance</td>
<td>Organisational interventions and programmes focusing on college and curriculum development</td>
</tr>
<tr>
<td>Support and Curative interventions</td>
<td>Services focusing on student and lecturer needs and problems.  Counselling</td>
<td>Special programmes that focus on lecturer interventions.</td>
</tr>
</tbody>
</table>

Adapted from Lazarus (1995)
Table 3.1 represents the goal of SSDS as the holistic development and support of lecturers and students, and the college as a whole. The SSDS framework is that of a holistic, eco-systemic approach to learning development, promotive, preventative and health development and problem-orientated curative interventions, and occupational and career development - aimed at individuals and the college. These strategies are used to achieve the goal of development of staff, students, and the college as a whole.

The re-orientation of SSDS highlighted in these perspectives refers to a major shift from a curative, problem-orientated approach to one which is more preventative, health promoting and developmental. This means that these support and development services have a very important role to play in helping to build a positive teaching, learning and training environment and responsive curriculum, and to minimise and possibly remove barriers to learning and development.

This new perspective on SSDS includes a major emphasis on inter-sectoral collaboration of staff as support and development service personnel. The health promoting and inclusive perspective provides a practical strategy to provide a more holistic and co-ordinated support and development to FET colleges (Closs, 1993; Department of Health, 2000e and Farrell, 2000). These perspectives provide comprehensive strategies for addressing barriers to learning and development, including addressing issues that place students at risk.

This collaboration of all relevant support and development service providers is essential for the conceptualisation of development and support. The holistic or comprehensive understanding of students is dependent on an analysis and understanding of the physical, social, psychological, spiritual, environmental, vocational, academic and other relevant aspects of the student and the way in which these different aspects relate to one another (Lazarus, 1995; Smit, 1998).

It is impossible to separate cognitive development from psychosocial development and personality style from career development. Development of the student is a total process
of which education and training in the college is a part. Education and training development can be relatively short, while the student’s personal development takes place over a longer period of time. A distinctive aspect of personal development is that it is normally unstructured and is a process, covering a wide range of knowledge, skills and attitudes.

It is part of the FET college’s task to bring about the academic, personal and career development of students. Growth towards maturity occurs spontaneously and takes place independently of further education and training. Development figures in any account of the student experience, both as a process which goes on concurrently and as an essential element within further education and training itself. All students, whatever their chronological age and degree of maturity, can experience further education and training as a process of personal development, each with its different emphases (Van Niekerk, 1993; Van Rensburg, 1992).

As Garland and Grace (1993, p.34) have noted: “Students mirror a changing society through the characteristics they bring to campus”. In other words, the college student changes as society changes. With these changes students need SSDS with academic and learning support, occupational and career guidance and life skills to cope with the challenges and ever-changing environment.

The transition in students’ lives, like most changes in life, have to be seen not just as a single event, but as an ongoing experience requiring a series of adjustments over time. According to Alexitich and Page (1997) there are three different approaches to transition:

- First, it includes the concept of personality of the student. It is a change of circumstances that requires some sort of adjustment or adaptation on the part of the individual.

- Second, it includes the concept of life-coping skills. It is a process of socialization and it requires the learning of new life roles.
Third, it includes the concept of career. It is a process of developing a secure sense of an occupational identity which can accommodate a variety of work-life situations.

Student support and development services at FET colleges should be designed to teach skills for those inevitable developmental life crises that cannot be averted and prevention techniques for those that can. Raijmakers and Scholtz (1997) have identified a series of behaviours they believe students need to master while in college. They have labelled these developmental tasks of young adults, which fall into three broad categories, as developing educational autonomy, developing mature interpersonal life relationships, and developing a career purpose.

The psycho-social and ego development theories of Erikson (1980) and Creamer (1990) and the occupational developmental contextual perspective as proposed by Strange (1994) provide information on the specific developmental tasks of the late adolescent phase in relation to his/her personal, educational and career development. Their concepts provide a framework for Figure 3.2 and emphasize that the student's developmental stage impacts on the process of adjustment in the FET college – as a student, as a person and in an occupation (Arthur and Hiebert, 1996; Creamer, 1990; Gartin 1996; Pacer and Merkle, 1991; Porter, 1994; Shummer, 1994).

It is therefore possible to distinguish three dimensions of late adolescent development and the type of support and development programmes and intervention that may be needed at the FET college SSDS, namely:

- development as a student; academic development and learning support
- development as a person; life skills and health education
- development in relation to some specific work; occupational development and career guidance (Figure 3.2)
This counselling service recognises aspects of the personal development that the student is engaged in. The student support and development services have two main functions, to assist, help and advise the young adult adolescent, the student, and the person through a developmental phase. To the student the supportive phase offers academic, training and learning, while to the person it offers life skills and health education, and development in relation his/her specific vocational choice, occupational development and career guidance. The person's emotional, cognitive, social, and physical dimensions all need support to develop throughout the students education and training at the college to enable him/her to enter the community in pursuit of his/her occupation.
3. **POLICY FRAMEWORK FOR STUDENT SUPPORT AND DEVELOPMENT SERVICES AT FURTHER EDUCATION AND TRAINING COLLEGES**

In response to the need for support to the transformational processes in education and training occurring in South Africa in the context of the massive policy changes and demands in the last five years, and in response to the need for support and development for FET colleges, staff, parents and students, various forms of student support and development services have been identified as necessary (Department of Education, 1997a). As argued earlier SSDS at FET colleges need to focus on providing support and development to the college, including:

- psycho-social support in the form of counselling and guidance for staff, students, and parents;
- academic development and learning support for students;
- career guidance and occupational development;
- life skills, HIV/AIDS, and health wellness programmes.

White Paper 1 on Education and Training (Department of Education, 1995, p. 29) commits itself to the development of a

“holistic and integrative concept of Education Support Services (ESS)”, which encompasses “all education-related health, social work, vocational and general guidance and counselling, and other psychological programmes and services, and services to learners with special education needs (LSEN) in educational institutions” (Department of Education, 1995, p. 28).

This White Paper spells out three principles as important concepts for SSDS:

- holistic development which includes a preventative, developmental and promotive approach to health and wellness;
- service integration which includes intersectional collaboration and systemic thinking and interventions;
- curriculum infusion which includes life skills programmes.
White Paper 4 on FET (Department of Education, 1998c) mentions a support and development system that is needed which ranges from instructional, academic and career assistance, and includes psychological services which entail all forms of effort aimed at developing and motivating learners. This encompasses both attraction and retention strategies for students, especially those who experience barriers to education and training.

The Department of Education is committed, as noted in White Papers number 1, 4 and 6 (Department of Education, 1995; 1998c; 2001a) to student support and development systems that will:

- offer career guidance and counselling to students entering, leaving or re-entering the system for smooth transition and assistance in placement after learning meet the needs of all students through academic and learning programmes, and provide for exceptional students or those who experience barriers to education and training
- provide preventative, developmental, life skills, HIV/AIDS and wellness programmes for the students.

The National Education Policy Act (NEPA) of 1996 (Department of Education, 1996e, p. 4) ensures that all students are accommodated and supported:

"The principle of equal rights implies that the needs of each and every individual are of equal importance that those needs must be made the basis for the planning of societies and that all resources must be employed in such a way as to ensure that every individual has equal opportunity for participation".

The NEPA, subsections 3 and 4 (Department of Education, 1996e) empowered the National Department of Education to determine policy for education support services, including career and vocational development, and counselling and guidance.

White Paper 6 on Inclusive Education (Department of Education, 2001a) has emphasised the need for an integrated, community-based support and developmental support service, with a two-pronged approach which focuses on the student and the system:
• the prevention of barriers to learning and development for the student through curriculum and institutional development
  
  the provision of support and development to address barriers to learning and development where they occur in the system.

Institutional development highlighted in the White Paper 6 (2001a) focuses on developing the capacity of FET institutions to recognise and address inclusiveness and diversity within the context of the college, and to provide a framework for an integrated college educational practice. The FET college system must be consistent with the establishment of an inclusive education and training system, which focuses on, and prioritises FET centres that provide education and training services to students most profoundly affected by learning and training difficulties and exclusion.

The White Paper 6 (Department of Education, 2001a) suggests a three-level support and development service:

• The national and provincial departments of education that should understand the barriers to learning and development and address them by providing a framework of support and development for the education and training system as a whole.

• District support teams that provide support and development to the sites of learning, focussing on building the capacity of sites of learning to identify and address local barriers to learning and development, and facilitating a network of support and development in that community.

• Site-based support teams, consisting predominantly of staff in a particular site of learning who develop their competencies to identify and address the barriers and needs of all the students.

District and site-based support teams can provide the full range of education support and development services, such as professional development in curriculum and assessment, educational assistance, career guidance and life skills programmes to the staff and students at the FET colleges. Through supporting teaching, learning and management they build the capacity of colleges to recognise and address severe learning and training
difficulties and to accommodate a range of learning and training needs. These support teams can provide a co-ordinated professional support and development service that draws on expertise in educational institutions and local communities (Department of Education, 2001a).

The integrated, community-based approach to support and development reflects orientation of support and development services to a systemic, preventative, health promotive, and community-based partnership approach.

The Report of the National Council for Higher Education and Training, (Department of Education, 1996d) and the Education White Paper 3 (Department of Education, 1997e) made the following recommendations that directly affect student support and development services in HET institutions and also in FET college institutions:

- the diversity of students would be enhanced through greater access to higher and further education by workers, professionals and adult learners
- the diversity and complexity of the personal, social and educational histories of students in higher and further education would necessitate environmental support and student development programmes
- student services needed to be recognised as part of the educational enterprise and area of expertise within higher and further education which contributes to developing an institutional environment conducive to learning, teaching and student development
- the development of a responsive higher and further education sector is considered to be dependent to an unprecedented degree on skilled career counselling and academic guidance. It specifically recommends enhanced staff capacities to manage the delivery of student services which will require the professionalisation of student services staff and a commitment to human resource development
- the students as clients should have a more direct say in student services
- a student services council is proposed, with equal representation by staff and students, which would have a policy advisory role in student services
funds should be earmarked for redress and equity, which must be linked to improving quality and reducing high drop-out and repetition rates. The development and provision of student support services, including career guidance, counselling and financial services, are essential requirements.

One of the major challenges of the new FET system is to provide students with support and development services to assist them in making meaningful study choices, academic development, health, welfare and learnership. FET institutions must make opportunities available for students who experience barriers to education and training to ensure the design, delivery and monitoring of the support and development programmes and services necessary to address barriers to learning and development.

4. STUDENT SUPPORT AND DEVELOPMENT SERVICES AT FURTHER EDUCATION AND TRAINING COLLEGES

The college student needs student support and development services (SSDS) to accommodate him/her during his/her education and training at the FET college. The SSDS consists of four major student services, namely:

- student counselling services
- academic development and learning support
- occupational development and career guidance
- life skills and health education.

4.1 Student Counselling Services

Counselling is not just ancillary to what further education and training colleges are about. It is a central and integral feature of the college task to support the students’ ongoing development as individuals and in their social relationships, to develop their learning potential, and to guide them to an occupation.
McLaughlin (1999, p. 21) emphasises the value of a student counselling service: "The processes of counselling which emphasise the importance of developing good relationships based on trust, respect and listening are what students want. Students need to be listened to in order to affiliate with and feel valued by lecturers."

Sullivan, in Evans and Forney (1998, pp. 119-120), outlines the five basic characteristics of a learning-orientated student counselling service:

- student learning and personal development are the primary goals of student counselling programmes and services
- resources are allocated to encourage student learning and personal development
- student counselling professionals collaborate with other institutional agents and agencies to promote student learning and personal development
- the division of student counselling includes staff who are experts on students' developmental needs, their environments, and teaching and learning processes
- student counselling policies and programmes are based on promising practices from the research on student learning and institution-specific assessment data.

Counselling in SSDS is not just about dealing with problems and of helping and supporting students. The development of accountable and relevant counselling begins with the assessment of the needs of the students as target population (Barrow, Cox, Sepich and Spivak 1989; Biehler and Snowman, 1997; Gallagher, 1992; Gibson and Mitchell, 1995).

Rogers (1996), Sharf (1996) and Sue, Ivey and Pederson (1996) sees effective counselling as a structured permissive relationship which allows the client to gain an understanding of him/herself to a degree which enables him/her to take new positive steps in the light of his/her new orientation. Essentially, effective SSDS involves students being taught to help themselves, on the basis of their acceptance of their own potential to change their reactions to a situation and, in doing so, to conquer their attendant education and training problems (Cyancara, 1997).
Student counselling provides benefits for quality assurance, it can improve the student's experience, can encourage students to take responsibilities and develop control over learning careers, and can end feelings of isolation and marginalisation (Broadbridge, 1996; Gartin, Rumrill and Serebreni, 1996).

Previous investigations of college students have suggested that depression and anxiety are commonly reported symptoms of stress. Arthur (1998) investigated the effects of general stress, depression, and anxiety on students' strategies for not coping with perceived demands.

Chickering and Schlossberg (1995) suggest that counselling needs to focus on ways of assisting students with their college adjustment to reduce withdrawal rates. In order to do this, early identification of students at risk of withdrawing is essential. Problems of social or personal adjustment underlie some drop-out at college. According to Rickson and Rutherford (1998) some students need more support than others to cope with the emotional and developmental task of leaving home and adjusting to a new life at college. The value of counselling interventions with a group of at-risk students was highlighted by Johnson (1997), Meyers (1997), Rickson and Rutherford (1998), Ryland, Riordan and Brack (1994) and Wideseth, Webb and John (1997).

Rickson and Rutherford (1998) revealed two main factors influencing student withdrawal and drop-out: the degree to which students felt prepared, both academically and emotionally, for transition from school to college, and the availability of counselling in the form of appropriate academic and personal support at the transition stage. These two factors have been shown to affect students' ability to make a commitment to college and their particular programme of study.

Early intervention counselling programmes provide colleges with a powerful tool to recruit disadvantaged students who need a broad base of support and development at college. The college counselling services can form strong coalitions with schools and
community leaders to collaborate in the development of innovative services and methods of supporting the disadvantaged students. An important goal of early intervention is to facilitate a seamless transition from school to college (Blinne and Johnston, 1998; Gilles, 1992; Lange, 1994; Schlossberg).

Best and Lang (1995) and Evans (1998) described developmental advising in counselling as a systematic process to help students achieve educational, personal, and career goals through the use of institutional and community resources. Developmental advising is a decision-making process and, therefore, emphasizes communication and shared responsibility between lecturer and student. Developmental advising promotes total student development (Polson, 1994).

Considerable evidence exists for the effectiveness of counselling intervention techniques, as the studies by Bieschke, Bowman, Hopkins and Levine (1995), Lambert and Bergin (1994) and Lewis and Lewis (1989) show. Indications are that the person undergoing counselling and support has an 80% better chance of resolving the difficulty of adjustment in post-school settings than a person receiving no counselling and support (Deane and Chamberlain, 1994; McLennan, 1991; Meissen, Warren and Kendall, 1996).

To conclude, students require counselling and support partly because anyone needs support as they go through life and especially when experiencing a major change, and partly because, as students, they are subject to some unusually difficult pressures, some of which are contingent upon being a student while others are inherent in the activity of studying at college level. In all these areas the kind of support they need is not about removing the element of challenge or in any way reducing or even compensating for it, but it is about trying to ensure that the difficulties are met, managed and used as learning and developmental experiences.
4.1.1 Different Methods of Student Counselling Services

According to Hamblin (1993) and Lange (1994) there are distinct differences between three ways of rendering student counselling in a college support and development service, namely reactive (curative) proactive (preventive) and developmental (enhancement) support and development.

- **Reactive support** refers to the response which staff make, in the form of counselling and guidance, when students need support with a problem, usually of a personal, social, emotional, educational or occupational kind. The lecturers are expected to know their students primarily in order to be able to recognise when they have a problem with which they require help and to direct attention to the need to prevent crises by anticipating needs.

- **Proactive support** refers to attempts by college staff to anticipate critical incidents in the student’s college career and to provide, in advance, preventative coping skills and other life skills which are necessary to help him/her cope with personal, educational and occupational problems before they assume critical proportions.

- **Developmental support** goes beyond coping strategies, focusing on engaging students in activities which are designed to contribute to their personal, social educational and occupational development, and thus enhance the potential quality of their lives inside, outside and after college.

Astin and Sax (1998) differentiate between primary, secondary and tertiary prevention in counselling:

- **Primary prevention** refers to interventions that focus on the preventing of personal, emotional, social and academic problems before they have a chance to occur.

- **Secondary prevention** refers to early identification and intervention, particularly with high-risk students, preventing further aggravation of problems which have already developed.

*Tertiary prevention* refers to the remediation and rehabilitation of students who have already experienced a severe degree of disintegration or illness, the severity of
which is addressed through attempts to support and equip them to cope optimally in a supportive environment.

Hamblin (1993) sees the stages of counselling in support and development as including an exploratory phase, a problem solving or understanding phase, and a stage which focuses on action:

- The **exploratory phase** is concerned with creating the conditions to explore the issues for the student and the exploration by both the staff and the student of these issues. The process is aimed at self-understanding, to help the student and staff to reach the understanding or clarification.

- The next stage is the **problem solving phase**, which is a more focused process where the concerns of the staff or the student are explored with a view to developing new understandings or new perspectives. This may involve acceptance of limits and restrictions of powers as well as focusing on arenas for potential action.

- The final stage, the **action phase**, is concerned with making decisions and taking action, if that is appropriate. The stages make different demands on both the staff members and the student and require different interventions and skills, depending on the type and degree of the presenting problem.

According to Lange (1994) sometimes students will need personal or educational or career counselling. He also identifies three levels of work within a college, the immediate level, the intermediate level and the intensive level. The different levels require different levels of training and skills and they should not be seen as hierarchical.

- The **immediate level** is relevant to all lecturers in their capacity as tutors. This involves working with issues which arise in the personal and subject domains. Work in this arena requires lecturers to be aware of signs of stress and tension in students, as well as to have the ability to respond appropriately to situations where the student may be dealing with emotions or academic problems. It demands the use of basic counselling and guidance skills, and knowledge of the theoretical and ethical base of the skills.
• The second, or intermediate level is concerned with the maintenance of care and concern. It may involve co-ordinating and networking of resources both within and outside the college in order to meet the welfare needs of the student. It will also involve the establishment of systems for the detection of such needs and the co-ordination of information-gathering and sharing among the college staff. If colleges are to offer counselling and support of good quality they need to develop approaches which, in the light of their circumstances, achieve and maintain a proper balance between meeting the needs of the individual and of society, and between reacting to problems and taking the initiative.

• The third, intensive level, is the level of in-depth work with a student. This will involve more specialist counselling and guidance by those with relevant training. Time and the use of such skills are clearly an issue of expertise in the college and specialisation in the community. There are lecturers who have the skills to work at this level and their work needs to be acknowledged and developed by those responsible.

In summary, the counselling services in college SSDS are inclusive rather than exclusive. Most of the suggested programmes comprise three stages: a preventative, pro-active or early identification stage, a understanding or presenting stage and thirdly a curative, remediation or rehabilitation stage. Both the student and the college staff as clients are important, and emphasise the role of counselling to pursue academic, career, and personal or social issues in order to increase the likelihood of student success. College student counselling gives both the lecturer and the institution the freedom to deliver support and development services to students in a variety of ways, acknowledging that some students may need less time and less personal attention, while others may need a great deal of time and attention in order to meet their goals and be successful. The challenge to college counselling services is to realistically determine what services can be best provided to which students and staff by using high technology equipment, and community networking, and what other services need to be provided person-to-person.
4.2 Student Academic Development and Learning Support

Student achievement within the FET college system will improve significantly when students are provided with academic development and learning support services to assist them in acquiring learning skills and study techniques, to improve their educational orientation and adaptation, and to provide special education and training assistance, and learnership support, to students who experience barriers to education and training.

The concepts of student educational academic development and learning development and support are receiving a great deal of attention in the field of student support and development. Educational development and student learning are perceived to be one and the same, and have been an integral part of the student support and development services movement since its inception (Broadbridge, 1996; Brown, Bull and Pendlebury, 1997; Schroeder and Hurst, 1996).

4.2.1 Student Educational Development and Learning Support

Educational development is aimed at increasing the recruitment, retention and graduation rate of college students. According to Pavlich and Orkin (1993) and Pavlich, Orkin Richardson (1995) academic development is directed to students' needs to help them bridge the gap between school and college. In self-development programmes, the need is identified by the students and usually relates to their own enhancement and is occupation-related. Such programmes might offer students a diverse range of skills and knowledge, without focusing on any specific occupation (academic support as interim strategies to bridge the gap between inadequate schooling and tertiary education). Bridging programmes and remedial courses also fall in the ambit of academic support programmes Banion, 1997).

Academic development does not occur within a vacuum and therefore it is important to take cognisance of the educational and social changes occurring in the student, the staff and the institution. Academic development is assisting students in becoming critical,
independent, exploratory, creative and effective in processing, organizing and communicating facts and ideas. At the same time these programmes are directed at maintaining the delicate balance between equity and quality in a post-education system (Botha 1996; McLaughlin, Brozovsky and McLaughlin, 1998; Raushi, 1992).

Academic development, according to Walker and Badsha (1993, p. 62) aims to bring together student learning, staff development, and institutional development in an integrated process. Academic development which does not include the key issue of staff development is likely to have limited success. Together, learning and teaching will be central to building capacity in FET college education and training.

According to Agar, Hofmeyr and Moulder (1991) academic development programmes compensate for the educational disadvantage of at-risk students and offer enrichment education to under-prepared students and students who experience barriers to education and training.

FET settings such as colleges have often been criticized for failing to inform at-risk students that they are at risk, and for not extending themselves to help to keep these students in college. The FET college system varies in complexity and sophistication, but have a common core when a student is in academic difficulty for any of a number of reasons such as poor progress or low exam scores. Johnson (1997) and Frost (1993) have one approach to this problem, namely academic development and learning support.

Walker and Badsha (1993, p.59) argue that academic support and development imply quality and relevance of learning, and the equity with which it is distributed among the student population.

According to Agar et al (1991, p.5) students who have received inadequate secondary schooling and who are not properly prepared for tertiary studies need skills, concepts and knowledge. These can be promoted through educational support and development programmes which can be provided by student education development advisors.
4.2.1.1 The role and function of student education development advisers

Frost (1993) outlines a mission statement for education development advisers. Their primary purpose is to assist students in the development of meaningful educational plans compatible with their own life goals.

The education development adviser has two main tasks. The first is to provide sound advice to students which will help them to choose a programme of study that is suited to their intentions and possible future careers; and the second is to assist students with their personal problems and to direct and refer them to appropriate specialist agencies.

According to Frost (1993) students reported preferring academic development advisers who assist with the selection of classes but who also allow students to take some responsibility and make decisions for themselves, who get to know students beyond their academic results, who can gave advice on the choice of an occupation, and who and are knowledgeable about all aspects of the institution.

Advisors on educational development must take account of the following (Frost, 1993):

- Educational development is a process. It is a continuous and cumulative relationship with both direction and purpose. Advisors on educational development move beyond the maintenance activity of signing forms and providing information about courses. They make special efforts to encourage students to become involved in college life and discuss their academic progress.

- Educational development advisors help students to become aware of their own changing self and are concerned with advancing their rational processes, their behavioral awareness, and their interpersonal and evaluative skills. The students develop problem-solving abilities and increase their involvement in the overall learning process.

Advice on educational development is one of the most important and influential components of an institution for further education, because it has the capacity to
become a primary integrating factor that brings students, staff, curriculum and institution together into a truly meaningful educational whole.

Arthur and Hiebert (1996) and Russell and Petrie (1992) found that students who were identified early as students with academic needs, and who received developmental academic advice, made fewer course changes, refrained from dropping out of college, and were better adjusted to the college demands. With very needy at-risk students and students who experience barriers to education and training, unless help is offered as soon as possible the student may become discouraged and give up.

Educational development and outreach programmes are similar in purpose to early intervention programmes, but are not always articulated or coordinated with them. The general purpose of most academic outreach programmes is to encourage at-risk students to plan for college and to focus on specific academic disciplines. Some academic outreach programmes focus on student learning development.

4.2.1.2 Student learning development

The concept of student learning development is broad enough to encompass many aspects of the learning process, which is based on key insights from the academic development perspective. This includes the view that people not only organize but reorganize what and how they know, and that the process of reorganizing affects what and how they learn. Learning development is used to provide a range of measures aimed at both preventing difficulties from arising and helping to resolve difficulties as they arise in further education settings (Wolfendale and Corbett, 1996).

Student learning development is defined in many different ways, such as the accumulation of facts or the ability to recognize underlying assumptions, to engage in scientific reasoning, or to invoke different problem-solving strategies for different problems. Each definition reflects a way of organizing what and how students come to know (Brown et al 1997; Jacoby and Associates, 1996; Green and Milbourne (1998).
Brown et al (1997) and Gibbs (1994) view learning development as a central life-task. How one learns becomes a major determinant of the course of personal development. According to Kolb (1984, p. 248) student learning development comprises three strategies:

- **acquisition**, where basic learning abilities and cognitive structures develop, and this occurs from birth until adolescence
- **specialization**, where forces responsible for social, educational, and organizational socialization shape the development of a particular learning style, and thus extend through career training and young adulthood,
- **integration**, where the person emphasizes the expression of components of his/her learning cycle or learning style in work and personal contexts, and thus is likely to influence the development of his/her career.

In an integrated view of learning, personal development dimensions that affect student learning involve the following (Creamer, 1990; Schroeder and Hurst, 1996; Strange, 1996):

- students’ awareness of the learning dimension of the curriculum
- improving their understanding of academic development skills
- strategies and assumptions underlying the learning process
- developing student support services to match student developmental needs
- helping students to achieve the maturity necessary for active, lifelong learning.

Russell and Petrie (1992) found that deficits in study skills, academic development, and negative feelings towards the college through interactions with lecturers or involvement in programmes and activities, were inversely related to students’ success in and adjustment to the college work. Educators have long attempted to create educationally purposeful environments, or optimal contexts for learning. However, educational contexts too often tolerate racism, violence, harassment, sexism, and homophobia (Gentile, 1997). Such contexts are antithetical to the educational values of most colleges who serve to

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actively discourage large groups of students from achieving the desired educational outcomes (Erekson, 1992).

Institutions for FET should transform students from mere imitators of ideas and regurgitators of facts, to innovators and creators of new insights (Troskie, 1998). The college lecturer, like other colleagues in further and higher education, should strive towards generating new ideas, methods and movements to improve their teaching.

With the role of colleges becoming more important as a possible entry level for students on the road to tertiary institutions, academic support and development of educationally disadvantaged, underdeveloped and unpredictable students are essential. FET colleges should provide students with personal and academic skills to ensure that they are able to face future educational challenges and enhance the notion of lifelong learning.

4.2.2 Student Education and Training Orientation

For many students college experiences form the bridge between late adolescence and adulthood. Psychosocial, educational and occupational adjustment tasks towards further education and training include moving from dependence to independence, participating in social and recreational activities, establishing a career, gaining academic development and qualifications, and maintaining adult relationships (Figure 3.2).

Schlossberg, Waters and Goodman (1995) consider transitions in education to include three main phases:

- moving into the post-secondary environment
- moving through education and training
- moving on and preparing to leave the educational environment for the world of work.

As students move through their academic programmes, demands shift, roles change, and perceptions of self are modified to accommodate these changing demands. For example, as completion of the college programme or course draws near, a radical change in
demands occurs. At each stage, if the transition is to be successful, coping strategies need to adjust to meet the changing situation (Cross, Mkwanazi-Twala and Norwich, 1997).

A stimulating academic environment in which a student learns to be motivated and occupationally orientated is important for social integration and career adjustment. Alexitch and Page (1997) found that two variables, academic and social integration, consistently had a positive effects on persistence and completion of the course. Orientation courses for all entering students are important because they provide the opportunity to prevent the development of more serious academic and personal problems, for example drop-out of college, wrong course or subject choices, and adjustment difficulties that may require more intensive remediation later.

Academic orientation courses of this nature introduce students to important study and life skills, and help them to become better oriented to the college facilities and services. They provide the opportunity for students to make personal connections with their lecturers and classmates. Such connections can provide crucial support as the student attempts to meet the demands of FET colleges (Bouffard, Boisvert, Verjean and Larouche, 1995)

All students would benefit from a range of coping strategies that
- address transition situations directly
  - change the meaning of transition
- manage the stress associated with transition (Arthur, 1998 and Devlin, 1996)

The most crucial aspect surrounding academic orientation is the assessment of the level of student preparedness in order to address the needs of students via the curriculum. This means providing good academic counselling and sound placement in the appropriate courses of study for incoming students, but it may also entail extending and adapting the curriculum for the student at-risk, and for students who experience barriers to education and training (Schroeder and Hurst, 1996)
Creating academic bridging programmes provides a unique opportunity for orientating the curriculum towards student cognitive development. It is important to integrate cognitive development strategies within the formal curriculum, rather than to create separate, add-on programmes. Entry level programmes through which students can be coherently inducted into the particular discipline, and into academic endeavours generally, provide an option to students with adjustment and learning barriers (Galloway, Armstrong and Tomlison; Schroeder and Hurst, 1996; Troskie, 1998).

College students who develop their own internal goals for learning, aside from any staff or family, are more likely to achieve success, whether in or out of the classroom. The lecturers can create conditions that motivate and inspire students to devote their time and energy to educationally purposeful activities, both in and out of the classroom. Academic motivational programmes are widely recognized as critical in influencing developmental behaviour and learning, which are important aspects in successful academic student orientation.

4.2.2.1 Academic motivation

Motivational theorists such as Archer (1994) and Cote and Levine (1997) have focused on the role that intrinsic goals play in the learning and development process. Gentile (1997); Slavin (1997) and Pintrich and DeGroot (1990) have some basic strategies that lecturers can use to enhance positive motivation in the classroom:

- to enhance positive motivation and self-efficacy, students can be provided with opportunities to be successful on academic tasks
- students need to be given constant reminders that they are in control of their academic fates
  - lecturers should emphasize the relevance and value of academic tasks
- lecturers should emphasize learning rather than performance.

Student learning and development are strengthened when followed by a satisfying state of affairs (Sprinthall, 1993; Gentile, 1997; Slavin, 1997). In an attempt to describe these
influences. Maslow (1970) proposed a hierarchy of needs to explain what motivates humans. According to Maslow’s theory, needs at one level must be satisfied up to a point before an individual is motivated to seek satisfaction for higher level needs. Such low-level needs as the need for food and shelter must be somewhat satisfied before an individual begins to focus on self-actualization needs like self-fulfillment and the achievement of lifetime personal goals (Bandura, 1989; 1997).

Researchers in the area of student motivation such as McMillan and Ivy (1991), Gentile (1997), Slavin (1997), and Van Zile and Livingston (1999) have found that lecturers and the institution have an effect on the student's motivation and educational goals. The way the student's needs are accommodated, college education and training experiences, and the value of learning activities are important factors to make the student feel motivated to achieve his/her educational goal at college (Brackney and Karabenick, 1995).

Martens and Dochy (1997) state that explicitly challenging goals enhance and sustain motivation. People set challenging goals for themselves and thereby create a state of disequilibrium, which they then reduce by accomplishing the goals. Students constantly set goals, fail or succeed, readjust the goals, and begin the cycle again in a dynamic and continual process of self-regulation, adjustment, and re-evaluation (Burley, Turner and Vitulli, 1999).

Burley et al (1999) and Cote and Levine (1997) describe commitment and the setting of goals both as a process and an experience beginning in late adolescence and continuing throughout life, and this determines a person's self-efficiency. It is an intensely personal phenomenon, a subjective experience of a process brought about and stimulated by environmental influences. As the process arises through interaction with the environment, so it reaches fulfillment in some kind of engagement with the external world. Most importantly, commitment is not an end product but a dynamic process wherein the student creates and experiences a sense of wholeness, centrality, and growth in the midst of openness to the changing influences of diversity.
Many at-risk students do not see learning activities as personally meaningful because they are unable to connect the activities to some aspect of their lives, such as their families, community activities, or future employability (Burrow, Lynch and Price, 1992). Lecturers can make learning more relevant by relating the learning and training content to the students’ needs, concerns, goals, interests and experiences. Students are more likely to be motivated if their educational needs are being met, if they see value in what they are learning, and if they believe that they are able to succeed with reasonable effort. Self-efficiency is the belief that one can successfully perform a task or an activity.

4.2.2.2 Academic self-efficiency

Perceptions of self-efficiency are related to motivation in that they can enhance or decrease motivation. Self-efficiency in problem solving skills is the belief in one’s ability to resolve an undesirable state of affairs by using a systematic approach to a problem-solving intervention.

Bandura (1995, 1997) described the importance of perceived self-efficiency in learning. He defined self-efficiency as the beliefs of individuals about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives.

Pressley and McCormick (1995) mention that a college student might have high self-efficacy with respect to math and science, but low self-efficacy with regard to writing or leadership skills. Beliefs about personal efficacy play a key role in an individual’s choice of career and it is a major link between motivation and academic success.

Dynamic educational environments respond to change, while static educational environments tend to resist change. Providing such opportunities in organised FET college environments offers an important key for stimulating students’ self-efficiency, growth and development. Research with college students has indicated that academic development and educational support are related to problem-solving competence at

In a study by Kruger (1997) the relationship between social support and self-efficacy in problem-solving was investigated. Three types of social support were examined: guidance, reliable alliance, and reassurance of worth. Results indicate a strong relationship between self-efficacy and overall problem solving skills in education and training development and planning and evaluating interventions for students with behaviour problems.

Choices of educational opportunities, social networks, and careers are influenced by students’ perceived self-efficiency. In focusing specifically on the transition from adolescence to adulthood. Bandura (1995) describes the particular importance of structured transitions such as those provided within the context of colleges. The campus community can provide the context within which a student who does not excel in the classroom discovers skills and capacities that are useful and valued in the real-life arena.

As students’ beliefs about themselves become increasingly positive, their motivation to perform is enhanced, and so ultimately is performance. With success, beliefs about self-efficiency become even more positive, the student is more motivated, and performance proceeds in a continual reciprocal relationship. Bandura (1997) demonstrated that both the beliefs of students and the collective beliefs of lecturers contributed significantly to students’ levels of academic achievement in educational settings.

Body image, particularly at college level plays a crucial role in shaping one’s self-concept and sexuality. The history of one’s development, personal interpretations, and feedback from others influence images of sexuality. Positive feedback will positively build and nurture one from within, whereas negative feedback will destroy, instill fear,
and inculcate a low sense of self-worth. A significant cognitive dissonance will occur if the feelings and emotions that one develops and feels from within are not allowed to be fully realised, expressed and appreciated, and this can be a tremendous source of stress and loss of self-identity and self-efficiency (Hackett, 1995).

The social, cognitive, emotional and physical development of students are the responsibility of an entire educational institution, and should therefore be a broad objective in the strategic thinking of the college academic orientation programme. This requires that various personnel at the college should be part of the support and development services, and that they collaborate in a coherent and integrated manner to assist the students with learning barriers.

4.2.3 Learning Barriers

When students who experience learning barriers enter college, many if not most of them, need some type of support system. Cosden and McNamara (1997); Reiff, Gerber and Ginsberg (1997); Ryan and Price (1992); Siperstein (1998) and Skinner (1998) have identified a number of needs and challenges for students who experience learning barriers when they begin with their college careers:

- more personal time with lecturers
- increased specialist academic support
- accommodation of their own learning style as an overall foundation for academic success
- self-motivation
- self-knowledge
- self-advocacy
- understanding of their educational and training capabilities.

On this basis Rose (1991), McGuire, Hall and Little (1991), and Vogel, Hurby and Adelman (1993) have identified a number of factors associated with successful outcomes of college students experiencing learning barriers:
a college environment rich in language experiences

- opportunities for one-on-one instruction
- development of study and learning strategies
- a curriculum for success
  training in problem-solving and compensatory strategies
- experiences that help individuals to understand and deal with their own learning barriers.

The basis for claiming additional support for learning barriers is based on the results of an initial assessment process, which according to Johnstone (1995) reflects three main elements, namely:

- initial identification of those students who will need learning support
  detailed assessment of their learning support needs
- development of a plan to provide additional support.

Lerner (1993) stated that although there are many students who experience learning barriers who are not learning disabled, there are virtually no learning disabled students or adolescents who do not have some significant psychological conflicts and concerns. This complex interrelationship between learning barriers and psychosocial factors becomes especially critical as students with learning barriers enter further education and training institutions (Bos and Vaughan, 1998; Hatton, 1994; Kirk, 1996).

Hewitson (1996) and Reiff et al (1997) have observed that the socio-emotional characteristics seen in students with learning barriers often remain and may become more entrenched in adulthood. They also see vocational and psychosocial needs as critical areas of development for individuals with learning barriers because occupational acquisition and success are directly tied to the psychosocial problems and social skills deficits of students with learning barriers.

One common characteristic that Batchelder and Root (1994) observe in adolescents who experience learning barriers is a pervading sense of low self-esteem. Poor self-esteem can
also be the root of other negative behavioral manifestations seen in individuals with learning barriers, such as mental health problems and difficulties with social relationships. Inappropriate or inadequate social skills of college students often go hand-in-hand with a low self-concept as a manifestation of learning barriers (Bandura, 1997; Raath and Jacobs, 1993).

Assessment, accreditation and progression routes for students who experience learning barriers is required to ensure curricular coherence, progression and continuity. In order to provide this, colleges cannot afford to act alone but must network with other agencies, for example community agencies like universities, non-governmental organisations (NGO’s) and district education support centres. A college may be independent but it cannot afford to be an island (Henry, 1997; Pavlich and Orkin, 1993).

Each FET college will find its own specific reasons for introducing academic support programmes for students who experience learning barriers, but it is normally when institutions realise that their students are not succeeding, which is often related to language or study skills, or they drop out, or stay away from college, that assistance is sought from experts in the field of inclusion of students who experience barriers to education and training.

4.2.4 An Inclusive Further Education and Training System

White Paper 6 on Inclusive Education (Department of Education, 2001a) mentions a framework for the development of an inclusive, holistic and integrated education and training system that is able to respond to a diversity of learning and training needs. It focuses on the transformation of services currently operating for students who experience barriers to education and training and the development of mechanisms that enable the system to accommodate all students.

Inclusive education can be seen where the education system is developed to recognise and respond to the diverse needs of the student population, and where opportunities for facilitating integration and inclusion of the students in all aspects of life are provided.
White Paper 6 (Department of Education, 2001a), in line with the recommendations of the NCSNET/NCESS (Department of Education, 1997b), includes the participation of people with barriers in all daily activities at education settings, at work, at home and in our communities. In FET, this means the promotion of the equal participation of, and non-discrimination against all students in the education and training processes, irrespective of their abilities, within a single, seamless system, and a continuum of learning contexts and resources according to needs.

Inclusive education for FET institutions can be defined as a system of education and training, which is responsive to the diverse needs of students. The NCSNET/NCESS report provides sufficient clarity in this regard:

"The separate systems of education which presently exist ('special' and 'ordinary') need to be integrated to provide one system which is able to recognise and respond to the diverse needs of the learner population. Within this integrated system, a range of options for education provision and support services should be provided. Learners should have the ability to move from one learning context to another. The system of education should be structured in such a way that, irrespective of the learning context, opportunities for facilitating integration and inclusion of the learner in all aspects of life should be provided" (Department of Education, 1997b, p. 55).

The concept of students who experience barriers to education and training as outlined in White Paper 6 on Inclusive Education (Department of Education, 2001a) says that Inclusive Education:

- is about acknowledging that all students can learn and that they all need support and development
- is about enabling education and training structures, systems and learning methodologies to meet the needs of all students
- acknowledges and respects differences in students, whether due to age, gender, ethnicity, language, class, disability, HIV status
is broader than formal education and training and acknowledges that learning also occurs in the home, work, community, and within formal and informal manners

- is about changing attitudes, behaviours, methodologies, curricula and environments to meet the needs of all students
- is about maximising the participation of all students in the culture and the curriculum of education and training institutions and uncovering and minimising barriers to learning and development.

To contribute to effective learning and to ensure the inclusion of all students in the learning process, the FET college system should be structured and should function in such a way that it is able to accommodate a diversity of students' needs. Inclusive education is the most effective way of combating discriminatory attitudes, creating welcoming communities, building and inclusive society and achieving true education for all (Department of Education, 1999a; Mastropieri and Scruggs, 1997).

Inclusive education and training constitutes a systemic, preventative approach which emphasizes curriculum infusion as a principle. This implies that the general curriculum, and the college as a whole should develop its capacity to address diverse needs of the students and should provide an environment that minimizes the development of problems. Problems or difficulties experienced by students are the result of the system and therefore the concern of the system as a whole rather than of the individual her/himself (Closs, 1993; Engelbrecht, 1999; Green, Naicker and Naude, 1994).

The Tomlison Report from the United Kingdom identifies three criteria for assessing the inclusiveness of a college:

- the extent to which the college is proactive in recruiting a wide variety of students
  how far teaching, learning and training promote and support inclusiveness
- the extent to which the individual education and training environments promote and support inclusiveness (Tomlison, 1996, pp. 211-223).
According to the Tomlison Report an inclusive FET college system would be characterised as a college that:

- actively seeks to recruit under-represented groups or students for whom provision might be difficult or expensive
- trains staff in meeting requirements of a wide variety of students
- identifies students' individual learning styles and approaches
- sees to the identification, assessment, regular review and recording of students’ individual learning goals
- sees that lectures match individual learning styles of a wide variety of students in the use of teaching strategies, materials, aids, technology, grouping of students, pace and variety of approach
- identifies components of individual learning props for each student
- guarantees to provide components of individual learning environment for students
- ensures that learning environments match individual requirements of students
- collects, collates, monitors and uses information about student requirements


The aim of inclusion at FET level is not for students simply to take part in further education and training, but to be actively included and fully engaged in their academic, personal and career development. The goal is to match or fit how the student learns best, and what they need and want to learn, with what is required by the college and lecturers to ensure successful learning and development. Inclusive education and training is achieved when the greatest degree of match or fit between the individual student's requirements and the provision that is made for them at the college is achieved (Friend and Bursuck, 1999).

For Rustemier (1999, p. 11) inclusiveness in further education and training has a unifying distinctive mission:

"to bridge education and employment, to provide opportunities for a wide range of individuals, and to give young people skills for their first job, as well as
providing workers and those seeking work with training and to enhance their employment prospects and improve their competencies at work”.

Students who experience barriers to education and training may follow the learnership agreement to complete their further education and training certificate (FETC). The Skills Development Act (Department of Labour, 1998) and the Learnership Agreement and Learning Contracts (Department of Labour, 2001) stipulate that a physically or mentally impaired learner may be contracted to do a learnership according to the relevant Sector Education and Training Authorities (SETA’s) requirements, and that these requirements should not serve as barriers to learning and training.

4.2.5 Learnership Support

Unlike the formal education system, learnership is highly specific and is intended for students who have made career choices about the direction of learning and training they wish to undertake. It is therefore important that students taking on these programmes be supported with adequate academic, learning, guidance and counselling programmes. As learnership is quite expensive, the cost of attrition will be greater than that of an effective support and development system.

Learnership is very demanding of the student in a variety of ways. It is academically demanding as students have to spend a lot of time learning and training independently, for which some students may not be adequately prepared. Learnership also imposes certain requirements that are specific to a work-related situation. It is important, therefore, that there should be academic support and development and life skills structures in place to ensure that students can be assisted when they encounter difficulties (Department of Labour, 1998).

Academic development and learning support, as well as employment, are needed by students after completion of the college learnership. Learnership does not guarantee work, but is intended to bring learning and work closer together. Having a career guidance and counselling system that will help students to get employment after training
facilitate this, as will assisting students to seek employment opportunities independently before they complete the learnership.

The responsibility for developing learner support and development for people in learnership is also one of the Sector Education and Training Authorities (SETA’s) functions. SETA’s can therefore be expected to spend sufficient resources to develop programmes that will supplement and complement the college SSDS. Student support and guidance must be an integral part of designing and implementing learnership, if these programmes are going to be successful.

The learnership programmes offer the opportunity to learn skills that are in demand and it should be feasible to expand the number of learnerships to a significant scale in a short period of time. The development of support programmes for FET college students will also involve improvements in information and access to career guidance and occupational placement services.

4.3 Occupational Development and Career Education

A single, lifelong career will increasingly become the exception. People will need knowledge and skills to adapt, control and manage their own working lives. The integration of education and training will stimulate and empower students to acquire and apply knowledge, skills, values and critical understanding required to respond confidently and creatively and rise to the challenges of a changing social, political and economic environment through lifelong learning.

White Paper 4 on FET (Department of Education, 1998c) mentions that career guidance will be a central element of the new FET education and training system. Career guidance will provide information on learning programmes, education and training providers, qualifications, and job opportunities. FET providers will need to give students access to up-to-date labour market information, indicating skills shortages, occupational
development and career opportunities, and trends in the occupational market (Morningstar, 1997; Savickas, 1993; Walsh and Osipow, 1995; 1997)

According to the Skills Development Act 97 of 1998 (Department of Labour, 1998, p. 129) the learnership agreement and learning contracts make provision for the SETA’s to offer career guidance to the students. The Act also makes provision for the Department of Labour to offer occupational development and career guidance for the students and to assist them in job placement.

White Paper 4 (Department of Education, 1998c, p. 33) mentions that occupational development and career guidance must be made available to those entering the FET system for the first time, those in need of information regarding an occupation or a programme, those in need of retraining and re-skilling, those who are actively seeking employment, those who want to change careers, and those who are completing a formal/informal qualification.

Occupational development and career guidance services are aimed at helping new entrants to FET colleges to make meaningful choices about their field of study and to ensure that all students, including previously excluded and disadvantaged groups, and students who experience barriers to education and training, are given every opportunity to succeed. It is a process through which students, parents and the broader public, community, commerce and industry are informed about programmes, education and training providers, qualifications and occupational opportunities (Botha, 1996; Cochram, 1994; Department of Education, 1998c; Department of Labour, 1996a).

Comprehensive, efficient and detailed occupational development and career education is needed for FET college students for the following reasons (Ferron, 1992; Stead and Watson, 1999; Walsh and Osipow, 1997; Watts, Law, Killen, Kidd and Hawthorn, 1996):
- due to fast changing and developing technology students need to develop knowledge, skills and values that are transferable to different work and training and education contexts
students need information on access to flexibility in education and training opportunities, including distance education and resource-based learning, articulation between programmes and levels, approved standards and the transferability of learning credits, and the recognition or prior learning and experiences.

4.3.1 Defining Occupational Development and Career Education

Career education is defined by Brown and Brooks (1996), Holland (1997), Law (1996), and Super (1980) as an ongoing, lifelong process, beginning at birth and continuing throughout life. It focuses on the acquisition of information and skills about self and the world of work. Career education is different from the traditional definition of career counselling or vocational guidance in that the goal of career education is to facilitate the self-actualization of the individual, rather than to respond to labour market demands.

Gibson and Mitchell (in Stead and Watson, 1999, p. 164) define career education as planned experiences that facilitate career development and preparation for the world of work. It involves the totality of experiences through which one learns about and prepares for engaging in work as part of a way of living.

According to Stead and Watson (1999) the word “career”, in this context, has a meaning distinct from occupation. A career is seen as including the sequence of pre-occupational, occupational, and post-occupational positions that a person has during the course of a lifetime, whereas an occupation is what a person does at some point in time. Occupational positions are sequential in that one logically leads to the next, or they may be discontinuous in that there may be little or no common content in them.

Hall (1996) define “careering” as the process by which individuals discover, direct, cultivate and extend their careers. It is a process of discovery and finding direction because the individual takes the initiative to explore the unknown through using imagination and through demonstrating courage and flexibility. A career is not just a
succession of occupations, but the growth of a person in family, social, religious, civic and vocational callings.

Brown and Lent (1996) and Sharf (1997) see a career as a series of lifelong work-related experiences and personal learning, hence the concept of a subjective career. A career is not only an occupation, but it involves pre-vocational and post-vocational concerns, as well as the integration of work with other roles, related to the family, community and leisure (Drummond and Ryan, 1996).


Brown and Brooks (1996) and Holland (1996) see career identity as the possession of a clear and stable picture of one’s goals, interests and talents. Career identity includes various facets of identity development, *inter alia* self-regarding abilities, interests, aptitude, objectives and personal values, and the actualization of these facets. The adolescent who is aware of his/her own objectives, interests and abilities will exercise a career choice more easily than someone who is less aware of all these facets. Once the adolescent has formed a career identity, his/her choice of a career will as a rule be more realistic (Krumboltz, 1993; Krumboltz, Mitchell and Jones, 1994).

The research on career exploration programmes for adolescents is of great help to educators who are involved in this problem (Clausen, 1991; Entwisle, 1991; Mortimer et al, 1990). Stead and Watson (1999) show distinct characteristics of students who may benefit most from career identity development programmes. Their study reported on the impact of career awareness programmes on student attitudes by showing ways of infusing career awareness into the curriculum.
The definitions of career education and occupational development can be summarised as follows: Students are in control of their own career development and have to take the initiative to make things happen in their career education. They should take the responsibility for discovering the way they want to grow, express their personal values, and set their goals in the world of work. Occupational development and career guidance are developmental, proactive, and preventative, and are an ideal model for FET college students.

4.3.2 Occupational Development and Career Education Models

Blinne and Johnston (1998) have used a variety of models to provide career education to college students. Many college students enter college with both limited self-knowledge and a limited sense of how they fit into the world of work. A career developmental model lends itself to addressing these issues because it allows the SSDS member to be proactive, preventative, planning-based, and present in the classroom in a teaching role to become part of the curriculum planning process.

Naicker (1994) and Tinsley (1994) are of the opinion that the occupational development of adolescents from different cultures and ethnic groups is influenced by different factors and that adolescents with different cultural backgrounds have different expectations, aspirations and values in the career development process.

FET college students in transition often present a paradox as they may seek help, exhibiting a genuine desire to understand their alternatives, but fail to participate effectively in guidance for fear of learning the worst about themselves. Lucas (1992) and Vondracek, Schulenberg, Skorikov, Gillespie and Wahlheim (1995) report on difficult cases in career guidance. They distinguish between the undecided client and the indecisive client. The state of being undecided is a normal, common occurrence. Holland (1997) and Super (1980) and his associates clearly identified that some clients avoid working on career issues as a result of a threatened self-image.
The vocationally undecided college student is a challenge to college student support and development services. When making decisions that profoundly effect one’s future lifestyle, life-space, economic prospects and promises, personal satisfaction, and career prospects, it is frightening to some people even to contemplate how much is at stake. Some are concerned that they may not have what it takes to be successful (Stead and Watson, 1999; Watson and Stead, 1994). The lack of adequate goals, and clear career direction and occupational aspiration, specifically regarding vocational choice, play a large part in a student’s lack of motivation for college and hence lead to an increase in dropping out (Agbor, 1997; Zunker 1998).

Law (1999) states that there appears to be general consensus that students in occupational programmes need more than concrete skills to perform well in the work force. He argues for integrated occupational programmes in education and training so that students can see the connectedness of their learning, practice problem solving, work co-operatively with others, and construct and evaluate alternatives. He emphasizes the need for strong consensus between practice, theory and policy.

The integration of career education into the curriculum and through the FET college’s mission, goals, and practices demonstrates its importance, particularly to lecturers. When the staff become part of the process and incorporate career development into their curriculum responsibilities, they can provide career counselling information and skills when questions and issues arise in the classroom. Preliminary to developing career pathways, the staff members must determine that helping students identify career goals through a curriculum dealing with their future life and work is a priority. Students develop a clear understanding of their interests, abilities, and talents as well as the educational options, experiences, and requirements that will best serve them (Hawthorn, 1997; Healy and Really, 1998; Sampson et al 1992).

Integration of academic and occupational education reinforces the shifting paradigm from teaching to learning and requires that students become active participants in the construction of their own knowledge. Badway and Grubb (1997) suggest that integrating
academic and occupational education broadens occupational education and strengthens its connection to civic goals. Academic and occupational integration has the potential to offer a broader focus for occupational education and to offer opportunities for a more diverse group of students. Copa and Ammentorp (1997) suggest that design of the learning process, i.e. curriculum, instruction, and assessment, must become more integrated and better suited to the specifications for learning outcomes. They suggest that the education and training process engage the student in inquiry, research and knowledge construction, and that training and learning projects are connected to the needs of the community.

The interventions of integration draw heavily upon techniques of vocational assessment, occupational information, and labour market trends, and information about personal attributes as they relate to work (Drummond and Ryan, 1996; Sharf, 1997; Watts et al, 1996; Zunker, 1998). The student career education and practical model at the college must implement a career developmental approach. Osipow and Fritzgerald (1996) state that accomplishable career goals must be agreed on, the goals must have credibility throughout the college, and should derive from theories of human development and learning.

The utilisation of a career education and occupational development model can be easily implemented in the area of career decision-making in the classroom. The career education process involves components of individual planning and career planning groups, with in-class presentation. It is most applicable if career education is seen as an ongoing developmental process. Career development is therefore the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of any individual over his or her vocational life span.

It is evident that the demand for suitably skilled people is increasing in a rapidly changing South Africa with its urgent need for economic and industrial growth. Therefore, there is a need for training in technological and work skills, as well as for emotionally stable individuals who have acquired the necessary life skills. However,
Gatherer (1993) contends that business should not be responsible for occupational skills training. He states that the educational system fails to equip students with the occupational skills they need to be successful in commerce and industry, and he recommends the inclusion of vocational skills training in career development curricula. Von Hörsten (1993) mentions that for future job entrants to adapt to expanding opportunities, caused by changes in the labour market, they would need generic and specific vocational skills to be successful. Therefore, occupational skills for career development are essential (Bailey, 1993).

Student support and development services in FET colleges must help new entrants to FET to make meaningful choices about their direction of study and to ensure that all learners, including previously excluded and disadvantaged groups, and students with special education needs, are given every opportunity to succeed. Occupational development and career guidance must provide information on learning programmes, education and training providers, qualifications and job opportunities. SSDS will be required to ensure that students have access to up-to-date labour market information, indicating skill shortages, career opportunities, and trends in the job market.

4.4 Life Skills and Health Education

The developmental theories of Astin (1999), Hancock (1998), Louw (1998), and Mather and Winston (1998) emphasize changes in the health development of the student. The concept of health development in terms of wellness includes the physical, psychological, mental and social aspects of the student.

The SSDS needs to focus on the development of individual competencies through life skills education, and on the development of the whole college environment which will be conducive to the development of healthy students. This links directly with the goals of health promotion and wellness, which focus on the development of the physical, mental, and social well-being of all people (Cote and Levine, 1997; Hammer, 1998; Donald and Lazarus, 1994; Lazarus and Reddy, 1995).
Life skills and health education, including HIV/AIDS education, is located within the broader life orientation education programme of FET colleges. This location within a life skills framework is important for the purpose of proper co-ordination, but also for the purpose of locating health issues within an integrated and intersectoral life skills framework in the FET college system. This is a strategy that has been recognised as being necessary for effective implementation and outcomes for holistic student development (Department of Health, 2000c).

The Department of Welfare (2000, p.30) also outlines priorities on which it will focus over the next five years. These priorities were developed following wide consultation as to the problems experienced in communities. It identifies the disintegration of family and community life, poverty, violence, social inequality and unfulfilled expectations and the HIV/AIDS pandemic and its effects as important areas. The priorities are as follows:

- restoration of the ethics of care and human development, and rebuilding of family, community and social relations
- development of a national strategy to reduce youth criminality and youth unemployment
- making social welfare services available to people with disabilities, and promoting human rights and economic development.

The interim policy recommendations of the inter-ministerial committee (IMC) of the Department of Welfare (1998) on young people at risk has committed itself to a framework for services for youth at risk. This framework identifies four levels of intervention: prevention, early intervention, statutory processes, and a continuum of care.

The Youth and Adolescent Health Policy (Department of Health, 2000e) focuses on the health status of youth. The general strategies for addressing these health priorities are to promote a safe and supportive environment, provide information, build skills, provide counselling, and improve health services.
A widely accepted definition of health is: “a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity” (Department of Health, 2000d, p. 2). It supports a shift in the perception of health from an exclusive focus on physical disease and disorders to a more qualitative perception of wellness and the social and emotional determinants thereof. Such wellness and health are brought about by, “caring for oneself and others, by being able to make decisions and have control over one’s life circumstances, and by ensuring that the society one lives in creates conditions that allow the attainment of health of all its members” (Department of Health, 2000d, p. 3; Adelman and Taylor, 2000).

The health promotion concept is a global World Health Organisation (WHO) initiative that offers a holistic, preventative and promotive approach to addressing learning and developmental needs and difficulties (Department of Health, 1999). The health promotion concept includes the physical, psychological, social, spiritual and environmental wellness of a person (Department of Health, 1999). This approach encourages multi-sectoral cooperation to address the full spectrum of the health and wellness needs of the college student.

Health promotion is a process of enabling people to increase control over, and improve their health (World Health Organisation, 1987). It is about “helping people to gain and maintain good health through promoting a combination of educational and environmental supports which influence people’s actions and living conditions” (Department of Health, 1999, p. 4).

Department of Health (1999) mentions that the health promoting initiative includes the following range of strategies:

- developing institutional policies that promote the well-being of members of the learning site community
- focusing on developing safe and supportive learning and teaching environments
- building partnerships and networks with local communities
- developing comprehensive health and life skills education programmes
• establishing support and development services which provide preventative, curative and rehabilitative interventions to achieve the wellness of the student.

The National Guidelines for the Development of Health Promoting Schools/Sites in South Africa (2000) defines a health promoting educational institution as one which aims at achieving healthy lifestyles for its total population by developing supportive environments conducive to the promotion of health. It offers opportunities for a safe and health-enhancing social and physical environment, and requires a commitment that this will be provided.

In the report of the NCSNET and NCESS the concept of health promoting sites of learning was defined as:

“a place where all members of the learning community work together to provide students with integrated and positive experiences and structures which promote and protect their well-being. This includes both the curricula in health, including physical, social and emotional health, the development of health-promoting policies, the creation of a safe and healthy environment, the provision of appropriate development and support services, and the involvement of the family and wider community in efforts to promote well-being. A health promotion site of learning is a place that is constantly strengthening its own capacity as a healthy setting for living, learning, training and working” (Department of Education, 1997b, p. 72).

Within the FET college system, this could be equated with the promotion of learning and development for the students, through removing or minimizing barriers to learning, and development of an effective teaching, training and learning college environment through the SSDS (Department of Education, 2000c).

Long, Sowa, and Niles (1995) demonstrated a connection between life skills education and the development of a supportive social environment in the college, which should be located within a comprehensive health promoting site approach (De Jong, Ganie, Lazarus and Prinsloo, 1995)
Life skills and health education curriculum programmes must be both relevant and flexible. They must be relevant to the needs of the FET college students, community, business, industry and economy, and flexible enough to be responsive to the changing needs and demands of these constituents. Relevance in further education and training implies that basic messages and skills dealing with HIV/AIDS, drugs, human rights, conservation awareness and preparation for the world of work, should be included in the life skills and health curriculum (Department of Education, 1998e).

The commitment to prevention and early intervention of SSDS at FET colleges links directly to the concept of health promotion in general, and the development of health promoting institutions and, in particular, the link to HIV/AIDS education.

4.4.1 HIV/AIDS Education

Various relevant education and training policy initiatives, fall within the framework of the Department of Education’s Tirisano initiative (Department of Education, 2000b) which is congruent with the health promoting institutions and life skills approach of the Department of Education. Such initiatives include the HIV/AIDS Policy for Learners and Educators in Public and FET Institutions (Department of Education, 1999d) and White Papers 1 to 6 (Department of Education, 1995; 1996b; 1997e; 1998c; 2001a) and the policies of the Department of Health (1999; 2000c).

In June 2000, the Minister of Health launched the HIV/AIDS/STD Strategic Plan for South Africa, 2000-2005 as a broad national strategic plan to guide the country’s response as a whole to the health pandemic, to reduce HIV infection rates and the impact of HIV/AIDS on individuals, families and communities. As part of the strategic plan, the National Integrated Plan for Children Infected and Affected by HIV/AIDS has been drafted for Cabinet approval. The plan, driven by the Department of Health, has been designed co-operatively by the Department of Health, the Department of Education, and the Department of Welfare. The focus of the plan is to strengthen life skills teaching in all
education settings (Department of Education, 1999b; 1999d; 2000b; Department of Health, 2000a; 2000c).

The Department of Education (1999d, p.5) has recognised its responsibility to, “minimise the social, economic and developmental consequences of HIV/AIDS to the education system, all educational institutions, students and educators, and to provide leadership to implement an HIV/AIDS policy”.

The Department of Education’s current strategy on HIV/AIDS pays attention to the health of students and educators on one hand, and the impact of AIDS on the education and training services on the other. The Call to Action (Tirisano, Department of Education, 1999e) committed the department to reconstruction and development in all phases of the system, and at every level, working with all partners in education and training. There are nine priorities in the department's call to action including HIV/AIDS, health promotion, and life skills:

“We must deal urgently and purposefully with the HIV/AIDS emergency in and though the education and training system. This is the priority that underlies all priorities, for unless we succeed, we face a future full of suffering and loss, with untold consequences for our communities and the education institutions that serve them. The Ministry of Education will work alongside the Ministry of Health to ensure that the national education system plays its part to stem the epidemic, and to ensure that the rights of all persons infected with the HIV/AIDS virus are fully protected” (Department of Education, 1999e, p. 8).

The FET college institutions have an obligation to implement HIV/AIDS programmes and are instructed by the United Nations Committee on the Rights of the Child (Department of Health, 2000e) which has recommended that HIV/AIDS programmes should be implemented in educational settings. The national policy on HIV/AIDS for institutions, students and educators (Department of Education, 1999d), reflecting the Law Commission’s recommendations, specified that “the constitutional rights of all learners and educators must be protected equally” (Republic of South Africa, 1996a, p.7).
The South African resource manual HIV/AIDS and the Law (2001) identified legislation and regulations providing protection for students rights threatened by HIV/AIDS. These cover:

- access to education: the Bill of Rights specifies the right to basic education. A learner cannot be excluded from any education setting because of his/her HIV status.
- right to sexuality education: the act states that a student should have access to information that will help develop his/her physical and emotional well-being. The Children’s Charter of South Africa states that students have a right to be educated about sexuality and AIDS.
- the right of students to receive education about HIV/AIDS and abstinence, in the context of life skills education as part of the integrated curriculum.
- the duty of educational institutions to ensure that students acquire age- and context-appropriate knowledge and skills so that they may behave in ways that will protect them from infection.
- the need of education and training staff for more knowledge of, and skills to deal with, HIV/AIDS, and for training to give guidance on HIV/AIDS.


- students with HIV/AIDS should not be unfairly discriminated against
  no student should be denied access to an education and training setting on the basis of his or her HIV/AIDS status
- testing of students for HIV/AIDS, for admission to or attendance at education and training settings is prohibited
- needs of students with HIV/AIDS should be accommodated within the education and training environment
  a student’s HIV/AIDS status is confidential and may not be disclosed without consent
- all education and training settings should implement universal precautions to eliminate the risk of transmission of blood and HIV/AIDS.
All students therefore have a right to HIV/AIDS sexuality education and life skills programmes at the FET colleges.

4.4.2. Life Skills Education

Rooth (1995) states that the basic aims of life skills education is empowerment and capacity building. In support thereof is the FET White Paper 4 (Department of Education, 1998c) which states that the role of further education and training institutions is to equip individuals with knowledge, values and skills needed to successfully function in a wide range of social roles, and to be effective citizens.

Lindhard and Dlamini (1990) and Rice (1991) argue that life skills education is the development of self-knowledge, of values and attitudes, and of a deeper knowledge of communication, personal relationships, decision-making and many other skills.

Powell (in Pickworth, 1990) defines life skills as being life-coping skills consonant with the development tasks of the basic human development processes, namely those skills necessary to perform the tasks for a given age and sex in the following areas of human development: psychosocial, physical-sexual, vocational, cognitive, moral, ego-related, and emotional.

The World Health Organisation’s (1993) definition of life skills includes the ability for adaptive, positive behavior that enables the student to deal effectively with the challenges and demands of everyday life. This encompasses decision-making, problem-solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self-awareness, the ability to empathize, coping with emotions, coping with stresses, skills in developing self, adapting to unchangeable circumstances, and skills in respecting and relating to others as well as to the environment.
Rooth (1995) mentions that certain skills are necessary for effective management in the world of work, relationships, growth, and coping with leisure, and in the community. She sees life skills teaching as being about growth and development for all, to enable people to become more self-empowered and, through this, to become more creative, innovative, and committed members of our human community. According to her, life skills may be defined broadly as not only skills, but also as insight, awareness, knowledge, values, attitudes and qualities that are necessary to empower individuals and their communities to cope and engage successfully with life and its challenges in South African society (De Jong, Ganie, Lazarus and Prinsloo, 1995).

The NCSNET/NCESS report (Department of Education, 1997b) mentions the importance of life skills education at FET college. Each institution-based support team should be coordinated by members of staff through a portfolio for implementing life skills at the institution. The members of staff should be equipped with diverse competencies, such as facilitation skills, promotion of respect for diversity, co-ordinating and networking skills, counselling skills, knowledge of learning barriers, career guidance skills, and knowledge of life skills education. The primary functions of the FET college institution-based support and development teams shall be to support the learning and development processes of the students by addressing student, staff, and institutional needs (Department of Education, 2001a).

The category of life skills has been included as a compulsory component of fundamental learning areas of the FET college curriculum for an FETC. The specific content of life skills education will be determined by the local needs and demands of the FET college, within the context of life orientation and other learning programmes of the curriculum leading to an FETC. The national and local priorities, for example HIV/AIDS and substance abuse, are part of these programmes (Department of Education, 1997d). Included in the life skills education are aspects that relate in particular to interpersonal, vocational and educational and personal development. It includes outcomes for citizenship education, human rights, health and sexuality education, responsible
living/self-management, information technology, career and occupational guidance, and entrepreneurial skills (Department of Education, 2001d; 2000b).

The Department of Education (1999b) accepts the importance of life skills education in education and training institutions and accepts that it should be infused across the curriculum in all learning areas. This means that all educators should develop the competencies to offer life skills education. In addition to this infusion of life skills education across the curriculum, local and international experience has drawn attention to the need for dedicated programmes on life skills education. This approach of infusion is considered to be necessary to ensure that life skills education is adequately accommodated in the curriculum in the face of many other competing pressures.

Life skills infusion in the learning programmes of the FET colleges will affect the system, and requires a proactive approach to accommodate these new demands (Danish, 1996; Dardin, Ginter and Gazda, 1996). Hopson and Scally (1996) and Van der Merwe (1994) argue that a life skills education and training programme does not occur in a vacuum, and that education and training has implications for colleagues, parents, students and for the trainer within the system in which the skills will be used. As FET college staff as participants become more aware of the students’ life skills, and are encouraged to speak more openly, the students become more aware of opportunities for discussion and participation in their everyday class-room (Raijmakers and Scholtz, 1997; Wodarski and Feit, 1997).

Life skills programmes at FET colleges should aim at promoting the student’s ability to think logically and analytically, as well as holistically and laterally, critically and creatively. This should be reflected in the development of curricula and programmes with critical outcomes. It will acknowledge the need to balance independent, individualised thinking with social responsibility, as well as the ability to function as part of a group, community or society.
To conclude, life skills education in the FET college is primarily concerned with the preventative, promotive and developmental aspects of the general curriculum. Provision to address curative needs in the form of individual and group support must also be accommodated in the life skills and health curriculum. Life skills are the abilities which help an individual to meet the challenges of everyday life. The primary aim of life skills education is to provide knowledge, attitudes, values and skills needed to empower students to deal with the demands and challenges of everyday situations and to promote and protect their own health and wellness.

4.5 Further Education and Training College Institution Development

The success of a future FET college system will depend heavily on students acquiring the right education and training, supported by comprehensive SSDS. Career-orientated vocational education and training, and occupational development can effectively provide the capacity that will allow the economic system to work, and develop and build a confident student nation. To facilitate the envisaged changes in the FET college system a range of developmental initiatives needs to be pursued at all levels of the college (Elliot, 1996; Fullan, 1991).

The FET colleges should be developed in the following areas:
- student assessment, placement, support and development
- curriculum development to suit the specific student education and training needs
- community liaison and partnership building with private and public commerce and industry sectors, especially for learnership
- action research to uncover trends and needs in job creation, through community, private, and public sector enterprises (Department of Education, 1998c, p.9).

In terms of Education White Paper 4 concerning a national strategy for FET (Department of Education, 1998c; 1999g; 2000c, p.2) a FET institution will be granted institutional autonomy once it demonstrates capacity in the following:
- institution-based curriculum development
- leadership and management
- financial management
- resource management
- quality assurance
- student support and development services.

The amalgamation and merger of FET colleges is the first phase of the overall strategy of the Department of Education to reorganise and create a vibrant co-ordinated FET system for South Africa (Department of Education, 2001b).

The establishment of Sector Education and Training Authority and the National Skills Development Act, together with the implementation of a learnership and skills levy, has also brought urgency to raising the FET colleges to accepted levels of high quality education and training to meet the challenges of the country’s human resource development needs (Department of Labour, 2000a; 2000b).

4.5.1 Further Education and Training Colleges Systemic Development

As colleges transform from teaching centred to education and training centred institutions (O’Banion, 1997) and from an individual level of analysis to a systems level of analysis an increasing recognition of the need for comprehensive faculty and college development programmes will develop. An integrated and comprehensive college systems approach, with college management development at the centre, is necessary for success (Kydd and Crawford, 1997)

The views of Van der Hoorn and Adams (1994, p. 103) on systems thinking provide a useful synopsis of the key aspects of this perspective. They point out that “a system is a group or combination of inter-related, interdependent and interacting elements forming a collective entity. Systems thinking refers to a way of organising our thoughts about the
world, thinking in terms of relationships, thinking in terms of interconnectedness, and thinking in terms of context”.

System thinking is a philosophy of continuous improvement. The focus is on the interdependence of people and their physical and social environments, emphasising the need for a person-in-context approach, and an integrated education and training approach. The functions or activities within the college work together. The aim of the college is connected to everything else outside the college, as well as to this interaction, and all of these contribute to the development of the college as a whole (Rademeyer, 1978).

Deming (1993) defines an educational system as a series of functions or activities within an organisation that work together for the aim of the organisation. Components of the college system, like staff members, materials, methods and equipment, form a network in support of a common goal and aim. Every college, when viewed as an system, shares these common characteristics:
- purpose – why the system exists
- input – what comes into the system
- resources – the system’s physical, financial and human resources
- process – sequences of stages of work that transform inputs into outputs
- output – what the system produces (Table 3.3).

Hanna in (Harris, Bennett and Preddy, 1998) and Marquardt (1996) views the college as a system including the college, students, lecturers, parents, family, home and community. The world can be seen as made up of systems, but the systems at any level are parts of larger systems still. If one looks at the FET college from this point of view, we may consider any level of organisation as a system. Changes in one part of the system will affect other parts, and cause changes in persons. Strategies for change can be developed at organisational level to enhance competencies and produce more effective functioning (David, 1991).
The FET college in itself is part of a wider system, comprising all the local and national FET systems. Systemic educational change is an approach that acknowledges the interrelatedness of the parts of the system. This means that a fundamental change in one part of the FET college system requires fundamental changes in other parts in order to successfully implement organisational development.

4.5.2 Further Education and Training College Organisational Development

Both college and student developmental programmes usually focus on the immediate needs as defined by a particular process. In college development, the need is often defined as that which makes organisations more effective, and this relates to the primary objective of education and training (Gallagher, 1992). The purpose of education and training in its broadest sense is to nurture and develop intellectual growth in a systematic way (Barrow, 1989). In SSDS the need is identified by the students and usually relates to their own occupationally and educationally related enhancement. SSDS can ensure and must guarantee that students will develop those interpersonal skills vital to a healthy social, emotional, cognitive and occupational life.

The goal of organisational development is two-fold: to meet the needs of the individual and improve his/her quality of life, and to improve the way an organisation functions and its subsequent results (Dalin, 1998). Organisational development is a strategy for managing change, aimed at facilitating the development of people and the organisation as a whole, for the purpose of optimising human fulfillment and increasing organisational effectiveness (Davidoff and Lazarus, 1997; Berema, 1999).

French and Bell (1995, p. 28) offer this definition of organisation development:

"Organisation development is a long-term effort, led and supported by top management, to improve an organisation's visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organisation culture – with special emphasis on the culture of intact work teams and other team configurations."
The goals of the organisational development of an education institution are (Berema, 1999; Dixon, 1994; Reynolds, 1997; Robbins, 1993; Watkins and Marsick, 1997):

- to improve interpersonal processes in the institution
- to improve student performance
- to develop human resources
- to develop management structures
- to empower people to change and manage the culture and processes of the institution
- to facilitate organisational self-renewal
- to seek the betterment of both individuals and the organisation
- to create an enabling environment which supports the social, emotional, spiritual and cognitive development, and
- to minimise barriers to effective learning and development of all students.

According to Preedy, Glatter and Levacic (1997) organisational development is a theory, a method, and a value system for improving the human aspects of an organisation's life, and for improving productivity. FET college organisational development is a systematic attempt to transform an entire organisation to become a more effective vehicle for the development of human resources. The goal of FET college organisational development is to meet the needs of the individual students and to improve the way the college operates to develop the college's organisational functions (Handy, 1993; Jenkins 1997).

Table 3.3 explains the FET college education and training systemic process. The student is the primary input into the education and training system of the FET college. The society is the ultimate consumer or customer of the outcomes of the educational system. The student is not a product but a customer and co-producer who actively participates in the learning process, acquires knowledge, and leaves the system with an enhanced knowledge base. As a co-producer of his/her education and training, the student is a worker in the educational system and the product is knowledge, abilities and skills. The lecturer is a manager who develops the curriculum, provides the tools for the learning and training process, and facilitates the process. It is the lecturer’s job to continually obtain
feedback from students to identify obstacles to learning and training. Depending upon the
students' needs, the support and development functions are products of, and they
represent, the internal and external support and development services of the system
(Astin, 1998).

Table 3.3  **ORGANISATIONAL INPUT AND OUTPUT FACTORS**

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>COLLEGE ENVIRONMENT and PROCESSES</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of student</td>
<td>Organisational and classroom culture and climate</td>
<td>Mastery of learning programmes</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Consultancy</td>
<td>Academic ability</td>
</tr>
<tr>
<td>Cognitive development</td>
<td>College administration</td>
<td>Problem-solving</td>
</tr>
<tr>
<td>Emotional Development</td>
<td>Lecturers/staff (LSDT)</td>
<td>Basic learning skills</td>
</tr>
<tr>
<td>Aspirations</td>
<td>- characteristics</td>
<td>Self-concept</td>
</tr>
<tr>
<td>Expectations</td>
<td>- knowledge</td>
<td>Values and attitudes</td>
</tr>
<tr>
<td>Academic self-concept</td>
<td>- teaching ability</td>
<td>Beliefs</td>
</tr>
<tr>
<td>Social self-concept</td>
<td>- experience</td>
<td>Interests</td>
</tr>
<tr>
<td>Values and attitudes</td>
<td>Curriculum and learning programmes</td>
<td>Occupational opportunities</td>
</tr>
<tr>
<td>Beliefs</td>
<td>Teaching and training methods</td>
<td>Adaptation and satisfaction with the FET experience</td>
</tr>
<tr>
<td>Behavioural patterns</td>
<td>Assessment practices</td>
<td>New knowledge</td>
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<tr>
<td>Educational background</td>
<td>Staff-student relations</td>
<td>Job satisfaction and adaptation</td>
</tr>
<tr>
<td>Career needs</td>
<td>Student support and development services (SSDS)</td>
<td>Sources of employment</td>
</tr>
<tr>
<td>Commerce and Industry</td>
<td>Student living arrangements</td>
<td>Qualifications</td>
</tr>
<tr>
<td>Community</td>
<td>Research</td>
<td>Transportability</td>
</tr>
</tbody>
</table>

Adapted from Astin (1998, p.70.)

FET college systems are constantly interacting with external suppliers and customers of
the community organisations, commerce and industry. One system cannot exist without
the other. This inter-dependency, as the FET college supplies students to the world of
work as the key customer group, is illustrated in Table 3.3. The college obtains feedback
from its customers regarding the student’s ability to function in society, and in the industrial and commercial world in particular. This knowledge is then used to design and redesign the educational system. Lecturers, students, and all of the suppliers and customers work together as a team in order to improve the educational system. The college staff and other internal and external service providers are ultimately responsible for changing the system to improve the learning and training process.

Horine (1993) and Berema (1999) emphasised that implementing a systemic reform process at an education and training institution requires visionary leadership and long-term perspectives on the part of policy-makers, as well as the supportive environment and involvement of professionals. The systemic organisational development of the whole college strategy includes the restructuring of the FET college student support and development process.

The provision of support and development is congruent with the OBE emphasis on student-centeredness in that the students' needs and the learning process itself provide the ultimate focus for support and development. The organisational development is clearly system orientated, which means that support and development is targeted at any aspect of the system where there is clearly a need to address barriers to learning and development. The specific support and development can be provided to a student, staff, parents, curriculum, and aspects of the system as a whole (Department of Education, 1996f; Du Four, 1997).

In education and training organisations and societies, human resource development in the form of college staff development is an integral part of the development of the system. Skills and knowledge change with the growth and diversification of the organisation, and staff grow to become multi-skilled and flexible. Although current FET college staff may be qualified for the required levels, holistic staff development is limited by the current work patterns and organisational culture in the college. To reverse stagnation, a new work environment for supporting and developing the student must evolved. The orientation towards student support and development creates a new form of
professionalism and opens opportunities for learning and human resource development for the college staff.

4.5.3 Human Resource Development

In order to meet the FET college human resource development requirements and to provide high-quality, lifelong learning opportunities that are essential to social development and economic competitiveness in a rapidly changing world, it is critical to transform FET colleges into a vigorous and growing sector in the education and training system.

The mission of a human resource development (HRD) strategy entitled A Nation at Work for a Better Life for All (Republic of South Africa, 2001, p.10) is as follows:

“to maximise the potential of the people of South Africa, through the acquisition of knowledge, skills and values, to work productively and competitively in order to achieve a rising quality of life for all, and to set in place an operational plan, together with the necessary institutional arrangements, to achieve this”

The four key strategic objectives in the HRD strategy are:

- improving the foundations for human development
- improving the supply of high-quality skills, particularly scarce skills, which are more responsive to societal and economic needs
- increasing employer participation in lifelong learning

The Reconstruction and Development Process (RDP) posed great challenges for human resource development. It required that the needs of communities be met through the provision of appropriate skills and knowledge in a range of activities. The re-entry of South Africa into the competitive international market has created an imperative for FET to develop a skilled, innovative and technologically competent labour force (RDP, 1994).
According to White Paper 1 on Education and Training (Department of Education, 1995) the Ministry of Education had participated in the formulation of the human resource development programme of the RDP, and agreed that the provision of education and training should be planned as part of the national strategy for human resource development, within a coherent, integrated programme of reconstruction and development, including the strengthening of the educational institutions.

Department of Education has attached great significance to human resource development and especially staff development in the transformation process. It regards academic staff development as one of the pillars of the national human resource strategy and the growth of professional expertise and self-confidence as the key to staff development (Department of Education, 1995). Staff development programmes should be introduced in institutions of further and higher education, with the purpose of building the capacity of staff in order to improve instruction, professional skills and organisational functioning (Hopkins, Ainscow and West, 1996).

The human resource development in FET colleges spells out the development, training and implementation of academic staff to be involved in the support and development of the students. The development of human resources through the FET sector opened up economic and human potential. This will help people to be involved in “the decision-making process, implementation, new job opportunities, acquiring new skills, gaining reward for existing skills previously unrecognised and in managing and governing of society” (RDP, 1994, p.14).

Vocational education and training contributes to human resource development. The investment in vocational and technical education and training can be a key contributor to the South African economy. South Africa cannot compete in the global market of the 21st century unless it gives serious attention to human resource development and access to appropriate knowledge and skills development. Young people and adults must have access to education and training which will equip them for the world of work, give them entrepreneurial and other skills they need to create new jobs, lay the basis for lifelong
learning and social and occupational mobility, and provide a pathway into higher education. To accomplish the reorganisation of the education, training, and learning programmes, FET colleges aligned themselves with the demand and needs of commerce and industry and community development in education and training (Department of Education, 1998a; Jones and Walters, 1994).

Success in the attainment of new policy goals for a comprehensive and efficient student support and development service and, in particular, the establishment of lecturer support and development teams, lies in the improvement of the quality of human resources, particularly staff management. The development of staff management, administrative and support services is critical for the reorientation performance of the new FET college system. The challenge with respect to staff development is to create a new institutional and work ethos characterised by co-operation, multi-skilling, teamwork, flexibility, quality, and service orientation (Department of Education, 1998c; Kruger, Struzziero, Watts and Vacca, 1995; Middlewood and Parker, 1998).

A staff development and training strategy for lecturer support and development teams includes the following:

- **continuous professional development** (Crawford, Kydd and Riches, 1997)
- development of lecturers' understanding of, and ability to teach, disciplinary and object knowledge through appropriate programmes and qualifications (Prichard, and Sawyer, 1994)
- training in curriculum planning, design and development, student support material development and evaluation, innovative teaching methodologies and assessment strategies (Rosenfield, 1992)
- placement with private and public enterprises through internships, mentoring arrangements and other strategies
- provision for students' needs, development of appropriate programmes, and the evaluation and placement of students. (Department of Education, 1998c; 2001b).
Educators and trainers are key strategic resources for FET colleges, and account for the major share of the education budget. Ongoing professional development for educators and trainers in learning and teaching strategies, classroom management, learning programmes, qualifications, assessment, student support and development strategies, and subject knowledge issues, are crucial determinants of student success.

4.6 Lecturer Support and Development Team

The lecturer support and development team (LSDT) model provides a forum where lecturers can meet and engage in a positive, productive, collaborative, problem-solving process to help students indirectly (Cosden and Semmel, 1992; Chalfant, 1989). While the focus of support and development has changed from individual to group practices over the years, the goal has remained remarkably constant. That goal has been, and is today, students' optimal holistic education and training success (Hargreaves and Fullan, 1992).

4.6.1 Policy in Relation to Lecturer Support and Development Team (LSDT)

White Paper 6 on special needs education (Department of Education 2001a) and the NCSNET/NCESS Report (Department of Education, 1997b) mention the importance of institutional-level support teams. These institutional-level support teams are mentioned as LSDT in this study. The primary function of these LSDT are to co-ordinate student and staff support and development services that support the learning and teaching process by identifying and addressing student, lecturer and institutional needs. Where appropriate, FET college institutions can strengthen these teams by expertise and specialists from the local community, education district support teams and higher education institutions. The education district support services (school clinic services in the Western Cape Education Department) provide a full range of education support and development services through a multi-disciplinary team of professionals.
The policy makes provision for the establishment of an inclusive education and training system at FET colleges. White Paper 6 (Department of Education 2001a) also proposes the establishment of full services at FET colleges that provide education and training services to students most profoundly affected by learning and training barriers and exclusion. These support and development services work in close collaboration and consultation with the LSDT of each FET college.

The principle behind these support and development teams is to promote consultation and collegial co-operation, and to use staff members' own expertise rather than referring to experts from outside. The LSDT ensures that the help is within the college, and therefore in the proper context within the Education Department’s policy (Creese, Daniels and Norwich, 1997; Parker, 1995; Parker and Kropp, 1995).

4.6.2 Defining the Concepts of Lecturer Support and Development Team (LSDT)

Robbins and Finely (1997) defines LSDT as a confidential process through which two or more professional colleagues work together to reflect upon current practices, expand, refine, and build new skills, share ideas, conduct action research, teach one another, or problem solve within the workplace. Therefore, LSDT should devote substantial time to educational and career planning with these students, to familiarising them with the available support and development services, and to planning ways for students to make use of these services when the need arises.

The use of the word “team” in lecturer support and development team is itself confusing since it is a noun which is often used as an adjective. As a noun it simply means a collection of individuals such as a sports team, who need to work co-operatively to achieve a common objective, in this case of securing points or goals in order to win a match. In essence the same is true of the college LSDT. They need to work co-operatively in pursuit of a common objective in supporting and developing the students, the staff, and the college (Parker and Kropp, 1995).
The LSDT as a team has, in accordance to Brill (in Gulliford and Upton 1992, p.142) certain characteristics:

“A team can be described as a group of people, each of whom possesses particular expertise, each of whom is responsible for making individual decisions, who together hold a common purpose, who meet together to communicate, collaborate and consolidate knowledge, from which plans are made, actions determined and future decisions influenced”.

One of the main features of an LSDT is the emphasis on teamwork. Day, Peters and Race (1999) name the following principles for an effective team:

- teams are more suitable to represent the range of interests in an organisation than is any individual
- teams are likely to produce more creative solutions than an individual, because of the pooling and harnessing of several talents
- team members are more likely to understand and support decisions made by their teams
- team membership improves communication among members
- team membership can offer valuable opportunities for personal and professional development.

According to Chalfant (1989) the concept of an LSDT rests on the assumption that:

- classroom lecturers in many situations can help a student with problems related to learning, training in occupational skills, and management
- in difficult situations the classroom lecturer can, with some assistance, help a student who experience barriers to learning, training and development, it is better for the student when his/her class lecturer actively works with him/her, rather than being assigned to another specialist lecturer
- there is considerable knowledge and talent among lecturers
- lecturers can solve many more problems when working together in a team than by working alone.

The philosophy of LSDT is based on the following ideas (Imenda, 1995):
all students are entitled, without restriction, to participation in the full curriculum of
the college
everyone in the college can learn and is capable of developing, and lecturers can
help students in developing in education and training
although the education and training of students who experience barriers form part
of the FET college as institution, it is more appropriate to see a student as a
complex of abilities, attitudes, aptitudes, interests, age, articulation, and affection
lecturers are responsible for the learning of all the students in their classes and
therefore need to be, or become experts in differentiation, individual learning, and
the negotiation of learning programmes to accommodate the curriculum of the
college.
A LSDT will succeed partly through the knowledge, abilities and skills of those who
work as a team and also through the degree of commitment, motivation and effort with
which they apply these attributes as functional aspects. The success of the LSDT is
clearly affected by the character and personality of the individual, as well as the culture
and structure of the college (Lumby, 1998).
When combining these concepts, a LSDT could be considered as a group of college staff
individuals who voluntarily work together in a spirit of willingness and mutual reward to
solve problems and accomplish one or more common and mutually agreed upon goals.
They contribute their own knowledge and skills and participate in shared decision-
making, while focusing on the efficiency of the whole team in delivering an effective and
comprehensive student support and development service to the college.

4.6.3 The Goals and Aims of Lecturer Support and Development Team (LSDT)
The goal of the LSDT is to obtain more efficient and effective delivery of special help to
students by placing the initiative for action in the hands of a classroom lecturer. The aim
is to prevent and resolve student and lecturer problems through collaboration and
problem solving. Chalfant (1989) suggests that the team should be institutionally based
Setting up LSDT depends on clear and detailed initial communications and negotiations between the college and those with the developmental ideas and training resources. Involves the principal and the whole staff in the understanding of what is involved, considering what the LSDT has to offer the college, and then deciding to commit the college and their resources to enable the LSDT to work. If they are to function successfully, LSDT need to be designed to fit the needs of the college as perceived by the LSDT members and their colleagues themselves (Creese et al, 1997).

4.6.4 Developments of Lecturer Support and Development Team (LSDT)

An integrated systems approach, with LSDT development at the center, can increase success of management initiatives and institutional effectiveness programmes. As Gratton and Walleri (1993, p.36) mention: “None of these practices will lead to sustained effectiveness, if continuous staff development is not in place”

The two key processes which underpin an understanding of the development of LSDT are:

- the dialogue with individual students and staff members
- consideration of both the needs of the individual student and staff, and those of commerce and industry.

According to Porter and Stone (1997) the development of the LSDT must go through two interrelated stages:

- The pre–facilitative stage which involves encouraging staff to feel psychologically and emotionally secure with each other. The success of the team depends on the experiences and opportunity to work with each other, across departmental and management boundaries. All staff must have the opportunity to come together to articulate needs, and concerns, share expertise, skills, and strengths and, most importantly, mutual reassurance. They need to know each other, as this is a key strand of any effective staff support and development effort. This means giving
each other full attention, active listening, and the reflecting of the feelings and concerns of others.

- The awareness raising and realistic skills acquisition stage, which is the process of participatory exploration, aimed at reaching a consensus which takes into account individual differences and concerns. Staff need the opportunity to explore issues in depth. Awareness raising involves analysing the situation in the college system, within which development is to take place. This explorative exercise encourages staff to look at their own situation, to evaluate it critically, mindful of external influences and demands.

Three staff support and development models are outlined by Egan (1994):

- Assistance staff members, whose role is to provide and administer proactive, preventative and developmental programmes in regular classrooms for all students. Staff assistants, comprising members who are organized and trained with the appropriate skills and knowledge within the college educational setting, assist staff to develop and deliver appropriate programmes for students who experience barriers to education and training.

- Resource staff members, who provide assistance to both staff and students to ensure the effective implementation of the guidance and counselling programmes in regular classes.

- Consulting staff members, who aim to directly counsel, guide, assist, assess, and support students and staff through a collaborative process of problem solving.

LSDT development is increasing in importance as organisations become more aware of the need to maintain their competitive advantage. This applies as much to colleges as it does to those organisations traditionally regarded as more commerce- and finance-driven. In its broadest sense, staff development is about change for both the individual and the organisation, and change is in essence what staff development is all about. As colleges change, so staff development should increase in significance and success (Karabenick, 1994).
Middlewood and Lumby (1998) see LSDT development as the activity of staff training that is a conscious institutional approach intended to improve the capability for staff to fill specified roles, particularly in relation to teaching, support and development of students.

Lumby (1998) sees LSDT development in terms of organisational development and improvement which provides the basis for college improvement; and this in turn, leads to maximum personal growth and a better atmosphere for effective college support and development services.

Designing effective LSDT development programmes that support lecturer development and promote instructional change is challenging. Although support is a very important component of staff development programmes, it is not sufficient by itself. Several researchers such as Egan (1994), Middlewood and Lumby (1998), Porter and Stone (1997) and Swafford (1998), recommended a multidimensional approach to staff development, which includes all relevant support and development programmes.

Support for staff in their increasingly demanding roles within a whole college approach is vital. Colleges need structures which allow them to face the challenges of ongoing changes. Many classroom lecturers feel that they do not have sufficient training and support to meet many of the challenges and changes presented by the students in the classes, and the general problems of the college as a whole. The support of students and the development of lecturers are inextricably connected in the terminology, planning, implementation and purpose of the LSDT. Members must support one another through these fast-moving and uncertain times at the FET college.

LSDT development is the process by which an ineffective team becomes an effective team. The process is one of learning and it involves team learning – about the team itself and how it can improve the college system. Implicit in this is some notion of effectiveness which the team needs to learn and apply to its own functioning. Effective
teams are the same as functional teams. They fulfil all of the required tasks and, in doing so, they also ensure performance of a balanced set of team roles and meet individual needs. Development of the team involves a learning process which enables the members of the team to acquire, practice and apply the knowledge and skills required for effective functioning as an LSDT.

The essential principles behind LSDT development include the importance of individual ownership, management and responsibility, and the inter-relationship between development and improved performance for both the individual and the college. Requires the ability to look ahead and prepare for change as well as responding to more immediate needs and challenges of the college organisational system. LSDT development in SSDS are central to the survival of many colleges.

4.6.5 Functions of Lecturer Support and Development Team (LSDT)

In establishing the functions of an LSDT system, the lecturer must able to use needs assessment techniques to discover and emphasize the felt needs as well as the normative needs of students in the learning and development process, and to encourage the development of coping skills and strategies within the framework of helping people to help themselves.

The functions of support and development of the lecturer includes the ability:

- to help the student to control his/her learning, academic and training process
- to assist the student to succeed in his/her occupational and career development
  to provide for his/her needs and to understand him/her as a personal, physical, cultural, intellectual and occupational being (Campher, 1997)

The lecturer must be trained to play the role of a learning consultant, a general support-giver, and a confidant to the students. Use must be made of experienced lecturers in the offering of orientation courses, and development of guidance manuals, preventative programmes, and information. LSDT should serve to help students identify and attain life
• offering support and development services to all students and to those who are experiencing difficulties that cannot be resolved by the class lecturer. This support and development may be offered indirectly by consultation with the lecturer concerned in the classroom, directly by working with the student through formal staff development sessions, and through joint curriculum planning activities

• consult and collaborate with college staff to ensure that they receive effective and sufficient support and development and that they are able and empowered to deliver a comprehensive student support and development service to the students and to their staff colleagues

co-operating with college council members, college staff, student representative council members, community expertise, and education department officials in developing an effective college organisational system.

The primary function of these LSDT will be to put in place properly co-ordinated student and educator support and development services that support the learning and teaching process by identifying and addressing learner, educator and institutional needs (Imenda, 1995). The colleges as institutions should strengthen these teams by expertise from the local community, district support teams, and higher education institutions. District support teams as a multi-disciplinary teams can provide a full range of educational support and development services, such as professional development of the staff in curriculum development, assessment, student evaluation, consultation, problem-solving, negotiation skills, and conflict resolution.

In conclusion the staff members of the LSDT have two main aspects that they must engage in a student support and development programme:

• to work with curriculum areas and learning programmes in and outside classrooms and to develop their teaching, training and learning styles to be flexible strategies, to be responsive to the vocational and occupational needs of commerce, industry and the world of work

to work with individual students to create and develop targeted learning strategies and styles to accommodate their specific and unique requirements.
4.6.6 Benefits of Lecturer Support and Development Team (LSDT)

Trained lecturers of the LSDT can add significant support and development to the counselling, career guidance, academic and life skills of the students in the class, and the college should recognise the importance of their contribution. As Hamblin (1993, p. 2) points out; “lecturer skills are vital and they are an integral part of many roles”.

Effective LSDT functions can be achieved by determining the needs of the students and the college through a needs analysis which will enable the team to:

- define the size, nature and context of the intervention target
- empower and support classroom lecturers to serve students with learning, behavioural and health problems more effectively by utilising the resources of the staff and consulting the multidisciplinary team
- encourage classroom lecturers to share their expertise, consult with one another, and benefit from one another’s experience and areas of specialisation
- indicate preventative teaching and training strategies, through improvement of college management, lecturer, parent, and student attitudes, and teaching methodology through staff training.

Another benefit or aspect of these LSDT programmes is that they can give lecturers the opportunity to improve their lecturing or tutorial skills to enable them to teach and train under-prepared students and students who experience barriers to education and training. This empowers staff to perform at their maximum potential and to perform as an consultative and collaborative team.

4.6.6.1 Consultation and collaboration

Friend and Cook (1992) describes LSDT as collaboration and consultation to determine students' most pressing needs, to design lecturer training to meet students' needs, and to assess the impact of instruction. The collaborative relationships that students develop
with the LSDT and staff are a potentially significant factor in their persistence or withdrawal, progress, and behaviour at the college.

John-Steiner, Weber and Minnis, (1998) and Wilczenski, Bontrager, Ventrone and Correia (2001) stress the importance of building a collaborative and consultative environment in colleges in which lecturers provide each other with assistance as they work together toward common goals and seek to improve the students' education and training experience. LSDT provide lecturers with the opportunities to investigate and explore instructional alternatives, reflect on their effectiveness, make adjustments when necessary, and then investigate and explore once again. LSDT can help build a professional culture that supports lecturers who are knowledgeable and responsive to all students, regardless of their needs (Jordan, 1994).

According to Webb (1995) and Rosenholtz (1989) collaborative and consultative cultures in educational settings are ones that encourage learning from one another, by group problem-solving, sharing of ideas, and encouragement. Collaborative teams tend to encourage development amongst the staff rather than to inhibit progress. Moreover, collaborative colleges develop educational expertise as a community (Epstein, 1995).

Lecturer support and development teams working as collaborative consultants bring their expertise to the SSDS delivery system, which works best for the student and each classroom educator. Collaborative consultation and the interactive process enabling people with diverse expertise to generate creative solutions to a mutually defined problem, represent one avenue for lecturers to enhance one another's expertise and establish proactive services for all students. Bennett (1995), Campher (1997), Coleman (1998), Cosden and McNamara (1997) and Chalfant and Pysh (1989) mention reasons for implementing consultation and collaboration as a principal concept for staff support and development:

consultation and collaboration allow the LSDT to have a large indirect impact on students, as well as a direct one through actual counselling, guidance, support and development.
• the lecturers can therefore assume more responsibility for the development and implementation of support and development programmes for all students and students who experience barriers to education and training.

• the LSDT staff can work with other college staff members, peer helpers, community specialists, and any other personnel who have direct or indirect student contact.

According to Sternberg (1996), Idol (1988) and Webb (1997) the characteristics of consultation and collaboration are as follows:

• all individuals involved in the process are assumed to have expertise to contribute and responsibility to share educational outcomes

• the process is voluntary in that all parties are willing participants

• the orientation is toward problem solving in that the goal of consultation is to prevent or resolve student problems.

In summary, six distinguishing characteristics of the delivery of lecturer support and development services can be identified:

• a team approach to meeting staff and student needs within the educational setting is emphasized.

• intervention is provided in the regular classroom and does not involve a withdrawal or remedial process.

• assistance from the LSDT staff is primarily consultative. Classroom lecturers remain responsible for the continued education, training and management of their students.

• interventions consist of a collaborative process of assessment, problem analysis, planning, implementation, and systematic evaluation.

• external support systems and community specialists are involved as fully as needed in all stages of the assessment, intervention and evaluation process.

• a major focus of the work of LSDT is on the empowerment of staff through skills development, collaborative problem resolution, and support, so that they can deal more effectively with individuals

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LSDT is about helping individuals and groups to learn, and it is about helping institutions to learn. Staff development is therefore about the development of institutions as much as the individuals and groups within it. Development involves a continuous and regular investment of time in learning, and in the training of the LSDT staff members. It is not an optional extra and it is central to the now familiar concept of lifelong learning. The increasing emphasis in further education and training is on the development of skills for lifelong learning and personal growth, and the fulfillment of students’ needs. This underlines the importance of sustained development rather than short-term patching up of staff members’ deficiencies.

In conclusion, LSDT staff development is the engine of creativity which enables the college organisation to learn and renew itself in response to the needs of the students, staff and the external environment. For such development to take place and to become part of the organization’s culture, skills need to be identified and enhanced so that all staff can become experts in their field of education and training at the FET college.

5. SUMMARY

On the basis of recent policy-making in South Africa and international funding, student support and development services moved away from merely supporting individual students to supporting all the students, staff and the college system. In order for this to happen, SSDS were structured into the college system as an integral part if the college systemic development. Supporting and developing students is not an additional thing that lecturers do when they are not teaching and training. It is about managing the learning and training process of all the students.

The focus on student wellness is important. Personal development is promoted through the provision of knowledge, development of skills, and encouragement of behaviour and attitudes which maximise the student’s academic and interpersonal functioning in the
college, at home, and in the community. College students enter college with a limited self-knowledge and a sense of how they fit in, or project themselves into the world of

A crucial decision for college institutions is how far they are committed to providing an integrated curriculum in which support and development for students is understood as part and parcel of their educational experience, and how far they are content to provide an ancillary support and development service. The underlying educational philosophy is providing balance. Support and development provision must be brought in line with the institution’s policies and priorities, rather than leaving it on one side as if it had nothing much to do with the institution’s mission. If support and development is seen as integral to the teaching and training function, then it is likely that LSDT staff will occupy a central position in the development of FET colleges.

During the development of the new integrated education and training policy, FET colleges have witnessed great changes in the organisation of the colleges system. Responsibility for these changes and their implementation have fallen to a great extent on the lecturers themselves. These changes and challenges meant that staff are dealing with greater dilemmas, higher stress levels, and more demands and tensions both in and out of the classroom, in their efforts to deliver the curriculum in ways which are relevant to the diverse needs of the students, and to the ever changing demands of the world of commerce and industry.

From this a number of implications for the SSDS endeavor can be drawn:

- First, student success is defined variably in different times and under different circumstances. LSDT must continuously scan both the campus environment and the larger society for a realistic appraisal of student success.

Second, student success can be defined in terms of academic achievement, career preparation, and life skills. LSDT will be more directive, more active and more willing to assume a support and development role with students who are less well prepared for college, less familiar with what college is, and with little support from
family and community. These students may well need to learn and develop skills on how to be academic students, and how to prepare themselves to be successful in their occupation. The best place for them to learn these things may be in the SSDS relationship, although this may be intensive and time consuming.

- Third, to meet the needs of all students, LSDT will have to integrate technology and community networking into their work. They must accept and take advantage of the way technology can do more than merely help them in their work. It may in fact be sufficient and effective to meet students' needs.

Chapter 4 deals with the research methodology used during the study, with the sampling and selection procedures, and with the construction and development of the four instruments that were used to obtain data.
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2. RESEARCH PROCESS

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CHAPTER 4: RESEARCH METHODOLOGY

1. INTRODUCTION

At the time of the launching of this study in 1996 there were no formal and structured student support and development services at any college in the Western Cape Education Department. No research had been conducted in this area at any FET college and no published literature on student counselling services, academic development and learning support, occupational development and career guidance, and life skills and health education, college institutional development and lecturer support and development teams at FET colleges in South Africa was available.

This study comprises a needs analysis at the 58 FET colleges in South Africa, as well as the design of the training programme material for the implementation of the SSDS at the 18 FET (technical/vocational) colleges in the Western Cape. The establishment of the SSDS in these colleges ensued after LSDT were established and trained to deliver different services to the students and the staff. The initial evaluation of these services was done after the first year of the implementation of the SSDS at the FET colleges. The second evaluation was done on the services of the LSDT at the end of the second year. The SSDS at the FET colleges consists of the following services:

- student counselling services
- academic development and learning support
- occupational development and career guidance
- life skills and health education, and
- institutional development

The objective of the study was to determine if the lecturers at the colleges have the necessary knowledge, skills and competencies to assist, support and develop the students, addressing their personal, educational and vocational needs.
2. **RESEARCH PROCESS**

The study followed the processes set out in Figure 4.1

**Figure 4.1 RESEARCH PROCESS**

<table>
<thead>
<tr>
<th>RESEARCH PHASES</th>
<th>RESEARCH PROCESSES</th>
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<td>College needs analysis</td>
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<tr>
<td>Research Aims</td>
<td>Literature review and policy analysis</td>
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<tr>
<td>Conceptualising and Formulating the research problem</td>
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<tr>
<td>Data-collection – Formulating and operationalizing of questionnaires</td>
<td></td>
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<tr>
<td>Data processing and analysis</td>
<td></td>
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<tr>
<td>Development of programmes for implementation of SSDS</td>
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<table>
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<tr>
<th>IMPLEMENTATION AND EVALUATION OF RESEARCH</th>
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<tr>
<td>Training of LST phase I</td>
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<td>Field testing and revision of phase I</td>
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<tr>
<td>Evaluation of phase I</td>
</tr>
<tr>
<td>Redesign and implementation of phase II</td>
</tr>
<tr>
<td>Field testing and revision of phase II</td>
</tr>
<tr>
<td>Evaluation of phase II</td>
</tr>
<tr>
<td>Conclusions and recommendations</td>
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<td>Implementation of results at FET colleges</td>
</tr>
</tbody>
</table>
Chapter 4 will focus on the qualitative, quantitative and evaluation research methodology that was used to collect the data from the students and the colleges of the sampling population. The analysing of data and results of the College Institutional Evaluation Questionnaire and College Student Profile Questionnaire will be discussed. The results of the Student Support and Development Evaluation Questionnaire and Lecturer Support and Development Team Evaluation Interview Schedule will be explored as it was used to do the evaluation and assessment as a quality control mechanism on the SSDS and LSDT at the FET colleges.

3. RESEARCH METHODOLOGY

The aim of the research was twofold:
- The general aim was to design, implement and evaluate SSDS at 18 FET colleges in the WCED
- Within this context the specific aim was to establish and evaluate an LSDT at each FET college in the WCED. The LSDT was trained in basic student counselling skills, academic development and learning support, occupational development and career guidance, and life skills and health education concepts.

This study has been both qualitative and quantitative in nature. If qualitative and quantitative research methods are used together to focus on the substantive problem, then the strengths of the one may compensate for the shortcomings of the other. Qualitative studies without compensating quantitative advantages do not allow for results to be generalised to the population at large. On the other hand, quantitative studies without qualitative findings may be inadequate to illuminate a problem adequately (Cohen and Manion, 1994, 1998; Denzin and Lincoln, 1995; Howe, 1988; Krathwohl, 1998; Taylor and Bogdan, 1998; Wiersma, 1991).
3.1 Qualitative Research Methodology

Qualitative research methodology was used to develop and implement the SSDS, since the study focuses on understanding and observing the importance of the SSDS at the colleges. The qualitative technique was used to ensure judgement, creativity and interpretation (Howe, 1988; Firestone, 1993). Huysamen (1997) defines qualitative research as research which

“focuses on up-close observation of behaviour in settings (1) as well as in interviewing people and collecting data (2) in these settings and analysing documents and artefacts (3). Its purpose is to describe those settings (4) and understand the definitions of those settings held by people in them” (5)

The research design of this study follows that of Firestone (1993, p. 17). The processes include the following

- (1) observation of the behaviour of the college students. The needs analysis and pilot study were the first steps in observing the college settings and the students therein
- (2) interviewing people and collecting data through two questionnaires, which covered (a) the colleges as institutions, and (b) the students
- (3) analysing relevant literature, as well as national and provincial policy documents and reports
  (4) describing the college settings, the implementation of SSDS and the establishment of LSDT at the colleges
  (5) understanding the definitions of the incumbents in the FET college settings, their functions, roles and responsibilities, and
- conclusions were then drawn from the findings.

This research process was constantly redesigned because of the continuous evaluation of the implementation phase of the SSDS at the colleges. Qualitative research makes provision for adjustments of data-collection procedures, as well as implementation and evaluation strategies during the research process (Patton, 1990).
3.2 Quantitative Research Methodology

Quantitative research methodology is used to highlight the main themes and to guide a subsequent secondary analysis of survey data. The quantitative evidence which was obtained from the two survey questionnaires was used to identify and weigh strengths and weaknesses, and to draw overall conclusions from the study. The quantitative data are very useful in the conceptualisation, measurement and analysis of findings which adequately describe the reality of the investigation (Denzin and Lincoln, 1995; Howe, 1988; Krathwohl, 1998; Taylor and Bogdan, 1998).

The statistical data generated in this study was analysed using the Statistical Package for the Social Sciences (SPSS). The great advantage of the SPSS is that it allows the researcher to score and analyse the quantitative data into meaningful and interpretable results which facilitate the drawing of conclusions and the formulating of suggestions (Bryman and Cramer, 1997).

3.2.1 Evaluation Research Methodology

Evaluation research methodology is directed towards making decisions to determine the effectiveness, merit, value, and desirability of the programme to be implemented (McMillan, 1992; McMillan, and Schumacher 1993). According to Kemmis and McTaggart, (1988, p. 10) "...evaluation research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does"

The purposes of the evaluation in this study were as follows:

- The evaluation was done to manage, plan and implement the training, follow-up training and visits to the colleges. The colleges were visited and the follow-up training was done by the multi-disciplinary team personnel from the Western Cape Education Department district support teams (education support centres/school clinics).
The evaluation was conducted to generate purposeful data on which to base decisions relating to the design of the student support and development programmes.

The evaluation data were used to compare the implementation or practical performance and outcomes with the objectives and aims of the study.

The findings of the evaluation were used to arrive at conclusions recommendations concerning the SSDS and the merits of LSDT at FET colleges.

4. PILOT STUDY

A needs analysis survey (Appendix A) was done in 1996 at eight technical colleges in the Western Cape Education Department (WCED). The reasons for the needs analysis were twofold:

- There were no formal and structured student support and development services available for the students at the colleges. To develop a student counselling, learning support, career guidance and life skills education programme, the needs of the students had to be determined by means of needs survey.

- With the restructuring of the WCED in 1995 after the first democratic election in 1994, a Strategic Management Team (SMT) was established. The brief of the SMT was to advise the provincial Minister of Education on restructuring, integrating and rationalising the former education departments in the Western Cape province into a “new” WCDE, and in formulating a new education and training policy.

A task team with the brief to analyse the educational support services (ESS) was formed and the researcher was nominated by the Western Cape Education and Training Forum (WPETF) as a member of this SMT. The brief was to submit a report on ESS, and the researcher was mandated to look at the education support services of the former technical colleges of the WCED. To be able to form a comprehensive report on the ESS of the technical colleges, the researcher undertook a needs analysis at eight of these colleges in the WCED.
According to Borg and Gall (1989) needs assessment is one of the most useful and efficient means available to help identify college student concerns. Without student needs assessment, decisions made on behalf of students may not accurately relate to students' own needs. Barrow, Cox, Sepich and Spivak (1989) confirm that student needs surveys can predict the needs of counselling services, since self-supported needs seem to reflect real concerns of students and are of interest in their own right. Finally, the needs survey was done because it is helpful to prioritise and plan the student counselling, academic support, career guidance, and life skills programmes (Gallagher, 1992).

The eight colleges that participated in the needs survey did so voluntarily. The eight colleges were a representative sample including students from different backgrounds, languages, races, cultures and socio-economic status. The needs analysis questionnaires were completed by the principals and the staff of the colleges. Since the questionnaire was intended to determine the needs at the college for the implementation of student support services, the students did not take part in the needs survey.

The questionnaire items were selected to ensure that appropriate information regarding the educational support and development needs of the students were identified (Appendix A). The following questions were used in the needs survey:

<table>
<thead>
<tr>
<th>Question</th>
<th>Purpose of the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of students?</td>
<td>Age group for developing the appropriate services according to their developmental needs.</td>
</tr>
<tr>
<td>Previous educational qualifications?</td>
<td>Pre-tertiary level or above, to construct the content of the programmes to suit the cognitive level students.</td>
</tr>
<tr>
<td>Growth of student numbers?</td>
<td>Demand in education and training for vocational and practical experience.</td>
</tr>
<tr>
<td>Drop-out of students and reasons for drop-out?</td>
<td>Factors which contributed to retention e.g. institutional factors, motivation, goals, education background and study choices.</td>
</tr>
<tr>
<td>Failing of students and reasons for failing?</td>
<td>Wrong course and subjects, too difficult, learning problems, motivation and goals.</td>
</tr>
<tr>
<td>Selection criteria?</td>
<td>What methods are used to place students in a course or to choose subjects.</td>
</tr>
<tr>
<td>Problems experienced by the students?</td>
<td>Priorities, trends, needs can be exposed for preventative programmes.</td>
</tr>
<tr>
<td>What kind of service is needed and who must implement it?</td>
<td>The need for the different services would be known, and how to implement them.</td>
</tr>
</tbody>
</table>
The answers to the questions were grouped together and analysed to formulate the conclusions and findings of the need survey in a comprehensive report. The report was compiled for the following reasons:

- to write a submission to the WCED management requesting the implementation of SSDS for the colleges
- to compile a report for the SMT on education support services in the WCED
- the results gave the researcher the necessary foundation for conducting this study on the design, implementation, and evaluation of SSDS at the FET colleges.

The results, findings and conclusions of this pilot study will be explained in detail in Chapter 5

5. SAMPLING AND SELECTION OF POPULATION IN MAIN STUDY

The sampling and selection process for the study will be dealt separately according to each of the four different questionnaires.

Two questionnaires were used to collect data from the FET colleges: one for students, and one for the FET college as institutions. These were the

- College Student Profile Questionnaire and
- College Institutional Evaluation Questionnaire.

A semi-structured questionnaire was used to evaluate the implementation of the SSDS programmes, and an interview schedule was used to evaluate the establishment of the LSDT at the FET colleges at the end of the 1st and 2nd year. These were the:

- Student Support and Development Evaluation Questionnaire, and
  Lecturer Support and Development Team Evaluation Interview Schedule.
5.1 College Institutional Evaluation Questionnaire

The target population of the study was FET providers, which come from a variety of backgrounds (Department of Education, 1997a, p. 10):

- the secondary school sector (Gr 10 to 12)
- adult education centres
- youth colleges
- state and state-aided technical and vocational colleges (FET colleges)
- training centres of the Department of Labour
- government departments which provide training
- community colleges
- private training organisations and private colleges
- non-governmental organisations.

With this diverse population, the sampling frame of the study had to be limited to the 152 technical and vocational colleges (FET colleges) as institutions in the FET sector of the nine provincial departments of education (Department of Education, 1997a, p.11). Table 4.2 gives a breakdown of the FET colleges in the provincial departments of education, the number of colleges per province that were included in the sample, and the total number of students at the FET colleges (Department of Education, 1997a, p.10).

Table 4.2 STRUCTURE OF FET COLLEGES

<table>
<thead>
<tr>
<th>Provinces</th>
<th>FET Colleges</th>
<th>Sampling Of FET colleges</th>
<th>Total students in the FET colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gauteng</td>
<td>33</td>
<td>23</td>
<td>858</td>
</tr>
<tr>
<td>Free State</td>
<td>10</td>
<td>6</td>
<td>270</td>
</tr>
<tr>
<td>North West</td>
<td>9</td>
<td>5</td>
<td>210</td>
</tr>
<tr>
<td>Northern Province</td>
<td>14</td>
<td>9</td>
<td>420</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>9</td>
<td>5</td>
<td>270</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>6</td>
<td>4</td>
<td>160</td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>28</td>
<td>19</td>
<td>520</td>
</tr>
<tr>
<td>Western Cape</td>
<td>19</td>
<td>13</td>
<td>280</td>
</tr>
<tr>
<td>Kwazulu-Natal</td>
<td>24</td>
<td>16</td>
<td>384</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>152</strong></td>
<td><strong>100</strong></td>
<td><strong>58 554</strong></td>
</tr>
</tbody>
</table>

To obtain a representative number of FET colleges, the probability sampling method was employed. Cluster sampling, as a type of probability sampling, was used to reduce errors.
in the sampling process. This method also ensured that each province had an adequate number of FET colleges included in the study. One hundred FET colleges were drawn from the national total of 152 colleges. This represents 66.8% of the total FET colleges in the country. In order to have a representative sample of 66.8% FET colleges in each province, the number of FET colleges per province was divided accordingly (Table 4.2). To give each FET college in every province an equal and independent chance of being selected, random sampling was used.

5.2 College Student Profile Questionnaire

The student population of 58 554 (Table 4.2) in the FET colleges represents about 2.5% of the total 2.2 million students in the FET sector (Department of Education, 1997a, p. 10). The figures for the number of students per province were not available, so that the number of students per FET college selected for the survey is not known. To ensure a representative number of students per college, quota sampling was used to select the students.

The FET colleges differ in student numbers, and are categorised by the National Department of Education accordingly. Student numbers determine category, so that for example the smaller FET colleges with fewer than 300 students are categorised as FETC 2, while the larger colleges with more than 15 200 students are categorised as FETC 4. According to these categories the number of students selected at each FET college represents 5% of the total students at that college.

Table 4.3 indicates the FETC categories, the number of students per category, and the representative student sampling size per college.
Table 4.3  **FET COLLEGE CATEGORIES**

<table>
<thead>
<tr>
<th>FET college category</th>
<th>Number of students</th>
<th>Number of students selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>FETC 2</td>
<td>300 and below</td>
<td>15</td>
</tr>
<tr>
<td>FETC 3</td>
<td>301 to 900</td>
<td>45</td>
</tr>
<tr>
<td>FETC 4</td>
<td>901 to 1 520</td>
<td>76</td>
</tr>
<tr>
<td>FETC 5</td>
<td>1 521 and above</td>
<td>105</td>
</tr>
</tbody>
</table>

The students at the FET colleges differ according to certain main distinguishable variables, namely: gender, age, language, school educational level, course of and year of enrolment. The other differences between the students, namely socio-economic background, marital status, and parents or guardians were also taken into consideration, but not for sampling purposes, since these differences would not effect the outcome of the study. The different profiles were clustered into three main subgroups, namely:

- gender
- year of study
- course of study.

These three categories then reflect the categorical or organising variables of the sampling population and represent the variables of the research method that was used during the survey (Mouton, 1996).

Instructions on the information letter, (letter of transmittal, Appendix B) which was included with the questionnaires to the FET colleges, explained briefly the process and method that the FET college staff had to use to select the students and who were to complete the questionnaires. To ensure an even distribution they were asked to spread the participants evenly according to the three variables of gender, year of study and study course enrolled. The principals and staff at the FET college concerned selected the students according to Table 4.2.
5.3 Student Support and Development Evaluation Questionnaire

The selection of the colleges for the evaluation of the SSDS included the 18 FET colleges of the WCED. The initial sampling included 100 colleges of the nine provincial Departments of Education, of which 58 returned the questionnaires (Table 4.2). The selection for the implementation of the SSDS and the establishment of the LSDT included only the 18 FET colleges of the WCED because it was not logistically and economically viable to select FET colleges in the other provinces.

The training of the staff in the LSDT covered student counselling services, academic development and learning support, occupational development and career guidance, and life skills and health education. The evaluation interview questionnaire covered these four programmes.

5.4 Lecturer Support and Development Team Evaluation Interview Schedule

The selection of the FET colleges for the evaluation of the LSDT included the 18 colleges of the WCED referred to above. This selection did not include the colleges from the other provincial departments of education for the same reasons mentioned above.

6. DEVELOPMENT OF RESEARCH INSTRUMENTS

The operationalisation of the research involved the development of questionnaires which would enable the research team to:

- conduct a needs analysis of the FET students and the college as institution
- design training material for the training of the lectures to establish a LSDT which would be able to implement a SSDS at the college
- evaluate the SSDS programmes at the college
- evaluate the effectiveness of the LSDT at the college.
The nature of the questionnaires was determined by a range of factors, namely:

- the formulation of the research problem
- the methodological preference
- the nature of the phenomenon.

To construct valid and reliable questionnaires and to address the above-mentioned factors, the main objective differed from one questionnaire to the next. The main objectives of the questionnaires were as follows:

- The objective of the **College Institutional Evaluation Questionnaire** was to obtain data from the FET colleges to assess their needs and the current situation of the college regarding their SSDS (Appendix C).
- The objective of the **College Student Profile Questionnaire** was to determine a profile of the current FET college students and their needs for support and development services (Appendix D).
- The objective of the **Student Support And Development Evaluation Questionnaire** was to assess the implementation of the SSDS at the college (Appendix E).
- The objective of the **Lecturer Support and Development Team Evaluation Interview Schedule** was to evaluate the functioning, effectiveness and efficiency of the LSDT at the college (Appendix F).

The objectives of the various questions were specific to each questionnaire. These objectives are discussed separately under each questionnaire.

The construction of the questionnaire items followed a comprehensive method to ensure that all questions were constructed in an even and equal manner. The research questions were constructed from the relevant literature study, the policy reports of the NCSNET/ NCESS and FET Reports, the White Papers of the Department of Education, and from the pilot study questions. The Human Sciences Research Council (HSRC) was involved in constructing the questions for both the college and student questionnaires. The HSRC did the pre-testing of the questions at the Siza, and FET centre in Newcastle. The pre-
testing also included consultation around the content of the questionnaires with the Committee of Technical College Principals (CTCP) and the South African Association for Vocational and Specialised Education (SAAVSE). The validity and reliability of the question items were also determined during the pre-testing of the study by the HSRC, CTCP and SAAVSE.

Three types of questions were used in constructing the questionnaires. The purpose of each questionnaire was the contributing factor in developing each question:

- Open and closed questions were used in the college evaluation instrument.
- Structured and multi-choice items were used in the student profile questionnaire.
- Open-ended questions were used during the evaluation of the student support and development instrument. These questions were also used during the interviewing of the staff during the evaluation of the LSDT.

Each questionnaire will be dealt with separately according to the specific objectives and purposes of the different questions in each questionnaire.

6.1 College Institutional Evaluation Questionnaire

This questionnaire included twenty questions, grouped together in sections with related objectives. The purpose of the questions was to obtain the following information:

Identification data: name of college, town and region. This data was used for administrative purposes, to determine the feedback of the colleges in the sample population and for follow-up reminders to the colleges in order to know who responded or not.

2 Number of students: to determine the growth of the FET college sector and demand for future needs in the FET sector, to determine the increase in the demand for practical skills in the commerce and industry sector, future strategic financial planning to determine the total expenditure per student, of utmost importance in planning and implementing an SSDS.
3. **Biographical data:** to determine the average age and gender of the enrolled students. The age of the students is important, because the content of the SSDS must be appropriate to the developmental needs of the students.

4. **Selection and entrance criteria:** to determine the admission procedures and policies; whether colleges provide for the needs of the students, and whether they meet the changing demands of the world of work and the economic community; whether the college makes provision for the recognition of prior learning (RPL), special entrance requirements for students from the underprivileged societies, and students who experience barriers to education and training.

5. The selection criteria can also be linked to the *drop-out* rate of the students, because if it is done according to the needs of the students there could be a decline in the drop-out rate. The reasons for drop-outs will be taken into account when developing a pre-admission and retention programmes and bridging programmes for the at-risk students.

6. The question on the **subjects and courses** was to determine if the college programmes are designed to promote the integration of education and training; if it makes provision for the NQF framework; the integration of the FET curriculum which offers a flexible fundamental, core and elective learning programmes; and if learning programmes are constructed according to the outcome-based education and training principle. The questions relating to the curricula were included in the questionnaire to determine if the FET college learning programmes made provision for human resource development in the labour-force of the commerce and industry market and whether they develop essential skills for entrepreneurship, including vocationally oriented skills, life skills programmes, and general knowledge and competence for life-long learning.

7. By establishing the current provision of **student facilities**, the need and demand for physical facilities and student services could be assessed. The question was also to evaluate these services in relation to student learning and training, support services, academic support and development, vocational and career, health, welfare and recreation facilities, and if the services provide for all the students' needs in order to enable a holistic student support and development service. Institutional change and
physical planning and development can be incorporated in the college management strategic planning. The college facilities could be evaluated whereby partnership and linkages with the community, commerce, and industry can be determined.

8. **Academic development and learning support**: needs could be determined by focusing on the student learning, training and developmental barriers, study methods and remediation needs, responsiveness, and diverse needs, including those of previously disadvantaged students, the at-risk student, students who experience barriers to education and training and over-age students. The demand for bridging courses, extra classes, compensation education and training could also be evaluated with this question. The answers could be correlated and incorporated with those of question 3, which focused on the provision of bridging programmes and remedial needs of the students.

9. The questions on **parents, community, public sector and private enterprises** determines the links, collaboration, articulation and co-operation of the college and the staff with the external support and development services. The FET college sector’s needs are not in isolation and are affected by the changes in the economic sector, therefore the expanding and establishing of labour market forces, community needs and demands are determined by means of these questions.

10. Does the FET college sector make provision for **students who experience barriers to education and training**. The purpose here was to evaluate the physical accessibility for these students, different categorisation of disabilities, curricula for education and training, and employment prospects.

11. The aim of the question on the **college student support and development services** was to assess the college’s current situation in terms of availability, needs, programmes, multi-disciplinary provision, future ideas and plans, management, staff provision and accessibility of the SSDS. The question also focused on the different services that the SSDS could be offering to the students. The collaboration and referral services from the support services of the provincial Department of Education, and other organisations for community and specialist support were also included.
12. The major problems experienced by the students provide a very good needs analysis of the what, why who, when, how and where of problems the SSDS must be aware of. The prediction and forecasting of future barriers, problems and ideas of students gave an idea and direction to plans for preventative and developmental programmes to be included in the FET college SSDS.

The administration, governance and management of the SSDS at the FET colleges determined the different role players and their collaboration, consultation and networking functions in the SSDS. The important participants in the FET college SSDS could be assessed, while the absence of certain role players was also exposed.

14. Any other additional ideas that the questionnaire did not deal with were taken into account with the question on comments and suggestions.

All answers contributed to the interpretation of the questionnaire for the final comments, suggestions and recommendations for research conclusions on the FET college SSDS. The objective of the questionnaire was that all questions must contribute to the overall planning, design, implementation and establishment of the LSDT, and evaluation of the SSDS for FET college students.

**College Student Profile Questionnaire**

The main purpose of this questionnaire was to assess the needs of the FET college students. A needs assessment can be defined as evaluating or assessing the discrepancy between the existing set of conditions relating to student support and development services and the desired set of conditions for such services. The needs assessment was conducted to provide a basis for setting the objectives and development of the SSDS programmes. The main aim of the questions was to construct a profile of a student currently at an FET college. These data include the variables that need to be assessed for a valid research survey (McMillan, 1992).
The questionnaire was divided into four main categories: biographical data, general background, academic background, and student support and development services.

1. The *biographical data* was needed for information on the student’s gender, age, marital status, home language and birthplace.

2. The *general background* of the student included the parents/guardian, home conditions, educational background and socio-economic conditions. The data obtained from the biographical and general background formed the students' *demographic data*. These data were used to form a general profile of the student, and thus to obtain the relevant information on the population for whom the SSDS would be designed and established. This was needed to construct the training programme and curricula for the LSDT that would suit the needs of the FET college students. The student demographic characteristics are associated with the student developmental needs which form the background and prime basis for developing and constructing the support and development services at the FET colleges.

3. The *academic background* and the student’s previous educational conditions, and academic and learning influences were used to evaluate their learning and training potential and to determine what kind of educational, personal and vocational problems the students experienced when they enrolled at the FET college. These data were very useful in developing compensation programmes for academic, learning and training purposes, and for preventative, developmental, remedial, and bridging life skills.

4. The section on *student support and development* included four main areas, namely: current career considerations or occupational preferences, reasons for studying at the college, reasons for choosing a course and subjects, and a section which dealt with the student’s major problems experienced at the college. These questions yielded the following information:
   - *Career aspirations* and reasons for choosing his/her future occupations. The desired careers were ranked in order of preference.
• *Academic, learning and training needs* of the student in further education and training institutions were evaluated, for example the student’s social integration into the college system and community, attitudes to his/her college studies, ambition to progress at college and in the world of work, motivation to succeed in college life and to be successful, commitment to complete the college course, and study initiatives to study further after completing the college course and obtaining an FET qualification.

• This information provided guidelines for the identification of *at-risk students* and of potential *drop-out students*.

• The information obtained here formed a profile of the student’s needs and helped in developing the *bridging programmes* for the first-year students, remedial and extra education and training programmes, and curricula.

• The *training programme* for the implementation of the LSDT was also based on the information obtained in this section of the questionnaire.

• The identification and prioritising of *student problems* formed the main area of concern in establishing an efficient and accountable student support and development service for the students at the FET college.

5. The last section of the questionnaire dealt with any *suggestions and proposals* for developing a student support and development service. The students therefore were able to provide valuable information, concerning needs, demands, and desires for an SSDS at an FET college.

The student profile questionnaire provided valuable and relevant information and data necessary to design, implement and establish an LSDT and equip its members with the necessary knowledge, skills and values.

6.3 Student Support and Development Evaluation Questionnaire

The main purpose of the evaluation questionnaires was to monitor, evaluate and redesign the programmes and curricula for the training of the LSDT at the colleges. With the construction of the questions for the SSDS and LSDT evaluation questionnaires, the
guiding principle was to ensure that relevant and appropriate SSDS would be implemented at the FET colleges.

Two different types of evaluation approaches were used, namely a formative approach to modify and redesign the services of the SSDS, and a summative approach to determine the effectiveness of the services and programmes of the LSDT. Both methods of evaluation were essential, because during the implementation stages of the student services and programmes, it was necessary to improve and redesign the curricula of the training programme according to the needs of the students and lecturers, and to judge the final worth of the student services and programmes. The purpose of the questionnaires was to determine the LSDT appropriateness and effectiveness for providing a SSDS at the FET colleges, and future implementation strategies at FET colleges in the other provincial departments of education.

The SSDS questionnaire was divided into the different sections of the student support and development service, namely: student counselling services, academic development and learning support, occupational development and career guidance, and life skills and health education. The objectives and purpose of the questions of each section were as follows:

1. **Student counselling services.** The main objective here was to establish a counselling service which would be able to assist, help, advice, guide and provide a holistic and comprehensive service to the late adolescent during his/her education and training time at the FET college. The evaluation of the student counselling service included:
   - the effectiveness and success of the training programme of the LSDT staff members as student counsellors
   - the structure and operational functions of the student counselling services
   - the administration and management functions used
   - the availability of the service to the students
   - the main problems experienced by the students
   - the availability of the counselling services to the staff of the college
the preventative and developmental programmes offered to the students
individual and group counselling sessions available to students
referral procedures to community and specialist service providers and
follow-up procedures
networking, collaboration and consultation functions used
supervision, assistance and guidance of the LSDT members.

2. **Academic development and learning support services**: The main objective here
was to provide a comprehensive and inclusive academic development and learning
support, and training assistance to the students at the college. The evaluation of
these services included:

- the effectiveness of the LSDT members as academic developers, learning
supporters and training assistants
- the functions, roles and responsibilities of the lecturers in the class in
supporting and assisting the students
- academic development programmes, remedial assistance, extra classes,
compensating, bridging and orientation programmes available to the
students
- special education and training provision and inclusive education and
training models, and availability of library, computer and other learning and
training assistance.

3. **Occupational development and career guidance**: The main objective here was to
provide the students with appropriate occupational development skills and relevant
career guidance. The evaluation consisted of:

- the occupational development programmes that the LSDT offered to the
students
- collaboration and networking between the college and commerce and
industry, in-service, job shadowing and placement services available to
students
- learnership programmes

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• edumetric and psychometric evaluation and tests used in assisting the students in their career choices
• infusion of occupational and career programmes in the curriculum
• information on bursaries, loans and study assistance for further education and training opportunities.

4. Life skills and health education. The main objective here was to offer to the students a comprehensive life skills and health development programme.

• The evaluation of these services was to determine if the programmes offered to the students were effective and efficient enough to bring about changes in life style and life management.
• Implementation methods and strategies used, responses from students and lecturers, and any comments, recommendations and information were also evaluated.

Schedule for Lecturer Support and Development Team Evaluation Interview

Lecturer interviews as a method of collecting data for the research were used here. These data led to the conclusions and recommendations of the study. This method obtained accurate responses, greater depth, clarity and understanding in the process of implementing a student support and development service at the colleges.

A semi-structured question-format interview method was used to probe deeper for additional insight, clarity and depth. The validity and reliability of the questions were pre-tested to ensure that unbiased, neutral and fair conditions would prevail during the interviews.

The main purpose of these interviews was to determine how the college implemented the strategy of a LSDT to address the needs of the students, staff and college, and to evaluate the functions of the SSDS programmes, namely, student counselling services, academic development and learning support, occupational development and career guidance, and
life skills and health education at the FET college. The questions for the interview were related to the objectives of the study and followed a given sequence. The objectives and purpose of the interview questions were as follows:

1. The aims, objectives and goals of the LSD team were determined.
2. The evaluation of the training process was to obtain information on the effectiveness, success and worth of the content, presenters, training methods used, and training materials, and the appropriateness and practical implementation of the different SSDS programmes.
3. The methods, practical procedures, administration, communications, decision-making and specifications of the operational day-to-day functions used by the members of the team to address the needs of the students, college staff members and the college system.
4. The success, efficiency and effectiveness of the SSDS programmes, the training, in-service and continued professional development needs of the LSDT staff were determined.
5. The college’s experience of systemic changes relating to the implementation of the SSDS and the establishment of the LSDT were evaluated. The mission and goals of the college were examined to evaluate if they are in any way linked and dependent on the functions of the LSDT.
6. The teams’ networking organisation was evaluated to determine its referral, collaboration and consultation providers, functions and procedures.
7. A section dealt with the broader aspects of the implementation phase of the LSDT, planning stages which the college had to implement, other programme needs, preventative, developmental, curative and remedial measures and comments, suggestions and additional information, for conclusions and recommendations.

7. DATA COLLECTION AND PROCESSING

The data was collected from each questionnaire and processed into interpretable information. To ensure that standardised conditions existed during the data collection and processing procedures the following measures were taken.
The letter of transmittal conveyed the following information:
purpose of survey, importance of study, aim of questionnaire, sampling method and
importance of selecting the suitable respondent, confidentiality, specific time limit
to respond, contact information of the researcher and a word of thanks to the
respondents.

- The instructions of each questionnaire were clear, short and easy to understand.
The instructions on each question were clear, easy to follow and understandable,
which limited uncertainty and confusion amongst the respondents (Borg and Gall,
1989).

- The reliability of the data recording was done with the combination of strategies to
ensure validity. The researcher ensured internal and external validity by taking the
length of time to collect data into consideration, because events rarely remain
constant at the college environment, for instance, lecturers change, length of
courses for some students vary (6 months to 2 years) and needs of students differ.
Maturation is also an effect because the college students, in their late adolescent
years, change biologically and psychologically which can have an effect on the
content of the support and development programmes.

- The data collected was tabled according to the number of the questions from each
questionnaire and recorded by the researcher for computerised processing of the
findings. The processing of the data was a process of organising the data into
categories and identifying patterns and relationships among the respondents
responses.

The data was systematically processed by selecting, categorising, comparing,
synthesising and interpreting them to provide the researcher with some explanations of
the concepts and analysis of the study.

Table 4.4 give an indication on the number of FET colleges and students, sample size and
number of respondents of the colleges and students.
Table 4.4  FET COLLEGES SAMPLING

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Colleges</th>
<th>Sampling of colleges</th>
<th>Total college questionnaires returned</th>
<th>Total students in colleges</th>
<th>Total student questionnaires returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gauteng</td>
<td>33</td>
<td>23</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free State</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North West</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Province</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Cape</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>28</td>
<td>19</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Cape</td>
<td>19</td>
<td>13</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kwazulu-Natal</td>
<td>24</td>
<td>16</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>152</td>
<td>100</td>
<td>58</td>
<td>585 000</td>
<td>2 175</td>
</tr>
</tbody>
</table>

The data collection methods used for the four questionnaires differed, and will therefore be discussed separately.

7.1 College Institutional Evaluation Questionnaire

The sampling procedure was discussed in section 5.1. To ensure standardised conditions with the completion of the questionnaires the following measures were taken:

- The questionnaires were posted to the different colleges with self-addressed envelopes. After a month a follow-up reminder were faxed to all the colleges in the sample group. The follow-up reminder stressed the importance of the survey and the value of the colleges’ contribution to this important project. Table 4.4 indicates the number of colleges in the sample and the number of colleges who returned their completed questionnaires.

- The introduction section of the questionnaire explained in detail the procedures the respondent FET college must follow to complete the questionnaire. The instruction included that the principal and the staff must read each question ensuring that they understand the question, they must complete the question in full, and they must complete all questions in the questionnaire. The colleges were assured that their
answers would be dealt with, with the utmost confidentiality. A word of thanks completed this introduction section.

- The data of the questionnaire was processed into categories, tabled and interpreted into manageable concepts which was necessary for computerising the data.

### 7.2 College Student Profile Questionnaire

The student’s data was collected from the same FET colleges who were in the college institutional sample group. The students completed their own questionnaires and because of that, the following measures were implemented to ensure standardised conditions was implemented for the data collection and processing of the student’s questionnaires:

- The letter of transmittal explained the procedures the college principal and staff must follow in selecting the students to complete the questionnaires. The students’ questionnaires were included in the package send to the FET college with a self-addressed envelope to assist the college with the return of the completed questionnaires. The number of students who completed the questionnaires from each province are included in Table 4.4.

- The introduction section of the questionnaire explained in detail the procedures the student must follow to complete the questionnaire. The details were self-explanatory in that it included examples of the different questions, with examples of completed answers.

The students were requested to read the question before completion and to ensure that they answered all the questions in marking their response with a cross. The students were ensured of their confidentiality in that their name or college does not appear anywhere on the questionnaire.

- The processing of the questionnaire data was coded, to be able to analyse the data for computerising purposes.
7.3 Student Support and Development Evaluation Questionnaire

The SSDS evaluation was conducted at end of the first year’s implementation of the SSDS at the FET colleges. The data collected from this evaluation questionnaire was used to modify, and adjust the establishment of the LSDT. The completion of the questionnaire was done during a visit at the FET college with the staff of the lecturer support and development team and the principal of the college.

The data collection included the four sections of the SSDS programme: student counselling services, academic development and learning support, occupational development and career guidance, and life skills and health education.

The processing of the data was done to select, categorise, compare and interpret the respondent’s answers.

7.4 Lecturer Support and Development Team Evaluation Interview Schedule

The evaluation of the LSDTs was done at the end of the second year of the implementation of the SSDS and establishment of the LSDT at the FET colleges.

Interviewing as an evaluation method was used to collect the data from the staff of the LSDT and the principal of each college. The lecturer support and development team and the principal were interviewed with a structured interview schedule, during the visit at the college. This data eventually formed an essential part of the conclusions and recommendations of the study.

An interview guide was used to act as a basis during the interviews to ensure a standardised method of collecting the data are used at all the colleges. The interview guide include the overall aim of the study and the specific objectives of the study.
The data collected during the interviews was done through recording the respondents’ answers by taking notes. The data collected from the LSDT included the four sections of the SSDS: student counselling services, academic development and learning support, occupational development and career guidance, and life skills and health education.

The processing of the interview data was interpreted into predetermined categories which was derived from the objectives of the questions. The data was summarised under the predetermined categories to pull together similar comments and trends and to compile the findings in logical order for analysing purposes.

As outlined above descriptive statistics were used to organise and analyse the quantitative and qualitative data. The analysis of the data was to determine what conclusions are justified based on the data that was gathered from the four questionnaires. The descriptive statistics gave the researcher a method of summarising and reducing the large number of data to understandable and interpretable findings where the relationships among categories and patterns could be found for the purpose of arriving at conclusions to generalise the findings for practical implementations of the study.

The SSPS computerised package was used to do the analysis of the data.

The results and findings of the implementation evaluation of the SSDS and LSTD were analysed, whereafter conclusions were drawn and explanations given. This lead to suggestions for the practical day-to-day running of a student support and development services at the FET colleges.

8. ETHICS

The confidentiality of the respondents who completed the different questionnaires was assured with the following measures:

- The letter of transmittal included a section where the respondents were assured of confidentiality.
Each questionnaire had an introduction section were the confidentiality of the college and the students was assured.

During the training and the visits at the colleges, to do the follow-up training and the completion of the evaluation questionnaires, the staff and the principals were assured of confidentiality.

During the whole process of collecting and processing of the data and evaluation of the services that the college delivers, no name of any staff member, or student or college name was mentioned.

9. SUMMARY

The methods and techniques used in this study were defined by the research goal. Both qualitative and quantitative methodologies were used to develop, implement and evaluate the SSDS. Questionnaires and interviews were used to collect the data, while descriptive statistics were used to arrive at the interpretation of the data. The evaluation of the research helped to arrive at the specific conclusions and recommendations of the study.

The pilot study was used during the initial stages of the study to write and to compile a report document for the SMT and for the WCED. The results of the pilot study were used to formulate the research proposal and to design and develop the research instruments. The 152 colleges in South Africa were used for the sampling and selection of the student and college population. The response of the sampling population on the College Institutional Evaluation Questionnaire and College Student Profile Questionnaire formed the basis of the data collection and data processing. The Student Support and Development Evaluation Questionnaire and Lecturer Support and Development Team Evaluation Interview Schedule were used to evaluate the design, implementation and establishment of the student support and development services and lecturer support and development teams at the FET colleges.

Chapter 5 outlines the findings of the research. The results of the pilot study, the two questionnaires, the evaluation questionnaire and the interview schedule.
CHAPTER 5: FINDINGS OF STUDY

1. INTRODUCTION

2. PILOT STUDY

2.1 Age Distribution of Students
2.2 Educational Qualifications
2.3 Student Enrollment Growth and Reasons for Growth
2.4 Number of Students that Drop-Out per Year and Reasons for Drop-Out at College
2.5 Number of Students Failed per Year and Reasons for Failing
2.6 Selection Criteria
2.7 Problems Experienced by the Students
2.8 Problems Expected from Students in Future
2.9 Most Important Aspects be Implemented in a Student Support and Development Services
2.10 Suggestions for Implementation of Students Support and Development Services at Colleges

3. COLLEGE INSTITUTIONAL EVALUATION QUESTIONNAIRE

3.1 Number of Students and Future Projections
3.2 Age Distribution of Students and Future Projections
3.3 Gender of Students
3.4 Fees per Student per Year
3.5 Selection of Students
3.6 Drop-Out Rate
3.7 Student Facilities Available
### Academic and Learning Problems Experienced by Students
1. Community Needs

#### 3.10 Collaboration with Community, Private, and State Institutions and NGO's

#### 3.11 Students who Experience Barriers to Education and Training

#### 3.12 College Education Support and Development Services

#### 3.13 Governance and Administration of Governance Services
   - Administration of Student Support and Development Services at the College

#### 3.14 Major Problems Experienced by Students

#### 3.15 Ideas and Recommendations by College Lecturers to Improve the Student Support and Development Services

### 4. COLLEGE STUDENT PROFILE QUESTIONNAIRE

#### 4.1 Biographical Data
   - General Background
   - Academic Background of Student
   - College Student Support and Development Services (SSDS)

### 5. STUDENT SUPPORT AND DEVELOPMENT EVALUATION QUESTIONNAIRE

   - Student Counselling Services
   - Academic Development and Learning Support
   - Occupational Development and Career Guidance
   - Life Skills and Health Education

### 6. LECTURER SUPPORT AND DEVELOPMENT TEAM EVALUATION INTERVIEW SCHEDULE

### 7. SUMMARY
CHAPTER 5: FINDINGS OF STUDY

1. INTRODUCTION

The needs survey conducted after the pilot study reflects some results which influenced the study aims. The research questionnaires were administered on the FET college as an institution and on the FET college students, to obtain information that was not otherwise obtainable. The reasons for collecting the information from the FET colleges and students were as follows:

- to identify the needs and resources of the FET college as institution and of the students
  - to design and formulate a training programme for LSDT to implement SSDS
- to establish a LSDT at the FET college
- to evaluate the programmes of the SSDS and to determine the effectiveness and efficiency of the LSDT as method of rendering an SSDS at the FET colleges.

The present chapter comprises the pilot study, the various college and student questionnaires, and the interview findings. These findings were analysed and interpreted to arrive at the research findings and conclusions of the study. The results of the questionnaires and interviews are dealt with separately.

2. PILOT STUDY

The needs survey was conducted with a sample of the 18 colleges in the WCED with the objective of evaluating the current situation of the SSDS of the WCED colleges. The following data emerged from analysis of the completed questionnaires.
2.1 Age Distribution of Students

Table 5.2.1 *AGE DISTRIBUTION OF STUDENTS*

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 – 18 y</td>
<td>37%</td>
</tr>
<tr>
<td>19 – 21 y</td>
<td>43%</td>
</tr>
<tr>
<td>22 – 27 y</td>
<td>14%</td>
</tr>
<tr>
<td>24 + Y</td>
<td>6%</td>
</tr>
</tbody>
</table>

- 80% of the students were in the late adolescent years between 16 – 21 years.

2.2 Educational Qualifications

Table 5.2.2 *EDUCATIONAL QUALIFICATIONS*

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. 7</td>
<td>21%</td>
</tr>
<tr>
<td>Std. 8</td>
<td>18%</td>
</tr>
<tr>
<td>Std. 9</td>
<td>16%</td>
</tr>
<tr>
<td>Std 10</td>
<td>13%</td>
</tr>
<tr>
<td>Std 10 +</td>
<td>13%</td>
</tr>
</tbody>
</table>

55% of the students did not have a Standard 10 (Grade 12) certificate.

2.3 Student Enrolment Growth and Reasons for Growth

Table 5.2.3 *STUDENT ENROLMENT GROWTH*

<table>
<thead>
<tr>
<th>Year of study</th>
<th>% Increase in Student Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. 7</td>
<td>8%</td>
</tr>
<tr>
<td>Std. 8</td>
<td>11%</td>
</tr>
<tr>
<td>Std. 9</td>
<td>11%</td>
</tr>
<tr>
<td>Std 10</td>
<td>14%</td>
</tr>
<tr>
<td>Std 10 +</td>
<td>16%</td>
</tr>
<tr>
<td>Mean</td>
<td>12%</td>
</tr>
</tbody>
</table>

There was a mean student number enrolment growth of 12% over the last 5 years. The five main reasons given for this growth were:

- The college learning programmes offer practical education and training exposure in commerce and industry.
- The learning programmes are a link with education and training.
- The college equips the students for an occupation.
- The college certificate provides career mobility after college.
- The students are of the opinion that the college is better than school.
2.4 Number of Students that Drop out per Year and Reasons for Drop-out at College

Table 5.2.4 NUMBER OF STUDENTS THAT DROP OUT PER YEAR

<table>
<thead>
<tr>
<th>Year of study</th>
<th>% Drop-out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>8.3%</td>
</tr>
<tr>
<td>1993</td>
<td>9.11%</td>
</tr>
<tr>
<td>1994</td>
<td>6.7%</td>
</tr>
<tr>
<td>Mean</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

There was a mean drop-out of 8% over the last 3 years. The main reasons given for drop-out were:
- wrong choice of course
- personal problems
- financial difficulties
- failed course and subjects
- academic problems.

Number of Students Failed per year and Reasons for Failing

Table 5.2.5 NUMBER OF STUDENTS FAILED PER YEAR

<table>
<thead>
<tr>
<th>Year</th>
<th>% Failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>7.0%</td>
</tr>
<tr>
<td>1993</td>
<td>5.0%</td>
</tr>
<tr>
<td>1994</td>
<td>8.0%</td>
</tr>
<tr>
<td>Mean</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

There was an mean of 6.7% failures over the last 3 years. The main reasons given for failing were.
- wrong choice of course and/or subjects
- learning and studying problems
- adjustment problems to the college environment
- lack of motivation to complete studies
- communication problems caused by a language and comprehension problem

Selection Criteria

Most of the colleges used their own selection criteria to admit students to the college. The criteria used to select students include the following:
- school results or previous academic qualification
• practical evaluation test of competencies, skills and knowledge related to a training field
• theoretical test of abilities and knowledge related to specific occupation field
• interviews with the student
• standardised psychometric tests

2.7 Problems Experienced by the Students

The following 10 main problems were identified by the students:
• personal and emotional problems
• career guidance in relation to occupational expectation
• study and academic problems
• lack of motivation and aspiration to complete studies
• financial difficulties
• adjustment to college environment, demands and expectations
• transport problems getting to college
• race relations caused by conflict, discrimination and prejudice
• sexual discrimination, harassment and abuse
• social problems relating to peer pressure, demands and conflict
• alcohol and drugs abuse

2.8 Problems Expected from Students in the Future

The colleges expect the following problems to be experienced by the students in the future:
• poor academic performance caused by insufficient school education
• life skills management of social, emotional, sexual and occupational demands
• selection of students to an appropriate course and career pathway
• personal problems and needs of students
• work and job placements
2.9 Most Important Aspects to be Implemented in an Student Support and Development Services

These aspects are ranked in order of preference:
- career guidance and counselling services
- learning support and study methods
- selection of students and placement
- life skills programmes
- motivation of students
- communication skills
- financial aid
- social adjustment
- bridging courses
- job placement

2.10 Suggestions for Implementation of Student Support and Development Services at Colleges:

- The Department of Education must establish a post for a counsellor at the college.
- The Education Support Centers of the Department of Education must provide the college with an SSDS.
- The development of a networking system of co-operation and collaboration with community service providers for referrals to community and private professionals.
- Training of lecturers in basic student support and development skills that will enable the lecturers to assist, advice and help students in need.

3. COLLEGE INSTITUTIONAL EVALUATION QUESTIONNAIRE

The objective of this questionnaire was to evaluate the current situation at the colleges in relation to their provision for the needs of students. The following data were collected already in 1998 from 58 colleges in the 9 provinces:
3.1 Number of Students and Future Projections

Table 5.3.1 NUMBER OF STUDENTS (1998) AND PROJECTED NUMBERS

<table>
<thead>
<tr>
<th>Absolute Respondents</th>
<th>Base No Reply Mean Mode</th>
<th>Missing Missing</th>
<th>DESCRIPITVE STATISTICS</th>
<th>MINIMUM</th>
<th>MAXIMUM</th>
<th>RANGE</th>
<th>STANDARD DEVIATION</th>
<th>VARIANCE</th>
<th>STANDARD ERROR OF THE MEAN</th>
<th>SKEWNESS</th>
<th>KURTOSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>58</td>
<td>53</td>
<td>1447</td>
<td>350</td>
<td>51</td>
<td>1888.963</td>
<td>420</td>
<td>1050</td>
<td>96332</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>58</td>
<td>53</td>
<td>1659</td>
<td>350</td>
<td>51</td>
<td>2128.782</td>
<td>500</td>
<td>1250</td>
<td>112826</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>58</td>
<td>54</td>
<td>1757.648</td>
<td>194</td>
<td>51</td>
<td>2625.706</td>
<td>1000</td>
<td>1455.5</td>
<td>126034</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>58</td>
<td>53</td>
<td>1809.963</td>
<td>194</td>
<td>51</td>
<td>1157.244</td>
<td>350</td>
<td>1157.244</td>
<td>1157.244</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>58</td>
<td>53</td>
<td>2128.782</td>
<td>500</td>
<td>51</td>
<td>2128.782</td>
<td>500</td>
<td>1250</td>
<td>112826</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>58</td>
<td>53</td>
<td>2128.782</td>
<td>500</td>
<td>51</td>
<td>2128.782</td>
<td>500</td>
<td>1250</td>
<td>112826</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

- The student numbers show an annual average increase of 235 students. The average student enrolment for the year 1995 is 1147 students, with the projected average increase for the year 2005 to 2625 students, which is an average increase of 1178.

The average number of students shows a yearly increase of 15.1%.

- The future projection for the year 2005 is of significance in terms of the expected increasing demand for college education and training needs in the country.

3.2 Age Distribution of Students and Future Projections

Table 5.3.2 PRESENT PER AGE GROUP OF STUDENTS (%)

<table>
<thead>
<tr>
<th>Absolute Respondents</th>
<th>Base Missing Missing</th>
<th>DESCRIPITVE STATISTICS</th>
<th>MINIMUM</th>
<th>MAXIMUM</th>
<th>RANGE</th>
<th>STANDARD DEVIATION</th>
<th>VARIANCE</th>
<th>STANDARD ERROR OF THE MEAN</th>
<th>SKEWNESS</th>
<th>KURTOSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18 years</td>
<td>58</td>
<td>50</td>
<td>19.68</td>
<td>20</td>
<td>17.5</td>
<td>984</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-21 years</td>
<td>58</td>
<td>50</td>
<td>27.28</td>
<td>20</td>
<td>27.5</td>
<td>1276</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-24 years</td>
<td>58</td>
<td>48</td>
<td>26.5833</td>
<td>20</td>
<td>27.5</td>
<td>1276</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25+ years</td>
<td>58</td>
<td>46</td>
<td>18.17391</td>
<td>2</td>
<td>15</td>
<td>836</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

203
The majority (57%) of students fall in the late adolescent groups of 16 to 21 years old.

Table 5.3.2.1  WILL THIS CHANGE IN FUTURE?

<table>
<thead>
<tr>
<th>Absolute Column % Respondents</th>
<th>Base</th>
<th>Missing</th>
<th>Age Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Reply</td>
<td>YES</td>
</tr>
<tr>
<td>58 100%</td>
<td>6</td>
<td>10.3%</td>
<td>27</td>
</tr>
</tbody>
</table>

The future projection shows that the age distribution of an average of between 16 to 21 years will show little to no significant change by the year 2005.

3.3 Gender of Students

Table 5.3.3  GENDER OF STUDENTS (%)

<table>
<thead>
<tr>
<th>Absolute Respondents</th>
<th>Base</th>
<th>Missing</th>
<th>DESCRIPTIVE STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Reply</td>
<td>Count</td>
</tr>
<tr>
<td>% Male</td>
<td>58</td>
<td>4</td>
<td>54</td>
</tr>
<tr>
<td>% Female</td>
<td>58</td>
<td>4</td>
<td>54</td>
</tr>
<tr>
<td>Absolute Respondents</td>
<td>Base</td>
<td>DESCRIPTIVE STATISTICS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Range</td>
</tr>
<tr>
<td>% Male</td>
<td>95</td>
<td>79</td>
<td>21.2896</td>
</tr>
<tr>
<td>% Female</td>
<td>84</td>
<td>79</td>
<td>21.2424</td>
</tr>
</tbody>
</table>

The gender distribution is even between the two genders, namely 51% male and 49% female.

3.4 Fees per Student per Year

Table 5.3.4  FEES PER STUDENT PER YEAR

<table>
<thead>
<tr>
<th>Absolute Respondents</th>
<th>Base</th>
<th>Missing</th>
<th>DESCRIPTIVE STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Reply</td>
<td>Count</td>
</tr>
<tr>
<td>Cost/Student</td>
<td>58</td>
<td>22</td>
<td>36</td>
</tr>
<tr>
<td>Amount payable</td>
<td>58</td>
<td>22</td>
<td>36</td>
</tr>
<tr>
<td>Absolute Respondents</td>
<td>Base</td>
<td>DESCRIPTIVE STATISTICS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Range</td>
</tr>
<tr>
<td>Cost/Student</td>
<td>58</td>
<td>7280</td>
<td>6965</td>
</tr>
<tr>
<td>Amount payable</td>
<td>58</td>
<td>6000</td>
<td>5965</td>
</tr>
</tbody>
</table>

The annual student fee is an average of R2185, with an average amount of R1675 payable per student.
• The fees payable per student are in accordance with other equivalent education and training sectors (secondary schools) but much more affordable than tertiary institutions (technikons and universities).

3.5 Selection of Students

Table 5.3.5.1 NUMBER OF STUDENTS APPLIED

<table>
<thead>
<tr>
<th>Absolute Respondents</th>
<th>Base</th>
<th>Missing</th>
<th>DESCRIPTIVE STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Reply Count</td>
<td>Mean</td>
</tr>
<tr>
<td>How many apply</td>
<td>58</td>
<td>8</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Absolute Respondents</th>
<th>Base</th>
<th>DESCRIPTIVE STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximu m</td>
</tr>
<tr>
<td>How many apply</td>
<td>58</td>
<td>10000</td>
</tr>
</tbody>
</table>

• An average of 1741 students per college apply per year for admittance at the college. Table 5.3.1 shows an average of 2203 students enrolment per year.

Table 5.3.5.2 PERCENTAGE (%) OF APPLICATIONS NOT ACCEPTED

<table>
<thead>
<tr>
<th>Absolute Respondents</th>
<th>Base</th>
<th>Missing</th>
<th>DESCRIPTIVE STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Reply Count</td>
<td>Mean</td>
</tr>
<tr>
<td>% Not Accepted</td>
<td>58</td>
<td>11</td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Absolute Respondents</th>
<th>Base</th>
<th>DESCRIPTIVE STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximu m</td>
</tr>
<tr>
<td>% Not accepted</td>
<td>58</td>
<td>66</td>
</tr>
</tbody>
</table>

• An annual of 16% of the students who apply for admittance at the college are not accepted. This indicates a total of 462 students who apply but do not gain entrance to the colleges.

• Selection criteria for admission to colleges

The colleges differ in their admission and selection criteria. All colleges do however generally use the following admission and selection criteria:

• previous academic qualifications and prior learning experience
  pre- or post-matric (std 10/grd 12) course or subjects passed

• skills involved in course (practical or theoretical)
• age of students
• accommodation available to students at college
• admission test for engineering courses in mathematics and science Swedish scale
• aptitude test in language, numerical and cognitive abilities
• interview after completion of application form

The number of students who apply per year is greater than can be accommodated. Sixteen percent of the applications (Table 5.3.5.2) can not be accepted due to:
• limited classroom accommodation, staff shortage, and insufficient and inadequate facilities
• the student does not meet the college-specific entrance requirements stipulated per course or subject
• the student is not able to afford the college fees

3.6 Drop-out Rate

Table 5.3.6 PERCENTAGE DROP-OUT PER YEAR

<table>
<thead>
<tr>
<th>Absolute Respondents</th>
<th>Base</th>
<th>Missing</th>
<th>DESCRIPTIVE STATISTICS</th>
<th>Variance</th>
<th>Standard Error of the Mean</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Reply</td>
<td>Count</td>
<td>Mean</td>
<td>Mode</td>
<td>Median</td>
<td>Sum</td>
<td>Minimum</td>
</tr>
<tr>
<td>% '94 Dropouts</td>
<td>58</td>
<td>15</td>
<td>43</td>
<td>11.7907</td>
<td>2</td>
<td>8</td>
<td>507</td>
</tr>
<tr>
<td>% '95 Drop-outs</td>
<td>58</td>
<td>12</td>
<td>46</td>
<td>10.82609</td>
<td>10</td>
<td>8</td>
<td>498</td>
</tr>
<tr>
<td>% '96 Drop-outs</td>
<td>58</td>
<td>10</td>
<td>48</td>
<td>9.708333</td>
<td>10</td>
<td>8</td>
<td>468</td>
</tr>
<tr>
<td>Absolute Respondents</td>
<td>Base</td>
<td>Missing</td>
<td>DESCRIPTIVE STATISTICS</td>
<td>Variance</td>
<td>Standard Error of the Mean</td>
<td>Skewness</td>
<td>Kurtosis</td>
</tr>
<tr>
<td></td>
<td>Maximu m</td>
<td>Range</td>
<td>Standard Dev.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% '94 Dropouts</td>
<td>58</td>
<td>55</td>
<td>55</td>
<td>12.87427</td>
<td>165.7469</td>
<td>1.963308</td>
<td>1.659835</td>
</tr>
<tr>
<td>% '95 Drop-outs</td>
<td>58</td>
<td>42</td>
<td>42</td>
<td>10.47628</td>
<td>109.7524</td>
<td>1.544643</td>
<td>1.313055</td>
</tr>
<tr>
<td>% '96 Drop-outs</td>
<td>58</td>
<td>30</td>
<td>30</td>
<td>8.445804</td>
<td>71.3316</td>
<td>1.219047</td>
<td>1.000325</td>
</tr>
</tbody>
</table>

• The average percentage of students who drop per year is 10.7%.
The main reasons for dropping-out are divided into three main categories:

- **Educational reasons.** 70% of the students drop out for the following educational factors: Wrong study course and subjects selected; communication and language problems; poor study and learning methods; poor academic background; failing because course and subjects too difficult, and due to lack of practical skills.

- **Internal reasons.** 20% of the students drop out because of the following personal problems: Lack of motivation, interest and goals; personal adjustment problems at college.

- **External reasons.** 10% of the students drop out because of the following problems: Financial difficulties; poor home conditions; transport problems.

### 3.7 Student Facilities Available

<table>
<thead>
<tr>
<th>STUDENT FACILITIES</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>58 100%</td>
</tr>
<tr>
<td>Missing</td>
<td>No Reply</td>
</tr>
<tr>
<td></td>
<td>0 0.0%</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>30 51.7%</td>
</tr>
<tr>
<td>SCIENCE LABORATORIES</td>
<td>18 31.0%</td>
</tr>
<tr>
<td>RECREATION</td>
<td>22 37.9%</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>39 67.2%</td>
</tr>
<tr>
<td>ASSESSMENT AND PLACEMENT</td>
<td>20 20.7%</td>
</tr>
<tr>
<td>TRANSPORT</td>
<td>12 20.7%</td>
</tr>
<tr>
<td>COMPUTERS</td>
<td>54 93.1%</td>
</tr>
<tr>
<td>SPORT</td>
<td>40 69.0%</td>
</tr>
<tr>
<td>SUPPORT AND DEVELOPMENT</td>
<td>7 11.4%</td>
</tr>
<tr>
<td>GUIDANCE AND COUNSELLING</td>
<td>7 11.4%</td>
</tr>
<tr>
<td>RESIDENCE</td>
<td>20 34.5%</td>
</tr>
<tr>
<td>CRECHE</td>
<td>5 8.6%</td>
</tr>
<tr>
<td>HEALTH CARE</td>
<td>6 10.3%</td>
</tr>
<tr>
<td>OTHER</td>
<td>4 6.9%</td>
</tr>
</tbody>
</table>

207
The most available student facilities at the colleges are the following:

- Computers (93%)
- Sport (69%)
- Financial aid (67%)
- Library (51%)
- Recreation (38%)

The least available student facilities are:

- Assessment and placement (20.7%)
- Guidance and counselling (11.4%)
- Support and development (11.4%)
- Health care (10.3%)
- Crèches (8.6%)

3.8 Academic and Learning Barriers Experienced by Students

The major academic and learning barriers the students have are due to the following:

- poor communication and language skills
- low mathematics and science abilities
- poor academic background due to inadequate schooling
- learning barriers due to poor reading and writing skills
- lack of introductory courses and bridging courses

Academic development and learner support are inadequate to remedy the poor academic performance.

Table 5.3.8 BRIDGING COURSES OFFERED AT COLLEGES

<table>
<thead>
<tr>
<th>Courses</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>58 (100%)</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
</tr>
<tr>
<td>No Reply</td>
<td>1 1.7%</td>
</tr>
<tr>
<td>YES</td>
<td>13 22.4%</td>
</tr>
<tr>
<td>NO</td>
<td>44 75.9%</td>
</tr>
</tbody>
</table>

- Seventy six percent of the Colleges offer no bridging courses to the students in the form of orientation classes, introductory courses in mathematics and science, or academic advice and assistance to the National Intermediate Certificate students (grade10/standerd 8) and N4 students.
3.9 Community Needs

The community needs at the colleges are met through the following activities:

- Enrichment courses, part-time courses, workshops and evening classes are offered to the community.
- Meetings with commerce and industry are held to determine their needs in order for the college to plan around the identified needs.
- Liaison with community based organisations (CBO’s), relevant community role-players, and non-governmental organisations (NGO’s) to form a network for collaboration and referrals.
- Surveys and questionnaires are done in the community to determine the community needs and desires for education and training programmes.
- Parents’ needs are met by the colleges through meetings, interviews, open days, surveys, questionnaires, the college council, projects, and regular progress reports.

3.10 Collaboration with Community, Private, and State Institutions and NGO’s

Table 5.3.9 MEETINGS WITH INSTITUTIONS

<table>
<thead>
<tr>
<th>ARTICULATION</th>
<th>Base</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTICULATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>16</td>
<td>27.6%</td>
</tr>
<tr>
<td>TECHNIKON</td>
<td>26</td>
<td>44.8%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>54</td>
<td>93.1%</td>
</tr>
<tr>
<td>HEALTH AND WELFARE</td>
<td>16</td>
<td>27.6%</td>
</tr>
<tr>
<td>LABOUR</td>
<td>27</td>
<td>46.6%</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>50</td>
<td>86.2%</td>
</tr>
<tr>
<td>NGO’S</td>
<td>8</td>
<td>13.8%</td>
</tr>
<tr>
<td>OTHER</td>
<td>5</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

Colleges meet mostly with other colleges (93.1%), Education Departments (86.2%), the Department of Labour (46.6%) and Technikons (44.8%). The meetings take place for the following reasons:

- to provide interactive activities for students with other college students
- in-service practical training for students who wish to enter an occupation
- to liaise with employers to find work placement opportunities for students
- to register and accredit courses
- setting of standards and regulations for training and skills development
- access to learning programmes
- development of new curricula and training courses
- to obtain donations, bursaries and loans

3.11 Students who Experience Barriers to Education and Training

Table 5.3.10.1 PROVISION FOR STUDENTS WHO EXPERIENCE BARRIERS

<table>
<thead>
<tr>
<th>Absolute Column</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>58</td>
</tr>
<tr>
<td>Missing</td>
<td>No Reply</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>3.4%</td>
</tr>
<tr>
<td>YES</td>
<td>6</td>
</tr>
<tr>
<td>%</td>
<td>10.3%</td>
</tr>
<tr>
<td>NO</td>
<td>50</td>
</tr>
<tr>
<td>%</td>
<td>86.2%</td>
</tr>
</tbody>
</table>

- 86.2% of the colleges do not provide education and training to students who experience barriers to education and training. The 10.3% who do make provision, focus on the following categories of students who experience barriers:

Table 5.3.10.2 CATEGORIES OF STUDENTS WHO EXPERIENCE BARRIERS

<table>
<thead>
<tr>
<th>Absolute Column</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>58</td>
</tr>
<tr>
<td>Missing</td>
<td>No Reply</td>
</tr>
<tr>
<td></td>
<td>40</td>
</tr>
<tr>
<td>%</td>
<td>68.90%</td>
</tr>
<tr>
<td>SPECIAL CATEGORY</td>
<td>--------------</td>
</tr>
<tr>
<td>HEARING</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>1.7%</td>
</tr>
<tr>
<td>SPEECH</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>1.7%</td>
</tr>
<tr>
<td>VISUAL</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>0.0%</td>
</tr>
<tr>
<td>PHYSICAL</td>
<td>10</td>
</tr>
<tr>
<td>%</td>
<td>17.2%</td>
</tr>
<tr>
<td>MENTAL</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>0.0%</td>
</tr>
<tr>
<td>LEARNING</td>
<td>8</td>
</tr>
<tr>
<td>%</td>
<td>13.8%</td>
</tr>
<tr>
<td>EPILEPSY</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>5.7%</td>
</tr>
<tr>
<td>OTHER</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
Frequency distribution of barriers:
- physical  17%
  learning barriers – 13.8%
  epilepsy – 5%
- speech and hearing – 1.7%.

The fact that 68% of the colleges did not respond to the question could be due to the fact that either the college officials are not aware of students who experience barriers to education and training, or that 86% of the colleges do not make provision for these students. Table 3.11.1 reflects the education and training programmes that make provision for the following needs at the colleges: special examination conditions in the form of extra time, extra classes, physical construction and accessibility of buildings, and learning assistance to students.

3.12 College Education Support and Development Services

Table 5.3.11.1 PROVISION FOR STUDENT SUPPORT AND DEVELOPMENT SERVICES?

<table>
<thead>
<tr>
<th>Absolute Column % Respondents</th>
<th>58 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing No Reply</td>
<td>2 3.4%</td>
</tr>
<tr>
<td>NEEDS YES</td>
<td>8 13.8%</td>
</tr>
<tr>
<td>NEEDS NO</td>
<td>48 82.8%</td>
</tr>
</tbody>
</table>

Only 13.8% of the colleges have SSDS to provide for the students’ needs. The following SSDS are available:
- lecturers assist and guide students in basic career guidance and work placement
- learning and study assistance
- course and subject selection
SRC members assist students, refer students to lecturers, and liaise with community organisations.
Eighty one percent of the colleges do not make use of the support and development services of the provincial Department of Education support and services. The 10.3% of the colleges who do, do so through referrals, visits and meetings with the officials.

78% of the colleges do not make use of other community support and development services for the college students, the 15% who do, make use of referrals to private practitioners, NGO’s, career information centres, Department of Welfare, Department of Health and Department of Labour counselling services.
3.13. Governance and Administration of Governance and Administration of Student Support and Development Services at the College

Table 5.3.12 *GOVERNANCE AND ADMINISTRATION OF SSDS AT THE COLLEGE*

<table>
<thead>
<tr>
<th>Absolute Column</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>58</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
</tr>
</tbody>
</table>

**GOVERNANCE**

<table>
<thead>
<tr>
<th>GOVERNANCE</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE RECTOR</td>
<td>54</td>
</tr>
<tr>
<td>PROVINCIAL EDUCATION &amp; TRAINING MEMBERS</td>
<td>31</td>
</tr>
<tr>
<td>EDUCATION DEPARTMENT OFFICIALS</td>
<td>20</td>
</tr>
<tr>
<td>DEPARTMENT OF EDUCATION SUPPORT SERVICES</td>
<td>33</td>
</tr>
<tr>
<td>REPRESENTATIVE SUPPORT SERVICES</td>
<td>51</td>
</tr>
<tr>
<td>REPRESENTATIVE STUDENT MEMBERS</td>
<td>43</td>
</tr>
<tr>
<td>STAKEHOLDERS</td>
<td>15</td>
</tr>
<tr>
<td>COMMERCE &amp; INDUSTRY</td>
<td>35</td>
</tr>
<tr>
<td>COLLEGE MANAGEMENT BOARD</td>
<td>39</td>
</tr>
<tr>
<td>COLLEGE PARENTS BOARD</td>
<td>16</td>
</tr>
<tr>
<td>COMMUNITY REPRESENTATIVE</td>
<td>18</td>
</tr>
<tr>
<td>NOG'S</td>
<td>10</td>
</tr>
<tr>
<td>SPECIALISTS</td>
<td>18</td>
</tr>
<tr>
<td>DEPARTMENT OF LABOUR</td>
<td>20</td>
</tr>
<tr>
<td>OTHER</td>
<td>2</td>
</tr>
</tbody>
</table>

The colleges suggested the following representatives to form the SSDS management team:

- the college rector and members of the college management board
- members of college representative council
- members of the student representative council
- members of commerce and industry
- Department of Education officials and Department of Education support services officials
- specialist from the community

The main functions and roles that the management team must fulfil are the following:

- administration, co-ordination and organisation of all the activities of the SSDS
- providing SSDS in the form of academic development, career guidance, counselling, life skills, subject choices, bridging courses
- liaison, placement, job opportunities and marketing within the community and the world of commerce and industry
- identifying needs, goals, mission, vision and problems, and providing solutions and programmes
- financial management, screening of bursary applications, raising funds and resources from community, commerce and industry, and financial control of SSDS
- collaboration between students, parents and lecturers
- facilitation, development and implementation of programmes with specialists from education departments, education support services, community organisations and NGO’s
- training, supervision and development of lecturer support and development team
- referrals, follow-up and monitoring of students
- development and maintenance of general college subjects, curricula and courses to link with the SSDS
3.14 Major Barriers Experienced by Students.

Table 5.3.13.1 STUDENT BARRIERS

<table>
<thead>
<tr>
<th>Absolute Column</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>58</td>
</tr>
<tr>
<td>Missing</td>
<td>No Reply</td>
</tr>
<tr>
<td>STUDENT BARRIERS</td>
<td>LANGUAGE AND COMMUNICATION</td>
</tr>
<tr>
<td></td>
<td>ACADEMIC AND LEARNING</td>
</tr>
<tr>
<td></td>
<td>RECREATION AND SPORT</td>
</tr>
<tr>
<td></td>
<td>FINANCIAL AID</td>
</tr>
<tr>
<td></td>
<td>PERSONAL HOME CONDITIONS</td>
</tr>
<tr>
<td></td>
<td>TRANSPORT</td>
</tr>
<tr>
<td></td>
<td>ADJUSTMENT AND ORIENTATION</td>
</tr>
<tr>
<td></td>
<td>MOTIVATION</td>
</tr>
<tr>
<td></td>
<td>LECTURER SUPPORT</td>
</tr>
<tr>
<td></td>
<td>PSYCHO-SOCIAL</td>
</tr>
<tr>
<td></td>
<td>COUNSELLING AND CAREER GUIDANCE</td>
</tr>
<tr>
<td></td>
<td>LIFE SKILLS</td>
</tr>
<tr>
<td></td>
<td>HEALTH CARE</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
</tr>
</tbody>
</table>

The barriers are ranked in descending order of frequency:

- psycho-social problems and motivation (personal behaviour, social adjustment)
- academic and learning problems
- financial aid
- adjustment and orientation of college environment and conditions
- language and communication
- life skills management and health problems (sexuality, substance abuse)
home conditions (environmental problems, socio-economic background, employment of parents/guardian)
counselling and career guidance needs not met and addressed
- transport to college
- lecturer support for the students not available
- other problems – discipline, poor attendance, violence, poor schooling, and peer influence.

The projections by college lecturers regarding barriers that students may experience in future are presented in Table 3.13.2.

<table>
<thead>
<tr>
<th>Table 5.3.13.2 PROJECTED STUDENT BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute Column % Respondents</td>
</tr>
<tr>
<td>Base</td>
</tr>
<tr>
<td>Missing No Reply</td>
</tr>
<tr>
<td>Language and communication</td>
</tr>
<tr>
<td>Academic demands and adjustment</td>
</tr>
<tr>
<td>Personal problems (behaviour problems, (motivation, life skills)</td>
</tr>
<tr>
<td>Financial constraints</td>
</tr>
<tr>
<td>Limited employment opportunities</td>
</tr>
<tr>
<td>Family and socio-economic problems</td>
</tr>
<tr>
<td>Sexuality and drug abuse</td>
</tr>
</tbody>
</table>

The college expects the following barriers from the students in the future:
- personal problems, behaviour problems, motivation and life skills
- sexuality, HIV/AIDS and drug abuse
- academic demands, learning problems, adjustment and orientation to college conditions

216
• language and communication problems
• limited employment opportunities in the commerce and industry labour market
• financial constraints
• family and socio-economic problems
• insufficient physical accommodation at the college to cater for the increased demand in FET education and training

3.15 Ideas and Recommendations by College Lecturers to Improve the Student Support and Development Services:

To facilitate the adjustment of the students:
orientation programmes that embrace information on courses and subjects offered at the college to assist the student in his/her selection process; introductory, bridging and orientation programmes to help the students to catch up their backlog in a certain subject field; workshops in language, mathematics, science and engineering fields; skills development training programmes; and communication and language development programmes

• guidance and counselling services to help the students in the screening, assessment and evaluation of their courses and the subjects that they choose
• life skills programmes to assist the students in decision-making, sexuality, coping strategies and adjustment at college
academic development programmes and learning support, e.g. studying, reading and writing skills
• financial assistance in the form of bursaries, loans and study assistance schemes.

To facilitate the processing of new students at the college.

Efficient computerised administration systems to streamline the processing of:
• applications of students for admission to the college
• enrolment in courses
• screening and assessment process
placement of students
• registration for career placements
• personal interviews with students
• staff development and in-service training to assist the new college students in their adjustment

To facilitate favourable student outcomes through:

• continuous assessment of the student's academic progress
  practical applications of theoretical knowledge
• motivation of students by means of bursaries, prizes, bonuses and merit certificates
• visits by and contact with representatives of commerce and industry
• outcomes-based modular learning and training systems
• regular class attendance of students
• on-going analysis of examinations and test results
  making use of mother tongue facilitators
• professionals to attend to students who experience barriers to education and training
  staff development and improvement of teaching and training techniques
• ensuring a climate and environment of academic excellence and a culture of teaching and learning
• intensive study skills and methods for all students
• language and communications courses to improve skills and competencies
  extra lessons and remedial work for identified at-risk students
  establishing communication channels between lecturers and students
• early identification and assessment, and programme implementation for at-risk students
• stricter measures regarding admission to examinations, in terms of attendance and year/semester marks
• efficient student guidance and counselling services available to all students, lecturers and parents.

Suggestions by college personnel to provide for student needs more efficiently and effectively:
• SSDS focussed on career guidance, counselling, psychotherapy and life skills training
• a multi-media centre equipped with the technology to provide academic development and learning support
• recreational, sports, and leisure facilities
• learning support and development in the form of remedial skills in language, mathematics and science
• staff development programmes to assist the students in their education and training needs
• forming closer relationships and establishing structures with commerce and industry to identify demands and needs for new courses and curriculum development
• bursaries, loans and financial support and assistance to students
greater emphasis on practical, module-based training, and integration of education and training
• SRC and peer helper system to assist students in need and to provide initial support or to refer when necessary
• support for the promotion and development of collaboration with the provincial education departments
• in-service, job shadowing and job placement contracts with community and commerce and industry structures
• efficient screening, assessment and placement of students
• upgrading of physical equipment and facilities at the colleges.

4. COLLEGE STUDENT PROFILE QUESTIONNAIRE

The objective of this questionnaire was to evaluate the needs of the students at the colleges. The following data were collected from the 2175 student respondents at 58 colleges in the 9 provinces.
The questionnaire covered four main areas:
• Biographical data
• General background
• Academic background
• Student support and development

4.1. Biographical Data

Table 5.4.1.1 GENDER AND AGE

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
<th>Average Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>897</td>
<td>41</td>
<td>21.4</td>
</tr>
<tr>
<td>Female</td>
<td>1278</td>
<td>59</td>
<td>22.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2175</td>
<td>100</td>
<td>21.9</td>
</tr>
</tbody>
</table>

The gender distribution of the students is 59% female and 41% male. There are 18% (381) more females than males at the colleges.

The average age of the students is 22 years, which falls in the late adolescent group.

Table 5.4.1.2 MARITAL STATUS

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
<th>Average Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>151</td>
<td>7</td>
<td>28.1</td>
</tr>
<tr>
<td>Single</td>
<td>1935</td>
<td>89</td>
<td>21.8</td>
</tr>
<tr>
<td>Widow/Widower</td>
<td>21</td>
<td>1</td>
<td>24.8</td>
</tr>
<tr>
<td>Divorced</td>
<td>8</td>
<td>1</td>
<td>27.25</td>
</tr>
<tr>
<td>Living together</td>
<td>39</td>
<td>2</td>
<td>21.0</td>
</tr>
<tr>
<td>No reply</td>
<td>21</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

The majority of the students (89%) are single, with an average age of 22 years.

Table 5.4.1.3 LANGUAGE

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>453</td>
<td>21</td>
</tr>
<tr>
<td>English</td>
<td>429</td>
<td>20</td>
</tr>
<tr>
<td>African</td>
<td>1179</td>
<td>54</td>
</tr>
<tr>
<td>Other: Specified</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>Romanian, Yogoslav</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>Greek</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>Hebrew</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>Damara</td>
<td>4</td>
<td>0.2</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Ovambo</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Other</td>
<td>47</td>
<td>2</td>
</tr>
<tr>
<td>No reply</td>
<td>49</td>
<td>2</td>
</tr>
</tbody>
</table>

54% of the students are from African language homes

• 21% of the students are from Afrikaans speaking homes
- 20% of the students are from English speaking homes
- Only 6% of the students are of a foreign origin.

Table 5.4.1.4 REGION

<table>
<thead>
<tr>
<th>Region</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape</td>
<td>465</td>
<td>21</td>
</tr>
<tr>
<td>Gauteng</td>
<td>325</td>
<td>15</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>152</td>
<td>7</td>
</tr>
<tr>
<td>KwaZulu-Natal</td>
<td>288</td>
<td>13</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>52</td>
<td>2</td>
</tr>
<tr>
<td>Northern Province</td>
<td>190</td>
<td>9</td>
</tr>
<tr>
<td>North West</td>
<td>121</td>
<td>6</td>
</tr>
<tr>
<td>Free State</td>
<td>176</td>
<td>8</td>
</tr>
<tr>
<td>Western Cape</td>
<td>320</td>
<td>15</td>
</tr>
<tr>
<td>Other: Specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Namibia</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Overseas</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Zaire, Zimbabwe, Botswana, Swaziland, Lesotho</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>No reply</td>
<td>47</td>
<td>2</td>
</tr>
</tbody>
</table>

- 21% of the students are from the Eastern Cape
- 15% from Western Cape and Gauteng
- 13% from KwaZulu-Natal
- There is an even distribution between the remaining four provinces.

The biographical data reflect the typical student as being a 22-year-old, unmarried, African, female student from Eastern Cape.

4.2 General Background

Table 5.4.2.1 MARITAL STATUS OF PARENTS/GUARDIANS

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>1246</td>
<td>57</td>
</tr>
<tr>
<td>Divorced</td>
<td>210</td>
<td>10</td>
</tr>
<tr>
<td>Separated</td>
<td>172</td>
<td>8</td>
</tr>
<tr>
<td>Widow/widower</td>
<td>250</td>
<td>12</td>
</tr>
<tr>
<td>Living together</td>
<td>150</td>
<td>7</td>
</tr>
<tr>
<td>No reply</td>
<td>147</td>
<td>6</td>
</tr>
</tbody>
</table>

57% of the parents/guardians are married, and 30% are separated, divorced or widowed.
Table 5.4.2.2  **EDUCATIONAL QUALIFICATIONS OF FATHER, MOTHER AND GUARDIAN**

<table>
<thead>
<tr>
<th></th>
<th>FATHER N = 2175</th>
<th>MOTHER N = 2175</th>
<th>GUARDIAN N = 2175</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Std. 1</td>
<td>4</td>
<td>0,2</td>
<td>1</td>
</tr>
<tr>
<td>Std. 2</td>
<td>7</td>
<td>0,3</td>
<td>4</td>
</tr>
<tr>
<td>Std. 3</td>
<td>8</td>
<td>0,4</td>
<td>2</td>
</tr>
<tr>
<td>Std. 4</td>
<td>13</td>
<td>0,6</td>
<td>3</td>
</tr>
<tr>
<td>Std. 5</td>
<td>18</td>
<td>0,8</td>
<td>4</td>
</tr>
<tr>
<td>Std. 6</td>
<td>61</td>
<td>2,8</td>
<td>6</td>
</tr>
<tr>
<td>Std. 7</td>
<td>19</td>
<td>0,9</td>
<td>4</td>
</tr>
<tr>
<td>Std. 8</td>
<td>75</td>
<td>3,4</td>
<td>4</td>
</tr>
<tr>
<td>Std. 9</td>
<td>24</td>
<td>1,1</td>
<td>6</td>
</tr>
<tr>
<td>Std. 10</td>
<td>155</td>
<td>7,1</td>
<td>42</td>
</tr>
<tr>
<td>College Diploma</td>
<td>88</td>
<td>4,0</td>
<td>42</td>
</tr>
<tr>
<td>N3</td>
<td>3</td>
<td>0,1</td>
<td></td>
</tr>
<tr>
<td>N4</td>
<td>1</td>
<td>0,05</td>
<td>1</td>
</tr>
<tr>
<td>N6</td>
<td>5</td>
<td>0,2</td>
<td>4</td>
</tr>
<tr>
<td>University Degree</td>
<td>50</td>
<td>2,3</td>
<td>13</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>1</td>
<td>0,05</td>
<td></td>
</tr>
<tr>
<td>Doctor’s Degree</td>
<td>2</td>
<td>0,1</td>
<td>1</td>
</tr>
<tr>
<td>A Level</td>
<td>1</td>
<td>0,05</td>
<td></td>
</tr>
<tr>
<td>ILPA</td>
<td>1</td>
<td>0,05</td>
<td></td>
</tr>
<tr>
<td>No reply</td>
<td>1639</td>
<td>75,2</td>
<td>2038</td>
</tr>
</tbody>
</table>

- 79% of the respondents did not complete the question on their parents'/guardians' educational qualifications and work. The parents/guardians of 13.7% of the respondents who completed the question obtained a qualification of from standard 8 up to a college diploma.

Table 5.4.2.3  **SOCIO-ECONOMIC STATUS IN TERMS OF FAMILY MONTHLY INCOME**

<table>
<thead>
<tr>
<th></th>
<th>N = 2175</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>None</td>
<td>100</td>
</tr>
<tr>
<td>Less than R500</td>
<td>267</td>
</tr>
<tr>
<td>R500 – R1000</td>
<td>284</td>
</tr>
<tr>
<td>R1000 – R1500</td>
<td>240</td>
</tr>
<tr>
<td>R1500 – R2000</td>
<td>176</td>
</tr>
<tr>
<td>R2000 – R2500</td>
<td>131</td>
</tr>
<tr>
<td>R2500 – R3000</td>
<td>150</td>
</tr>
<tr>
<td>R3000 – R4000</td>
<td>113</td>
</tr>
<tr>
<td>R4000 – R5000</td>
<td>117</td>
</tr>
<tr>
<td>R5000+</td>
<td>314</td>
</tr>
<tr>
<td>No reply</td>
<td>283</td>
</tr>
</tbody>
</table>

The parents/guardians of 30% of the students have a monthly income of below R1000; 49 % fall below R2000 per month; and 62 % earn below R3000 per month.
Table 5.4.2.4 DISTANCE TO TRAVEL TO COLLEGE (ONE WAY)

<table>
<thead>
<tr>
<th>N = 2 175</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>N %</td>
</tr>
<tr>
<td>Living in residence</td>
<td>207 9.5</td>
</tr>
<tr>
<td>0 – 3 kms</td>
<td>312 14.3</td>
</tr>
<tr>
<td>4 – 5 kms</td>
<td>319 14.7</td>
</tr>
<tr>
<td>6 – 10 kms</td>
<td>312 14.3</td>
</tr>
<tr>
<td>11 – 15 kms</td>
<td>205 9.4</td>
</tr>
<tr>
<td>16 – 20 kms</td>
<td>197 9.1</td>
</tr>
<tr>
<td>21 – 25 kms</td>
<td>128 5.9</td>
</tr>
<tr>
<td>26 – 30 kms</td>
<td>113 5.2</td>
</tr>
<tr>
<td>31 – 36 kms</td>
<td>90 4.1</td>
</tr>
<tr>
<td>Over 50 kms</td>
<td>152 7.0</td>
</tr>
<tr>
<td>No reply</td>
<td>140 6.4</td>
</tr>
</tbody>
</table>

- 53% of the students travel about 10 kilometres to the college, and 41% travel more than 10 kilometres a day. Only 9.5% of the students are residents of college hostels.

The general background of the parents/guardians is as follows: the majority are married, have an average monthly income of below R2000, have qualifications ranging from standard 8 to a college diploma, and live about 10 kilometres from the college.

4.3 Academic Background of Student

Table 5.4.3.1 INSTITUTION ATTENDED BEFORE ENTERING COLLEGE

<table>
<thead>
<tr>
<th>N = 2 175</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>N %</td>
</tr>
<tr>
<td>Primary to Secondary School</td>
<td>1 648 75.8</td>
</tr>
<tr>
<td>Another College</td>
<td>183 8.4</td>
</tr>
<tr>
<td>Teachers College</td>
<td>10 0.5</td>
</tr>
<tr>
<td>Technikon</td>
<td>47 2.2</td>
</tr>
<tr>
<td>University</td>
<td>22 1.0</td>
</tr>
<tr>
<td>Vocational/Trade School</td>
<td>18 0.8</td>
</tr>
<tr>
<td>Business/Industry</td>
<td>26 1.2</td>
</tr>
<tr>
<td>Government Agency</td>
<td>16 0.7</td>
</tr>
<tr>
<td>Community Agency</td>
<td>3 0.1</td>
</tr>
<tr>
<td>Distance Education Institution</td>
<td>16 0.7</td>
</tr>
<tr>
<td>Other (not specified)</td>
<td>20 0.9</td>
</tr>
<tr>
<td>No reply</td>
<td>166 7.6</td>
</tr>
</tbody>
</table>

- Before enrolling at the college, 76% of the students attended formal secondary schools. Twelve percent 12% attended a some college, technikon or university before entering the FET college. Four percent had some work experience, either in commerce or industry, before enrolling at the college.
### Table 5.4.3.2 ADMITTANCE QUALIFICATIONS

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University admittance</td>
<td>80</td>
</tr>
<tr>
<td>Tecnikon admittance</td>
<td>123</td>
</tr>
<tr>
<td>Teachers College admittance</td>
<td>211</td>
</tr>
<tr>
<td>Technical/Vocational college admittance</td>
<td>1179</td>
</tr>
<tr>
<td>Community Training centre admittance</td>
<td>207</td>
</tr>
<tr>
<td>Distance Education Institution</td>
<td>198</td>
</tr>
<tr>
<td>Other: Specified</td>
<td></td>
</tr>
<tr>
<td>Junior Secretarial, Management College/Secretarial course</td>
<td>11</td>
</tr>
<tr>
<td>Conditional exemption</td>
<td>11</td>
</tr>
<tr>
<td>Educare</td>
<td>14</td>
</tr>
<tr>
<td>Age admittance for University</td>
<td>3</td>
</tr>
<tr>
<td>B. Tech.</td>
<td>9</td>
</tr>
<tr>
<td>Matriculation</td>
<td>1</td>
</tr>
<tr>
<td>Computer studies</td>
<td>2</td>
</tr>
<tr>
<td>N4</td>
<td>2</td>
</tr>
<tr>
<td>N6</td>
<td>2</td>
</tr>
<tr>
<td>Std. 8</td>
<td>1</td>
</tr>
<tr>
<td>Apprentice</td>
<td>2</td>
</tr>
<tr>
<td>Trade</td>
<td>4</td>
</tr>
<tr>
<td>Business studies</td>
<td>5</td>
</tr>
<tr>
<td>Medical</td>
<td>3</td>
</tr>
<tr>
<td>Science studies</td>
<td>7</td>
</tr>
<tr>
<td>Qualify for everything (does not know what to do)</td>
<td>8</td>
</tr>
<tr>
<td>Irrelevant</td>
<td>11</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
</tr>
</tbody>
</table>

- 54% of the students qualified for Technical/Vocational College admittance (standard 7/grade 9, and 16 years of age); 19% had admittance qualifications for tertiary institutions (university, technikon or teachers college); 18% were admitted through community education institutions (training centres and distance education institutions); 7% entered the college by meeting some other entry requirements.
Table 5.4.3.3. EDUCATIONAL DEFICITS INFLUENCING STUDENTS AT COLLEGE

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>301</td>
<td>13.8</td>
</tr>
<tr>
<td>Writing</td>
<td>76</td>
<td>3.5</td>
</tr>
<tr>
<td>Reading</td>
<td>107</td>
<td>4.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>155</td>
<td>7.1</td>
</tr>
<tr>
<td>Numerical (Mathematics and Science)</td>
<td>560</td>
<td>26.0</td>
</tr>
<tr>
<td>Study habits (Methods)</td>
<td>466</td>
<td>21.4</td>
</tr>
<tr>
<td>Attention/Concentration</td>
<td>239</td>
<td>11.0</td>
</tr>
<tr>
<td>Social problems</td>
<td>230</td>
<td>10.6</td>
</tr>
<tr>
<td>Domestic (home) problems</td>
<td>212</td>
<td>9.7</td>
</tr>
<tr>
<td>No libraries</td>
<td>402</td>
<td>18.5</td>
</tr>
<tr>
<td>Gangs at school/Community</td>
<td>121</td>
<td>5.6</td>
</tr>
<tr>
<td>Over-crowded classes</td>
<td>339</td>
<td>15.6</td>
</tr>
<tr>
<td>Part-time employment</td>
<td>121</td>
<td>5.6</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>109</td>
<td>5.0</td>
</tr>
<tr>
<td>Subjects too difficult</td>
<td>151</td>
<td>6.9</td>
</tr>
<tr>
<td>Language problems</td>
<td>177</td>
<td>8.1</td>
</tr>
<tr>
<td>Need to look after younger siblings</td>
<td>31</td>
<td>1.4</td>
</tr>
<tr>
<td>Health problems</td>
<td>115</td>
<td>5.3</td>
</tr>
<tr>
<td>Personal (psychological) problems</td>
<td>89</td>
<td>4.1</td>
</tr>
<tr>
<td>Financial (shortage of money)</td>
<td>565</td>
<td>26.0</td>
</tr>
<tr>
<td>Political (violence) activities</td>
<td>150</td>
<td>6.9</td>
</tr>
<tr>
<td>Inappropriate subject choice</td>
<td>200</td>
<td>9.2</td>
</tr>
<tr>
<td>Ineffective teaching methods</td>
<td>248</td>
<td>11.4</td>
</tr>
<tr>
<td>Staffing/Teacher shortage</td>
<td>204</td>
<td>9.4</td>
</tr>
<tr>
<td>No interest (motivation)</td>
<td>126</td>
<td>5.8</td>
</tr>
<tr>
<td>Other: Specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of time management</td>
<td>17</td>
<td>0.8</td>
</tr>
<tr>
<td>Shortage of apparatus</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>Write all the test on one day</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>Distance</td>
<td>4</td>
<td>0.2</td>
</tr>
</tbody>
</table>

The factors which students believed had a negative influence on their achievement and progress at college can be grouped in the following categories:

- **Academic**: (study, reading, writing, mathematics, language, attention problems) 54%
- **Scholastic**: (subject choice, class accommodation, libraries, teaching methods) 20%
- **Socio-economic**: (financial, employment, domestic, political, violence) 14%
- **Personal**: (health, psychological, motivation, interest) 11%

The following problems affected students most severely: financial (26%), study habits (21%), no libraries (18%), mathematical (16%), over-crowded classrooms (15%).
Table 5.4.3.4  *TEACHING FACTORS WHICH INFLUENCED STUDENTS*

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good teaching</td>
<td>817</td>
<td>37.5</td>
</tr>
<tr>
<td>Interested in their subjects</td>
<td>756</td>
<td>34.7</td>
</tr>
<tr>
<td>Interested in their pupils</td>
<td>572</td>
<td>26.0</td>
</tr>
<tr>
<td>Absent to often</td>
<td>508</td>
<td>23.4</td>
</tr>
<tr>
<td>No mathematics/science teachers</td>
<td>289</td>
<td>13.2</td>
</tr>
<tr>
<td>Unqualified teachers</td>
<td>410</td>
<td>18.8</td>
</tr>
<tr>
<td>Inadequate experience</td>
<td>332</td>
<td>15.2</td>
</tr>
<tr>
<td>Language difficulty</td>
<td>357</td>
<td>16.4</td>
</tr>
<tr>
<td>Other: Specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude of the teacher/lecturer: does not create an environment to study</td>
<td>129</td>
<td>5.9</td>
</tr>
<tr>
<td>Some know what to do, others not</td>
<td>15</td>
<td>0.7</td>
</tr>
<tr>
<td>Drinking during school hours</td>
<td>5</td>
<td>0.2</td>
</tr>
<tr>
<td>Always try to help</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>Good accounting teacher</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>Communication problems</td>
<td>189</td>
<td>8.7</td>
</tr>
<tr>
<td>Irrelevant (no cafeteria;)</td>
<td>15</td>
<td>0.7</td>
</tr>
<tr>
<td>Discriminate against specific students</td>
<td>25</td>
<td>1.1</td>
</tr>
<tr>
<td>Teachers turnover ratio is too high</td>
<td>70</td>
<td>3.2</td>
</tr>
<tr>
<td>Impatient – do not explain well</td>
<td>93</td>
<td>4.3</td>
</tr>
<tr>
<td>Write all the tests on one day</td>
<td>6</td>
<td>0.3</td>
</tr>
<tr>
<td>No reply</td>
<td>237</td>
<td>10.9</td>
</tr>
</tbody>
</table>

- 36% of the students were satisfied with the teaching they received at school and 52% where not satisfied. The most negative factor was the high rate of absenteeism (26%) of the teachers.

The academic background of the students reflects that most of the students come direct from school to college (65%) and that most of them experienced academic and scholastic problems (54%) relating to poor educational factors (52%).

4.4 College Student Support and Development Services (SSDS)

Table 5.4.4  *CAREER GUIDANCE RECEIVED AT SCHOOL*

<table>
<thead>
<tr>
<th>Career Guidance Received</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>638</td>
<td>29.3</td>
</tr>
<tr>
<td>NO</td>
<td>1415</td>
<td>65.1</td>
</tr>
<tr>
<td>No reply</td>
<td>122</td>
<td>5.6</td>
</tr>
</tbody>
</table>

For 65% of students there was no career guidance at school.
Table 5.4.4.2  *FROM WHOM DID YOU RECEIVE CAREER GUIDANCE?*

<table>
<thead>
<tr>
<th>Source of Guidance</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/School</td>
<td>644</td>
<td>29.6</td>
</tr>
<tr>
<td>HSRC</td>
<td>4</td>
<td>0.2</td>
</tr>
<tr>
<td>University, College, Technikon</td>
<td>79</td>
<td>3.6</td>
</tr>
<tr>
<td>Community services</td>
<td>52</td>
<td>2.4</td>
</tr>
<tr>
<td>Career exhibition/Library</td>
<td>22</td>
<td>1.0</td>
</tr>
<tr>
<td>Employer</td>
<td>17</td>
<td>0.8</td>
</tr>
<tr>
<td>Parent/Family</td>
<td>23</td>
<td>1.1</td>
</tr>
<tr>
<td>SAP</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Agencies</td>
<td>2</td>
<td>0.1</td>
</tr>
<tr>
<td>Older friends</td>
<td>17</td>
<td>0.8</td>
</tr>
<tr>
<td>No reply</td>
<td>1314</td>
<td>60.4</td>
</tr>
</tbody>
</table>

- Twenty nine percent received their career guidance at school from a teacher and 11% from other sources (tertiary institutions, employers and community services), while 60% did not complete the section. As Table 5.4.4.1 indicates, 65% of the students did not receive any career guidance at school.

Table 5.4.4.3  *THREE CAREERS IN ORDER OF PREFERENCE*

<table>
<thead>
<tr>
<th>CAREER CHOICE</th>
<th>FIRST CHOICE</th>
<th>SECOND CHOICE</th>
<th>THIRD CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial / Receptionist</td>
<td>262</td>
<td>135</td>
<td>96</td>
</tr>
<tr>
<td>Marketing / Management</td>
<td>175</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>Electronics</td>
<td>152</td>
<td>85</td>
<td>18</td>
</tr>
<tr>
<td>Administration / Clerk</td>
<td>148</td>
<td>128</td>
<td>63</td>
</tr>
<tr>
<td>Mechanic</td>
<td>118</td>
<td>47</td>
<td>30</td>
</tr>
<tr>
<td>Educare / Teaching</td>
<td>108</td>
<td>125</td>
<td>78</td>
</tr>
<tr>
<td>Financial / Accounting</td>
<td>102</td>
<td>61</td>
<td>44</td>
</tr>
<tr>
<td>Personnel management</td>
<td>96</td>
<td>39</td>
<td>28</td>
</tr>
<tr>
<td>Arts / Graphic design / Drawing</td>
<td>83</td>
<td>78</td>
<td>55</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>64</td>
<td>48</td>
<td>62</td>
</tr>
<tr>
<td>Health and Social</td>
<td>63</td>
<td>50</td>
<td>38</td>
</tr>
</tbody>
</table>

- The students who received career guidance before entering college were advised to pursue the following careers, in descending order:
  1. Secretarial
  2. Management
  3. Electronics
  4. Administration
  5. Mechanics
  6. Educare

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In summary, the following are the reasons the students gave for studying at college:

- The majority (42%) of the students preferred to study at the college for financial reasons; 27% entered college because they were not accepted at a tertiary institution (University, Technikon or Teachers college); 25% preferred college for the vocational and practical education and training experience. Some of the students entered college because it was easily accessible (14%), because they preferred studying through distance education (7%), and because they did not receive entrance to a tertiary institution (7%). The rest of the students preferred college for various personal reasons.
Table 5.4.4.5  
**REASONS FOR TAKING THE COURSE/SUBJECTS**

<table>
<thead>
<tr>
<th>Reason</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equips me for a specific job</td>
<td>1075</td>
<td>49,4</td>
</tr>
<tr>
<td>Suits my talents and abilities</td>
<td>852</td>
<td>39,2</td>
</tr>
<tr>
<td>Will be able to get further training</td>
<td>674</td>
<td>31,0</td>
</tr>
<tr>
<td>Training in economic skills</td>
<td>216</td>
<td>9,9</td>
</tr>
<tr>
<td>Training in practical work/job skills</td>
<td>687</td>
<td>31,6</td>
</tr>
<tr>
<td>Training in communication skills</td>
<td>464</td>
<td>21,3</td>
</tr>
<tr>
<td>Training in life skills</td>
<td>236</td>
<td>10,9</td>
</tr>
<tr>
<td>Good relationship between studying and desired work</td>
<td>495</td>
<td>22,8</td>
</tr>
<tr>
<td>Relationship with commerce and industry</td>
<td>282</td>
<td>13,0</td>
</tr>
<tr>
<td>Other: Specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can go on studying for a long time</td>
<td>11</td>
<td>0,5</td>
</tr>
<tr>
<td>Something extra to put on my CV</td>
<td>8</td>
<td>0,4</td>
</tr>
<tr>
<td>Computer courses and skills</td>
<td>3</td>
<td>0,1</td>
</tr>
<tr>
<td>Work sent me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No reply</td>
<td>89</td>
<td>4,1</td>
</tr>
</tbody>
</table>

In summary the reasons for choosing the course/subjects are as follows:

- 49% of the students preferred college education and training because they wanted to be equipped for a specific job of their choice
- 39% responded that it suits their talents and abilities
- 31% wanted to be trained for practical work/job skills
- 31% mentioned the transferable skills for further education and training
- 13% mentioned the relationship and linkage between college education and training and commerce and industry to benefit their specific skills development

Table 5.4.4.6  
**GOALS AND ASPIRATIONS TO STUDY FURTHER AFTER COLLEGE**

<table>
<thead>
<tr>
<th>Reason</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary qualification is a job provider</td>
<td>506</td>
<td>23,3</td>
</tr>
<tr>
<td>A degree/diploma provides prestige/social status</td>
<td>547</td>
<td>25,1</td>
</tr>
<tr>
<td>Improve my promotion opportunities in my job/work</td>
<td>727</td>
<td>33,4</td>
</tr>
<tr>
<td>Access to any further higher qualifications</td>
<td>741</td>
<td>34,1</td>
</tr>
<tr>
<td>To improve my career opportunities</td>
<td>894</td>
<td>41,4</td>
</tr>
<tr>
<td>Important to be successful in life</td>
<td>725</td>
<td>33,3</td>
</tr>
<tr>
<td>It will provide for my daily needs</td>
<td>291</td>
<td>13,4</td>
</tr>
<tr>
<td>It will help me choose a suitable career</td>
<td>391</td>
<td>18,0</td>
</tr>
<tr>
<td>My parents wishes and desires</td>
<td>214</td>
<td>9,8</td>
</tr>
<tr>
<td>Other: Specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To help country, low rate of skilled people</td>
<td>9</td>
<td>0,4</td>
</tr>
<tr>
<td>God sent me this direction</td>
<td>7</td>
<td>0,3</td>
</tr>
<tr>
<td>Need qualifications to go overseas and work</td>
<td>1</td>
<td>0,05</td>
</tr>
<tr>
<td>No reply</td>
<td>218</td>
<td>10,0</td>
</tr>
</tbody>
</table>

The reasons the students mentioned for studying further after completing college break down as follows:
- The majority of the students (41%) want to improve their desired or chosen occupations and career abilities after college with higher qualifications (34%) at a tertiary institution (23%) to obtain a degree or diploma (25%)

33% of the students want to better their promotion opportunities at work, they want to provide for a better life (33%) and it will help them to choose a better career in the future (18%).

Table 5.4.4.7 PROBLEMS THE STUDENTS EXPERIENCED AT COLLEGE

<table>
<thead>
<tr>
<th>Problem</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No guidance and counselling services</td>
<td>694</td>
<td>31.9</td>
</tr>
<tr>
<td>No free time for leisure, sport or hobbies</td>
<td>246</td>
<td>11.3</td>
</tr>
<tr>
<td>Not coping with the pressure and workload</td>
<td>158</td>
<td>7.3</td>
</tr>
<tr>
<td>Adjustment problems to the college</td>
<td>134</td>
<td>6.2</td>
</tr>
<tr>
<td>Pressure from classmates</td>
<td>157</td>
<td>7.2</td>
</tr>
<tr>
<td>Too many expectations from parents, family</td>
<td>230</td>
<td>10.6</td>
</tr>
<tr>
<td>Political pressure and activities</td>
<td>88</td>
<td>4.0</td>
</tr>
<tr>
<td>Financial problems (cost of tuition, fees, books, etc.)</td>
<td>657</td>
<td>30.2</td>
</tr>
<tr>
<td>Too much freedom, unreasonableness and lawlessness</td>
<td>117</td>
<td>5.4</td>
</tr>
<tr>
<td>Too little say in my own decisions and future plans</td>
<td>169</td>
<td>7.8</td>
</tr>
<tr>
<td>Job responsibilities (part-time)</td>
<td>185</td>
<td>8.5</td>
</tr>
<tr>
<td>No child care</td>
<td>59</td>
<td>2.7</td>
</tr>
<tr>
<td>No transport</td>
<td>320</td>
<td>14.7</td>
</tr>
<tr>
<td>Friends and family do not support the idea of attending</td>
<td>47</td>
<td>2.2</td>
</tr>
<tr>
<td>To little time required to complete the course</td>
<td>250</td>
<td>11.5</td>
</tr>
<tr>
<td>Course not scheduled at convenient times</td>
<td>99</td>
<td>4.6</td>
</tr>
<tr>
<td>Home responsibilities (family)</td>
<td>124</td>
<td>5.7</td>
</tr>
<tr>
<td>Too far to travel</td>
<td>427</td>
<td>19.6</td>
</tr>
<tr>
<td>Negative image of vocational occupations</td>
<td>56</td>
<td>2.6</td>
</tr>
<tr>
<td>Strict attendance requirements</td>
<td>274</td>
<td>12.6</td>
</tr>
<tr>
<td>Too much bureaucracy in the college</td>
<td>72</td>
<td>3.3</td>
</tr>
<tr>
<td>Consider myself too old to go back to studying</td>
<td>35</td>
<td>1.6</td>
</tr>
<tr>
<td>Low grades in the past, not confident in my ability</td>
<td>218</td>
<td>10.0</td>
</tr>
<tr>
<td>No job/work opportunity after study</td>
<td>405</td>
<td>18.6</td>
</tr>
<tr>
<td>Do not know what course/subjects to pursue</td>
<td>274</td>
<td>12.6</td>
</tr>
<tr>
<td>Not enough time for study</td>
<td>379</td>
<td>17.4</td>
</tr>
<tr>
<td>Deliberate obstruction of the teaching process</td>
<td>72</td>
<td>3.3</td>
</tr>
<tr>
<td>Do not want to attend full-time</td>
<td>64</td>
<td>2.9</td>
</tr>
<tr>
<td>Do not enjoy studying</td>
<td>119</td>
<td>5.5</td>
</tr>
<tr>
<td>College not sensitive to people problems</td>
<td>285</td>
<td>13.1</td>
</tr>
<tr>
<td>Race relations climate</td>
<td>149</td>
<td>6.9</td>
</tr>
<tr>
<td>Testing required for admissions</td>
<td>174</td>
<td>8.0</td>
</tr>
<tr>
<td>Other: Specify</td>
<td>59</td>
<td>2.7</td>
</tr>
<tr>
<td>Food service in cafeteria</td>
<td>5</td>
<td>0.2</td>
</tr>
<tr>
<td>Language barrier</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Not organising practical work for students</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>No SRC or cases/class representative</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Working students make trouble in class</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>No student activities</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Change time table to often</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Teachers changed frequently</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>No reply</td>
<td>59</td>
<td>2.7</td>
</tr>
</tbody>
</table>

N = 2175
In summary the problems that the students encountered at college could be grouped into the following four main categories:

- **Personal problems (41%).** The students with personal problems do not have access to student guidance and counselling services. They experience adjustment problems, unrealistic expectations and pressure of peers, parents and family. The personal problems cause negativity, lack of motivation and poor academic achievement.

- **Academic barriers (22%).** The academic barriers are caused by too difficult subjects and courses, language and communication problems, lack of practical skills, theoretical requirements, and insufficient study time and poor study methods.

- **Socio-economic and environmental problems (21%).** The main problems in this category are political pressure and race relations, financial problems, part-time jobs, transport, home responsibilities, and very few future work opportunities.

- **Educational barriers (16%).** These problems relate to college classroom pressure, bureaucracy, unruliness, lawlessness, inconvenience and attendance requirements of class timetables, and choice of subjects/courses. They also include inadequate teaching and training methods of the lecturers, wrong placement and admission requirements, too little time for study, inefficient and inadequate learning aids (for example libraries and computers) and lack of remedial and bridging assistance for students with learning barriers.

### Table 5.4.4.8 EDUCATIONAL GOALS AT COLLEGE

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explore a new academic/career area</td>
<td>136</td>
<td>6.3</td>
</tr>
<tr>
<td>To prepare for a first job/career</td>
<td>763</td>
<td>35.1</td>
</tr>
<tr>
<td>To prepare for a different job/career</td>
<td>213</td>
<td>9.8</td>
</tr>
<tr>
<td>To upgrade/improve skills for my current job</td>
<td>178</td>
<td>8.2</td>
</tr>
<tr>
<td>To prepare for transfer to a university/technikon</td>
<td>422</td>
<td>19.4</td>
</tr>
<tr>
<td>For self-enrichment/personal interest/leisure</td>
<td>121</td>
<td>5.6</td>
</tr>
<tr>
<td>To cope with a major change in my life</td>
<td>198</td>
<td>9.1</td>
</tr>
<tr>
<td>To improve my basic skills in reading, writing and/or mathematics</td>
<td>144</td>
<td>6.6</td>
</tr>
</tbody>
</table>

The students’ educational goals for attending the college are related to two main aspects: to prepare for, or to upgrade and improve their education.
The majority (70%) of the education and training goals of the students at college are to prepare for a first occupation, or a different work, or to ensure admission to further study. The rest (30%) attend college to improve and upgrade their own personal or work skills (reading, writing or mathematics abilities) or to be able to cope with a major work changes.

Table 5.4.4.9 **EDUCATIONAL QUALIFICATION GOALS AFTER COLLEGE**

<table>
<thead>
<tr>
<th>Goal</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational diploma</td>
<td>271</td>
<td>12,5</td>
</tr>
<tr>
<td>Technical diploma</td>
<td>883</td>
<td>40,6</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>304</td>
<td>14,0</td>
</tr>
<tr>
<td>Master's degree</td>
<td>277</td>
<td>12,7</td>
</tr>
<tr>
<td>Doctorate</td>
<td>162</td>
<td>7,4</td>
</tr>
<tr>
<td>National senior diploma</td>
<td>17</td>
<td>0,8</td>
</tr>
<tr>
<td>Teacher's diploma</td>
<td>4</td>
<td>0,2</td>
</tr>
<tr>
<td>No reply</td>
<td>251</td>
<td>11,5</td>
</tr>
</tbody>
</table>

The majority of the students (54%) want to obtain their vocational/technical diploma at college, while 14% want to study further for their first degree and 12% for a second degree.

Table 5.4.4.10 **SUGGESTIONS FOR SSDS FUNCTIONS AT THE COLLEGE**

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal counselling</td>
<td>853</td>
<td>39,2</td>
</tr>
<tr>
<td>Sport facilities; entertainment (singing, choir, debate) religion/bible study groups</td>
<td>271</td>
<td>12,4</td>
</tr>
<tr>
<td>Legal aid</td>
<td>168</td>
<td>7,7</td>
</tr>
<tr>
<td>Lifeskills</td>
<td>675</td>
<td>31,1</td>
</tr>
<tr>
<td>Workshops against alcohol, drugs and aids</td>
<td>199</td>
<td>9,1</td>
</tr>
<tr>
<td>Boarding facilities/transport/clinic</td>
<td>227</td>
<td>10,4</td>
</tr>
<tr>
<td>More courses in photography/cooking/first aid/ driving/ acting/ financial accounting/public administration/art/flower arranging/self defence</td>
<td>376</td>
<td>17,3</td>
</tr>
<tr>
<td>Bursaries/loans</td>
<td>74</td>
<td>3,4</td>
</tr>
<tr>
<td>Student governance body/representative council</td>
<td>219</td>
<td>10,1</td>
</tr>
<tr>
<td>Evening classes</td>
<td>100</td>
<td>4,5</td>
</tr>
<tr>
<td>Crisis intervention</td>
<td>198</td>
<td>9,1</td>
</tr>
<tr>
<td>Career guidance</td>
<td>551</td>
<td>25,3</td>
</tr>
<tr>
<td>Orientation courses</td>
<td>233</td>
<td>10,7</td>
</tr>
<tr>
<td>Languages/communication/study course/academic assistance</td>
<td>510</td>
<td>23,4</td>
</tr>
<tr>
<td>Educational tours</td>
<td>16</td>
<td>0,7</td>
</tr>
<tr>
<td>Libraries</td>
<td>234</td>
<td>10,7</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>70</td>
<td>3,3</td>
</tr>
<tr>
<td>Buses</td>
<td>2</td>
<td>0,1</td>
</tr>
<tr>
<td>Security</td>
<td>2</td>
<td>0,1</td>
</tr>
<tr>
<td>Student cards</td>
<td>2</td>
<td>0,1</td>
</tr>
<tr>
<td>Creche</td>
<td>82</td>
<td>3,7</td>
</tr>
<tr>
<td>No suggestions</td>
<td>411</td>
<td>18,9</td>
</tr>
</tbody>
</table>

232
In summary the students suggested the following student support and development services at the College:

- The majority of students are in need of four main services namely:
  
  Personal counselling 39 %
  Life skills programmes 31%
  Career guidance 25%
  Academic and learning support 23%.

- The students expressed their desire for leisure and sports facilities (12%), self enrichment courses (17%), boarding facilities (10%), and libraries (11%).
  19% did not respond because they are not familiar with the different SSDS which are available to students.

Table 5.4.4.11 WOULD YOU RECOMMEND A COLLEGE TO A FRIEND?

<table>
<thead>
<tr>
<th></th>
<th>N = 2 175</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>638</td>
</tr>
<tr>
<td>Yes</td>
<td>1 623</td>
</tr>
<tr>
<td>No reply</td>
<td>86</td>
</tr>
</tbody>
</table>

- Seventy five percent of students will recommend the college to a friend. Their reply suggests that they are satisfied with the standards of teaching and training that equip and provide them with occupational skills and knowledge for work, and that it is affordable education and training.

- The 29% who responded negatively found personal help and assistance lacking at the college.

5. STUDENT SUPPORT AND DEVELOPMENT EVALUATION QUESTIONNAIRE

The purpose of the SSDS evaluation questionnaire was to evaluate the progress of the implementation phase of the SSDS: to evaluate, redesign and assess the different programmes, namely, student counselling services, academic development and learning support, occupational development and career guidance, life skills and health education, and the needs of the lecturer support and development team.
The staff members of the LSDT and the principal were asked to complete the questionnaires during a visit at the college. The following results and findings were extracted.

5.1 Student counselling Services

- A student counselling service was established at each FET college.
- The structure of the counselling services was developed according to each college’s needs. The differences mainly centred around the provision of staff, office space availability, and administrative procedures.
- The referrals were pursued through the LSDT members, principal, SRC, parents, district support service members, college council members, commerce and industry and finally peer- as well as self-referrals.
- The follow-up services include the referral, training, evaluation, and placement of students in the world of work. The reintegration or orientation of students with barriers was done with the help and assistance of the specialist in the community to whom they were referred in the first place.
- The training was conducted by the multi-disciplinary members of the district education support service, specialists from the community, and staff of tertiary institutions. Follow-up training was done by the researcher and a member of National Access Consortium Western Cape (NACWC). The services were continuously improved to meet the needs of the students.
- The preventative and developmental programmes that were offered, differed according to the needs of the college, students and staff. These programmes were developed through consultation and collaboration with suitably qualified community specialists.
- The supervision of the staff members of the LSDT was done by the district education support services staff, and the provincial education department officials and members of the NACWC. The principal of the college played a very important role in ensuring that the staff render a professional service to the students.

The confidentiality of all concerned: students, staff, parents or members of commerce and industry, was protected and guaranteed. The professional
responsibility and integrity of each LSDT member, district education support services staff member, and specialist from the community, was guaranteed by their respective ethical codes of conduct.

- **Networking** was established and maintained with district education support services staff, community counselling services, universities, commerce and industry, and NGO's. The building, expansion and maintenance of such a network organisation was the responsibility of all the staff members of the college and not only the members of the student counselling staff.

- The **main barriers and problems** the students presented with involved a wide variety of aspects: social, emotional, motivational, personal, adjustment, health, domestic, financial, transport, career prospects, academic, learning, practical training opportunities, and decision-making and coping strategies.

### 5.2 Academic Development and Learning Support

- The **admission** policies of the colleges differ, but are mainly based on the students' school results, subjects offered, Swedish scale points, availability of facilities and places, skills, aptitude and abilities.

- **At-risk** students are identified according to the study course they choose to take, through pre-testing of skills and abilities, previous academic results evaluation, and continuous progress monitoring.

  The **remedial** programmes that are offered are in relation to the students' specific needs and problems. Most of the programmes are to remedy the backlog relating to previous education and training abilities of the students: reading, spelling, maths, science, language and communication.

- The **bridging courses** are aimed at bringing the underprepared and underdeveloped student up to a desired FET college academic and training standard.

- The academic and training **orientation programmes** are to enable the students to adapt to the FET college academic, training, social, cultural, race and post-school education and training demands.
• The inclusive education and training practices are implemented only at certain FET colleges, and mainly make provision for learning disabilities and physical disabilities. The other disability categories, (hearing, sight and speech) are catered for on a one-to-one basis.

• The education and training barriers students experience are not encountered at all the FET colleges. Most of the colleges are in the process of developing and setting standards for new legislation, through implementation of strategies and measures and equipment to provide programmes for students who experience barriers to education and training.

• The programmes that colleges offer to help students to be successful in their education and training, include personal motivation and goal-setting. The staff do continuous screening of students’ progress and offer incentives such as bursaries, prizes, job opportunities, special development programmes and promotion opportunities.

• The equipment available for education and training assistance include computers, specialist practical training tools and equipment, and libraries.

The main academic and training barriers experienced by the students include lack of previous academic skills, knowledge, motivation, curriculum adaptation, staff instruction and didactic methods, poor class attendance, drop-out, wrong course and subjects choices, and unrealistic aspirations and goals.

5.3 Occupational Development and Career Guidance

• The students are occupationally developed to suit the commerce and industry needs, through regular collaboration and consultation with the relevant education and training institutions. The college education and training curriculum is adapted to meet the requirements of commerce and industry.

• The networking between the college and commerce and industry is pursued to determine the needs, changes and new developments in the occupational fields. The education and training demands of the world of work change, and the students must stay abreast of the new developments. Learnerships are tailored and
constructed around the practical implementation of education and training needs and demands.

- **External career** agencies in the community are accessed and incorporated in the college SSDS through referrals, collaboration and consultation. The services of the outside agencies are used for in-service placements, job shadowing, part-time job opportunities, career path opportunities, demands and over-supply, phasing-out and downsizing in the world of work.

- The colleges offer in-service education and training opportunities through practical programmes in conjunction with, commerce and industrial agencies and work simulation programmes at the colleges.

- The assessment and evaluation procedures that are used to identify the students' occupational preferences includes psychometric and edumetric adaptation, interest and abilities tests, practical work assimilation techniques, trade testing, and theory testing and applications.

- The learnerships are implemented, monitored and administrated through the relevant education and training institutions and in conjunction with the Department of Labour.

- The occupational development programmes that the colleges offer are to learn and train the students in job-seeking skills, work placement career exploration, self-marketing, application procedures, work reservation skills, and occupational laws and legislation.

- The NQF structures are implemented at the colleges through recognition of prior learning, practical testing, work assimilation testing, practical trade testing, and previous experience evaluation. The students are also evaluated according to outcomes-based education and training concepts to determine their knowledge, skills and attitudes, which are a prerequisite to determine the number of credits for promotion to the next NQF level.

- Information on bursaries, loans, further study options and career opportunities are available to the students through the career libraries, brochures, pamphlets, contacts and visits from or to education and training institutions, Department of Labour,
commerce and industry personnel, publications on occupational information, computer programmes, the internet and newspapers.

Career guidance is implemented in the life skills programme at most of the colleges. The LSDT and the provincial education support centre personnel provide information and training to the college class staff, who are responsible for life skills programmes.

5.4 Life Skills and Health Education

- The life skills programmes include the following main areas: personal development, political, race and human rights, social relationships, entrepreneurial skills, decision-making, self exploration, stress management, occupational relationships, road safety, time management, financial management, communication and crime and violence.

The health education programmes include mainly: HIV/AIDS, sexuality, healthy life style management, sport and recreation and substance abuse.

- The programmes are infused in the life skills curriculum which is compulsory for all the students. The colleges offer these programmes at least once a week.

- The outcomes are determined by outcomes-based assessment, formative and summative methods. The new FET certificate proposes life skills as a compulsory learning area with a credit value of ten.

- Training is provided by specialists from the departments of health, education, and labour, district-based education support centre personnel, universities, community agencies, and NGO’s.

- The content of the curriculum is based on the needs of the students, as determined by the crucial and emerging developmental needs of the late adolescent, risk factors in the community, suggestions from specialists, referrals from other successful student programmes, literature reviews, and national health policy recommendations. The programmes of two colleges were determined by a life skills assessment test Life Skills and Competencies: General Questionnaire on Life Skills Competencies and Skills (HSRC, 1992).
The problems of the students are addressed through assessing their needs, suggestions from the staff, and problems that the students report at the LSDT.

6. LECTURER SUPPORT AND DEVELOPMENT TEAM EVALUATION INTERVIEW SCHEDULE

The effectiveness of the LSDT was evaluated during the interviewing at the 18 FET colleges. The lecturer team members and the principal of the college formed the college panel for the interviewing. The responses were recorded, and conclusions were drawn from the content analysis of these responses. The objective of each question formed the basis of the interviewing. The following responses were recorded from the LSDT interview guide:

- The main functions of the LSDT are perceived to be implementing a SSDS at the FET college with a student counselling service, academic development and learning support, occupational development and career guidance, and life skills and health education. The students are perceived to be the beneficiaries of these services, but the LSDT also provides a support and development services for the lecturers. The content of the student support and development programmes was implemented during the training of the LSDT members and establishment of the SSDS at the colleges.

The LSDT are managed, structured and operated through a self-developed mechanism which suits the specific FET college needs, staff availability at the college, and the specialist functions from the community which are available to the college.

- The training and in-service programmes were developed by specialists from the district support centre personnel, provincial education department officials, universities, departments of health, and welfare and labour community, NGO’s, and the National Access Consortium Western Cape (NACWC). Follow-up training and in-service programmes were done during visits from the district support center multi-disciplinary personnel and education department officials.
The student developmental and support needs are met through feedback, follow-up sessions, meetings, consultation, and referrals. The students themselves report with different problems and needs to the LSDT members. The type of problem determines whether the members of the LSDT have the knowledge, skills and competencies to address the presented problem. If not, they will refer the case to their network specialist in the community or to a district-based education support center (school clinics).

The effectiveness of the LSDT was evaluated and determined through the following: feedback of students who reported for support, assistance, follow-ups, referrals and information. The LSDT functions do seem to have contributed to the FET college's overall systemic change and development, through the impact it has had on the college academic, learning and training programmes. The student development, education and training needs are presented to the LSDT, which in turn leads to adaptations and changes in the college to accommodate these needs. College organisational change is also directed through policy developments in the FET sector of the Department of Education.

Some of the needs of the college staff are met through referrals to specialists of the district support centre personnel, community agencies and NGO's. However most of the problems and needs of the staff are not addressed because the LSDT are not trained to deal with the staff problems.

The preventative and developmental programmes the LSDT offer depend to a great extent on the needs of the students, staff and college. Most of the colleges offer HIV/AIDS programmes, and training in communication, financial management, and decision-making skills, entrepreneurial and job-seeking skills, and social relationships. These programmes are presented in the life skills and health education curriculum.

The mission and goals of the colleges are met through the input from, and consultation and collaboration with the college management, SRC, and college.

The main objectives are to offer a comprehensive and holistic education and training programme designed to meet the needs of the students, parents, community, commerce and industry.
The LSDT are responsible for their own professional developmental programmes. They determine the needs for professional self-development from the feedback they receive while offering the SSDS programmes. The LSDT developmental programmes and the training, follow-up and in-service programmes correlate because they are based on the same objectives, principles, aims, mission and goals of the college.

The establishment of the LSDT, within the SSDS of the FET colleges has certain positive and negative effects on the students, staff and college as institution. The following are effects and influences which were evident from the study.

**Positive effects and influences:**

- LSDT influence the FET college administrators and management to set up a clear vision and mission for the SSDS. Short, medium and long term planning and realistic goals can be set for the SSDS.
- A training plan and a continuous improvement training strategy for the members of LSDT can be formally planned and implemented. Continuous evaluation and monitoring of the progress of students and lecturers can be pursued.
- New skills and competencies are developed by the members of the LSDT, which are able to evaluate their own growth and development. The LSDT provide a forum for staff where interpersonal and consultative skills can be developed, knowledge and expertise shared, and collegial and emotional support expressed and received.
- The colleges have become empowered to handle their own student and staff problems. Due to the ownership and systematic and effective handling of college-related problems and matters, the morale and motivation levels of the staff have increased.
- The college staff have developed a student-centred approach in the way in which they have become aware of the students' needs, and are putting preventative and developmental measures and assistance in place. The essential pro-active nature of
the LSDT allows for early identification and intervention which lead to a greater sense of having matters under control.

- Clear structured referral and follow-up procedures and measures are established for both students and staff.
- Generalist and specialist functions have been developed in the LSDT. A core team has been formed with central co-ordination, administration and referral functions, and is a specialist team with its own specialist support, counselling, guidance and development functions.
- Partnerships with communities, NGO’s, CBO’s, commerce, industry and private service providers have been formed to assist the LSDT in its consultation and collaboration functions.
- Parents and guardians are drawn into the college milieu and become involved in the students’ academic, career and personal development.
- The student resource centre formed, includes technological devices such as computers with e-mail and internet facilities to provide the students with relevant information on careers, bursaries, loans, part-time work opportunities and new trends and developments in the world of work.
- The LSDT structure assists with the whole college development. The members of the LSDT initiate change at the college because they have been empowered to be pro-active and creative.
- The interlinking of teaching, learning, training and assessment in outcomes-based education and training, continuous evaluation, and monitoring of the students progress, has helped the staff to be more learner-centered and focused.
- The integration of the student into education and training developed the LSDT from a teaching- and learning-centered approach to a supportive and development-centered approach. The LSDT have developed collaborative consultation skills which have enabled them to be pro-active and creative in their teaching and learning experiences with the students and among themselves.
- The students know that there is a support and development service available at college, which in turn gives them the assurance that they are being valued and cared for as persons and students. The students have become more willing and open in
dealing with their problems, needs, questions, desires, planning, and social, emotional, study, domestic, financial, curriculum, and day-to-day problems.

Constraints of the LSDT:

The environment of the college is not sufficiently conducive to enable the student to find support and help when needed.

Sometimes students are not committed to bring their personal problems to the staff. They feel uncertain whether the LSDT staff members are capable of assisting them and meeting their needs, because members are not specialist counsellors.

- The FET Act, new FET curriculum, and the amalgamation, merging and clustering of colleges has resulted in much uncertainty among the staff.

- The staff members feel overwhelmed because of not having sufficient or extra time to give to the LSDT. Given the short period that students spend at college (3 months) the staff is often unable to find sufficient time to get to know the students. Too much time was spent on the academic and practical development of the student and not enough on their personal, emotional, social and psychological development.

- There are not enough skilled people on the staff to fulfil the specific and specialised tasks of support and development for the students. Their coping skills, problem-solving strategies and specialist academic, learning and training skills were not sufficiently developed. The staff see LSDT membership as a specialised function which must be performed by the specialised support structure of the district support services of the Department of Education

- The college management, and college board members are not able to manage or co-ordinate the process. The staff members resist change and are not committed to the process.

- The staff members are skeptical of such a new concept and model of support, development and assistance to college students.

- Lack of financial support, and insufficient training and development from the provincial Department of Education officials, cause problems in the establishment and management of the SSDS.
The stress experienced by LSDT members is not dealt with, because the “care for the care giver” and “employee assistance programme” functions are not in place.

7. SUMMARY

The results of the pilot study provided the direction for the construction of the two needs analysis questionnaires. The SSDS and LSDT were then established and evaluated through the evaluation questionnaires and interviews.

The study revealed that the FET college students are between 16 and 22 years old, mostly African language speaking, unmarried, with home and socio-economic conditions of a low standard. They have a standard 7 (grade 9) school qualification, experience academic problems, and have not received adequate counselling and guidance at school. They experience language barriers at college which contribute to drop-out, low motivation and poor progress. They chose the college as an institution to study because of its vocational and practical focus, and to be equipped for work after college.

The FET colleges show an increase in student enrolment. This can be attributed to the flexible and varied entrance requirements for the different programmes, the high-quality education and training that colleges provide in a variety of vocational fields, and the fact that the programmes are designed in collaboration with commerce and industry.

The evaluation revealed that most of the college do not have a structured SSDS and have not made provision for students who experience barriers to education and training. The evaluation of the SSDS programmes reflected the following:

- Student counselling services, structures, referrals and follow-up actions differ according to the staff availability, training, support, and networking of the community services available to the college.
- Academic development and learning support differs at the colleges, according to the bridging, remedial and orientation programmes that are offered to the students.
The implementation of inclusive education and training is not in place at the colleges.

- The SSDS programme that receives the most attention and is the best developed is occupational development and career guidance. This is because of the assistance, networking, collaboration and consultation from commerce and industry. Life skills and health education are incorporated in the college curricula. The HIV/AIDS programmes receive due attention, with students being exposed to information, as well as preventative and developmental programmes.

- The establishment of the LSDT had profound implications for the student academic, career and life skills development. The students know that the staff of the college do care and are available for help, assistance, advice and information. The staff of the LSDT have a forum which provides a place to share teaching knowledge and skills, and to receive collegial and emotional support. The networking or external support mechanism provides the staff with a collaborative and consultation function and a avenue for referral of problem students.

In Chapter 6 the findings regarding the SSDS, student counselling services, academic development and learning support, occupational development and career guidance, and life skills and health education are explored. The implications of the changes that were implemented at the FET college as an institution are discussed, as well as the functions and role of the LSDT.
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8. SUMMARY
CHAPTER 6: DISCUSSION OF FINDINGS

1. INTRODUCTION

In developing a student support and development service (SSDS) for each FET college, a lecturer support and development team was established (LSDT) at each FET college. The LSDT at each FET college were trained in student counselling skills, academic development and learning support, occupational development and career guidance, and life skills and health development education.

The findings of the evaluation of the initial establishment and implementation of these services have implications for the college student, college staff and FET college as an institution. The conclusions that are drawn from the findings will be discussed in this chapter, while recommendations will be made in chapter 7. Some important aspects that could not be included in this study, but that should be investigated in further research, are also briefly discussed in chapter 7.

Discussion of the findings is based on the literature review, policy and legislation documents, the college institutional evaluation questionnaire, the college student profile questionnaire, the student support and development evaluation questionnaire, and the lecturer support and development team evaluation interviews.

The aim of the research was two fold: The general aim was to design, implement and evaluate SSDS at 18 FET colleges in the WCED. Within this context the specific aim was to establish and evaluate an LSDT at each FET college in the WCED. The LSDT was trained in basic student counselling skills, academic development and learning support, occupational development and career guidance, life skills and health education and college institutional development concepts.

This study comprises a needs analysis at the 58 FET colleges in South Africa, as well as the design of the training programme material for the implementation of the SSDS at the
18 FET (technical/vocational) colleges in the Western Cape. The establishment of the SSDS in these colleges ensued after LSDT were established and trained to deliver different services to the students and the staff. The initial evaluation of these services was done after the first year of the implementation of the SSDS at the FET colleges. The second evaluation was done on the services of the LSDT at the end of the second year.

In this chapter the findings from the different SSDS programmes are discussed: student counselling services, academic development and learning support, occupational development and career guidance, and life skills and health development education. The implications that these programmes have for the institutional development of the FET college will also be discussed, as well as the implications, benefits and constraints of the LSDT on the college staff, students and the college as institution.

2. STUDENT COUNSELLING SERVICES

A student profile questionnaire and an institutional evaluation questionnaire were administered, which revealed the various needs of the students. These needs and the literature review formed the basis for developing the student counselling programmes. The insights gained from the questionnaires will be dealt with in turn.

The ultimate aim of student counselling services in Further Education and Training (FET) colleges is to support the development of the FET curriculum, learning programmes and training opportunities which promote the spiritual, moral, cultural, mental and physical, academic and occupational development of students at the college and in the community, and prepare the students for the opportunities, responsibilities and experiences of adult life (McLennan, 1991; Lange, 1994).

The discussion will be concentrated on the main findings of the student counselling services of the FET colleges.
Transition Period

The student is in a transition period (Table 2.2 and Figure 2.5) from school, into the college, towards the world of work. Being in the transition process at college, as a student, as a person and in relation to a specific occupation, he/she needs assistance, support and development, and this need forms the basis of the student counselling services at the FET colleges. With the student in the late adolescent stage, with all its developmental and growth processes, the college recognises that the students' life-cycle is subject to changes. The time the student spends at college represents a stage of transition to adulthood marked by the occurrence of major physical, sexual and emotional development. Student counselling services at college level focus on the time spent at college, and the preparation for what is to come after college: introducing, training, educating, teaching and preparing the student as a person to the world of work. Schlossberg, Waters and Goodman (1995) consider transitions in education to include three main phases:

1. moving through further education and training,
2. moving into the post-secondary environment,
3. preparing to leave the educational environment and moving into the world of work

The fact that the student is in transition means that he/she needs counselling services. These counselling services are not only to help the students who experience barriers in academic, learning, social, emotional, adjustment or career exploration. All students need counselling. The main focus therefore are on preventative, pro-active and developmental programmes to learn new and more effective ways to cope with stress and disappointment, resolve conflict, deal with specific problems and habits, and manage their lives. Alexitich and Page (1997) see preventative programmes as the main purpose of counselling services, with curative programmes as a secondary concern.

Counselling during the transition period puts the student with contact with her/his needs, and this forms the basis of growth. Transition is a process of interaction that facilitates
meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behaviour. Students mirror a changing society through the characteristics of the changing college campus system. With these changes students need counselling, with academic and learning support, occupational and career guidance and life skills to cope with the challenges of an ever-changing environment (Garland and Grace, 1993; Gaye, 1998).

2.2 Counselling Programmes

An emphasis on prevention, pro-active programmes and the development of mental health and wellness programmes is critical to ensure effective college environments. It is also aimed at the prevention of problems, promoting healthy development of college personnel and students, and an environment conducive to the development of health for all (Duckenfield and Brown, 1997; Lazarus and Reddy, 1995; Lazarus and Moolla, 1995). This means advice informed by the assessment of the student’s strengths and weaknesses, the consolidation of the lecturer-student relationship, the encouragement to self-reliance and activated efforts to do better, as well as moving beyond the idea of passive students leaning heavily on the endlessly supportive lecturer. Collaboration between these groups of people is of paramount importance as the needs of the whole student have to be addressed.

The drop-out and retention factors require that student counselling services be pro-active and preventative with a focus on early intervention strategies. The early identification of at-risk students is important to identify factors which influence withdrawal, drop-out and retention rates. In this study the questionnaires evaluated the type of difficulties the potential drop-out experienced, the source of support they sought and their level of commitment to be successful at college. Most of these preventative and developmental programmes are based on, and delivered as life skills programmes. Astin (1999) and Raijmakers and Scholtz (1997) suggest that counselling needs to focus on ways of assisting students with their college adjustment to reduce withdrawal rates. In order to do
Problems of this, early identification of students at risk of withdrawing is essential. Problems of social or personal adjustment underlay some drop-out at college.

The value of counselling interventions with a group of *at-risk students* was highlighted by Johnson (1997), Meyers (1997), Rickson and Rutherford (1996) and Ryland, Riordan and Brack (1994). They revealed two main factors influencing student withdrawal and drop-out: the degree to which students felt prepared, both academically and emotionally, for transformation from school to college, and the availability of counselling in the form of appropriate academic and personal support at the transition stage.

2.3 Needs Assessment

To carry out a needs assessment is very valuable in programme planning. It is important to prioritise interventions based on the students’ needs rather than on pre-conceived ideas of these needs. Barrow et al (1989), Biehler and Snowman (1997), Gallagher (1992), and Gibson and Mitchell (1995) found that it is of the utmost importance to determine the needs of students when an institution offers student counselling. The main function includes educational services which include all human and other resources that help to develop and support the education and training system to make it responsive to the different needs of all students. The focus must be on the prevention of physical, mental, social, emotional and learning barriers (Department of Education, 1997b). Creamer (1990) believes that the focus must be on the personal, educational, and vocational needs of the student.

2.4 Development of Students

The holistic and comprehensive development and support of the student is the main focus of the student counselling service. The motivation factors and the identification of problems of the student are all included in the development of the student. The primary focus should be on meeting the real needs of the whole student. Such an approach requires a significant range of programmes that focus on individuals and groups of

In an integrated and holistic view of personal, social, emotional and physical development, dimensions that affect student counselling involve the following: students’ awareness of the learning, training and educating dimension of the curriculum; improving and developing their understanding of academic and training skills; matching student developmental needs to make it possible for the student at college to develop educationally, socially and occupationally to obtain a qualification which provides for him/her a life-long career.

Arthur and Hiebert (1996) and Hamblin (1993) regard self-understanding and self-acceptance in the multi-milieu as important, and as a strategy for coping with the diverse student population. Johnson (1997), Meyers (1997), and Rickson and Rutherford (1998) also highlight that commitment, motivation, aspirations and goals of the students are important factors to cope successfully at college. Student motivational theorists such as Gentile (1997), Slavin (1997), and Van Zile and Livingston (1999) have found that lecturers and the institution have an effect on the students motivation and educational goals. Cote and Levine (1997) have focused on the role that intrinsic and extrinsic goals play in the development process of the student. FET college students who develop internal goals for learning and training are more likely to achieve success at the college.
Both in and out of the classroom, the lecturers can create conditions that will motivate and inspire students to devote their time and energy towards purposeful development.

The *biographical data* of the students that were obtained from the questionnaires form a basis for developing holistic and integrated programmes to suit the whole student's needs. The college staff have developed a student-centered approach in the way that they have become aware of the students' needs and put preventative and developmental measures and assistance in place. Aspects of student development and student support are interconnected. It is impossible to separate cognitive development from psychosocial development and personality style from career development. Development of the student is a total process of which education and training in the college is a part. A distinctive aspect of personal development is that it is normally unstructured and is a process, covering a wide range of knowledge, skills and attitudes.

The essential *pro-active* nature of the LSDT allows for *early identification* and interventions that lead to a greater sense of having things under control for clearly structured referral and follow-up procedures and measures. The students know that there is a support and development service available at college, which in turn gives them the assurance that they are being valued and cared for as persons and students. The students have become more willing and open in dealing with their needs, questions, desires, planning, and problems, be they social, emotional, domestic, financial, study- and curriculum-related, or merely of a day-to-day nature.

**Consultation and Collaboration**

Consultation and collaboration with community agencies increases and broadens the services to address the students' counselling needs. Evans and Forney (1998) emphasize that collaborative networking is important to promote student development. The focus therefore is on co-ordinating community services and district and provincial education department support services, and to link these services to the college LSDT services. The college makes use of the input from commerce and industry in developing information.
programmes and referrals to vocation-related agencies. According to the “Tirisano, working together” document (Department of Education, 1999e) the networking of other departmental services, welfare, social, health, and labour are important.

2.6 Different Counselling Approaches

The different methods, techniques and approaches to student counseling that the college LSDT staff use, differs according to the staff allocation at the college, their specialist training, referral options in their community network, availability of specialists from the district-based education support centre, the type of problem the student presents with, and the needs of the student community. Most FET college student counselling staff in this study used a combination of the methods of student counselling developed by Astin and Sax (1998), Hamblin (1993), Lange (1994), and Porter and Stone (1997). The college staff has established the following stages of counselling in their SSDS delivery method.

The first stage is the contact stage where the lecturer is contacted by the student, or vice versa. The former is more common, although the lecturer may take the initiative if he/she thinks that there is good reason to contact the student.

The next stage is the reflecting and negotiating stage, in which the lecturer attends to the student’s needs, goals, objectives, and reasons for consultation. During this stage active listening skills are brought into play by the lecturer.

The negotiating stage merges into the problem identification, diagnosis and summarising stage, in which the lecturer begins to take an even more active role and uses the information from active listening to make a tentative diagnosis. At the end of this stage the lecturer and student should have a clearer idea of the problem at hand and of the basic objectives.
In the next stage the persons commit themselves to *focus and goal-setting*. This involves translating the basic objectives into specific goals. This is the operationalizing of the theoretical objectives into concrete goals for the student.

After this has been achieved, the *planning phase* begins. Here brainstorming on alternative means of attaining the specified goals is undertaken, followed by critical evaluation of each alternative, and terminating with selection of the most realistic and appropriate plan or alternative planning or *reorientation*. The consultation may end at this point, allowing the student to implement the programme plan. Throughout the various phases, *confidentiality* is at all times one of the highest priorities.

If the process continues, the next stage is the *implementation of an action plan* with the specifying of details of activities which will be initiated and how these will be related to achieving the specified goals. Budgeting of time, resources, and personnel, and questions of who is going to do what, where, when, and how, will be dealt with at this stage.

The *referrals* to specialist community organisations, or to district-based education support centres, multi-disciplinary staff, or specialist are the options that will be considered if the LSDT staff are not able to assist the student with the presented problem.

*Termination* is the final stage, were provision is made for follow-up and re-evaluation of the counselling programme offered to the student. The *review* of all the stages must take place in order to evaluate the outcomes of the counselling session.

**Training of Staff**

The training and follow-up training of the college staff was done by the researcher and by personnel from the district education support centre and the department of education. The training sessions were altered and constructed according to the college staff needs, availability, experience and skills. The training of lecturers to develop the student
counselling curriculum was designed to be sensitive and relevant to the student needs and desires.

3. ACADEMIC DEVELOPMENT AND LEARNING SUPPORT

With the increase in the demand for vocational education and training and the growth of student numbers, an extra burden has been placed on the college staff. With the transition from school to FET colleges the students are not fully prepared for further education and training and academic, learning and training. The student questionnaires show that most of the students experience academic and learning barriers (Tables 5.3.13.1; 5.4.3.3 and 5.4.4.7.). The academic development and learning support at the FET colleges revealed the following main findings.

3.1 School Factors

The negative school factors cause an academic backlog and the students struggle to overcome this legacy. The transition from school to college is not sufficiently dealt with and therefore their self-efficiency is lacking and they drop-out of college or show adjustment problems. The students' educational backgrounds reveal different needs which is one of the main reasons for academic development and support for the students. According to Agar, Hofmeyer and Moulder (1991) and Pavlich and Orkin (1995) academic development provides the assistance to bridge the gap between school and college. Academic, learning and training barriers cause an extra pressure on the student which leads to emotional social and psychological problems.

With inadequate counselling and guidance at school (Tables 5.4.4.1 and 5.4.4.7) the students enrol in courses that are not suited to their abilities, interests and academic competencies. The students are therefore unable to succeed academically which leads to the following problems: wrong subjects and or courses, resulting in a number of repeaters, failures and drop-outs; students' progress is not adequate and therefore they need extra hours and remedial tuition from the staff.

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3.2 At-risk Students

The FET college at-risk students are identified during class through continuous assessment methods as part of the evaluation method in outcomes-based education and training. The college questionnaire (Table 5.4.3.3) shows that students lacking in communication skills, language proficiency, reading and writing skills, and numerical concepts have problems understanding, and that these students' abilities constitute a stumbling block in their academic progress at college. Boufford et al (1995) stress the importance for a student to fully comprehend in the classroom. The students do not develop academically according to their abilities, talents and the demands of the FET college and this leads to poor progress in the commercial, engineering, industrial and practical subjects and courses.

Students who were identified early (Table 5.3.6) as students with academic, training and learning needs and who received developmental academic advice made fewer course changes, refrained from dropping out of college, and where better adjusted to the college demands (Arthur and Hiebert, 1996; Russell and Petrie, 1992).

Bridging programmes (Table 5.3.8) are not offered at most colleges, yet according to Schroeder and Hurst (1996) these programmes provide a unique opportunity to assist students' development and to integrate the at-risk student and students who experience barriers to education and training into the FET college academic and training milieu. Students are offered bridging courses in order to bring them up to a desired standard. Creating academic and training bridging programmes provides a unique opportunity for reconciling the curriculum with student cognitive, emotional and social development. Orientation programmes help the student to adapt to education and training generally and provide an option to students with adjustment and orientation problems. It is important to integrate development strategies within the formal curriculum, rather than to create separate, add-on programmes.
Extra classes are provided for students, but the availability differs according to the internal policy, mission, goals, administration and governance of the college. According to Pavlich and Orkin (1993) and Pavlich, Orkin and Richardson (1995) academic programmes directed to students’ needs to help them bridge the gap between school and college. Such programmes might offer students a diverse range of skills and knowledge, without focusing on any specific problem. Academic development programmes aim to bring together student learning, staff development, and institutional development in an integrated process.

The entrance requirements (Tables 5.3.5.1 and 5.3.5.2) of the colleges are not flexible or adaptable to the students’ abilities and academic qualifications. This leads to students being admitted to the wrong subjects and courses, which results in some of the above academic problems.

The lack of clear, realistic and challenging goal-setting (Tables 5.4.4.6 and 5.4.4.8) of the student, causes poor progress and, little or no commitment to success at college (Table3.6). Students set goals for themselves and thereby create a state of disequilibrium and low self-efficiency. Students constantly set goals, fail or succeed, readjust the goals, and begin the cycle again in a dynamic and continual process of self-regulation, adjustment, and re-evaluation.

To succeed at college, motivational factors (Table 4.4.8) alone are not sufficient, and some students are simply unable to meet the academic, learning and training demands of an FET college. Yet academic motivational programmes are widely recognized as critical in influencing developmental behaviour and learning which are important aspects in successful academic orientation at college. Lecturers and the institution have an effect on the students' motivation and educational goals, and can create conditions that motivate and inspire students to devote their time and energy to educationally purposeful activities, both in and outside the classroom. The institution has an effect on the students' motivation and educational goals. Students are more likely to be motivated if their educational needs are being met, if they see value in what they are learning, and if they
believe that they are able to succeed with reasonable effort (Bandura, 1997; Burley, Turner and Vitulli, 1999; Cote and Levine, 1997; Gentile, 1997; Martens and Dochy, 1997; Slavin, 1997; Van Zile and Livingston, 1999).

Students who experience learning barriers at the start of their college careers, have specific needs and challenges: language and communications enrichment, opportunities in class for individual instruction, development of study, learning and compensatory strategies, adapted curriculum for specialized learning and training, and assistance for individuals to understand and deal with their own learning barriers and accommodation of their own learning style and strategies. There is an interrelationship between learning barriers and psychosocial factors and vocational needs. These critical areas of development for individuals with learning barriers need attention and remediation, or specialised programmes, because occupational and academic success are directly tied to the psychosocial problems and social skills deficits of students who experience barriers to education and training at FET colleges. Assessment, accreditation and progression routes for students who experience learning, training and developmental barriers are required to ensure curricular coherence, progression and continuity.

3.3 South African Qualifications Authority (SAQA) Structures

The National Qualification Framework (NQF) system has specific benefits for the student's academic and learning development. The NQF is an inclusive system that provides ladders for everyone to develop and progress, and it replaces an exclusive system based on the idea that only certain students have the ability to become qualified. It is designed to accredit learning wherever it occurs and at any stage of a person’s life through recognition of prior learning (RPL). The NQF is an integrated system where no distinction is made between students based on the education and training track they choose, but where recognition, encouragement and the promotion of learning in its widest sense are paramount. The NQF is also designed to offer multiple entry and exit points to all students and to ensure mobility and the accumulation and portability of learning and training credits at the pace set by students themselves (SAQA, 1999; Kraak, 1999).
Training of Staff

The college LSDT staff are not sufficiently trained and skilled in early identification, prevention and remedial academic programmes. Lecturers tend to be more focused on practical skills development of students and therefore sometimes forget to pay sufficient attention to the academic development of the students. The students who experience learning, training and developmental barriers (Gerber, Reiff and Ginsberg, 1996; Lerner, 1993; Vogel, Hurby and Adelman, 1993) tend to need extra development and support. If their difficulties are not detected and provided for, they will not progress satisfactorily, and in all probability will fail, drop out, or change subjects and courses. All of this points to the need for student academic development. The purpose of trained LSDT members as academic advisors is to assist students in the development of meaningful education and training plans compatible with their own life goals, to provide sound advice to students which will help them to choose a programme of study that is suited to their intentions and possible future careers, to assist students with their personal problems and to direct and refer them to appropriate specialists in the community or officials in the education department.

The Further Education and Training Certificate (FETC)

The primary purpose of the Further Education and Training Certificate (FETC) is to equip students with the knowledge, skills and values that will enable meaningful participation in society, as well as life-long learning and training, which enable students to embark upon productive and responsible roles in the workplace, to provide qualifying students with applied competence to facilitate the transition from college to work, and to provide qualifying students with a basis for further learning (Department of Education, 2001b).

The college learning programmes provide an integrated approach to education and training, which enables students to learn what they want, when they want and in the form
they want. The flexible open programmes provide different education and training resource-based learning to the students, in order to satisfy their cultural, spiritual, career, personal, academic and other developmental needs. In an integrated learning, training, personal developmental and occupational context, all of the following are involved: the students’ awareness of the learning dimension of the curriculum, their academic prowess, and the strategies and assumptions underlying the learning process.

The internal and external academic development, learning support and training assistance systems in the colleges do not seem to be co-ordinated. They are fragmented, scattered and insufficient, and the support systems from the district-based education support centers (Table 5.3.11.2) and community support agencies (Table 5.3.11.3) are not utilised to the benefit of the students and the college.

Additional academic development, learning support and training assistance such as library assistance and computer learning support material, are not provided or not sufficient. This leads to poor academic and training achievements of students. Russel and Petrie (1992) emphasise that purposeful learning environments are important for successful student academic and training progress. A stimulating college academic environment in which a student learns to be motivated and occupationally orientated is important for social integration and career adjustment. Orientation courses for all entering students is important because they provide the opportunity to prevent the development of more serious academic and personal problems for example drop-out from college, wrong course or subject choices and adjustment difficulties that may require more intensive remediation later. Alexitch and Page (1997) found that two variables, academic and social integration, consistently had a positive effect on persistence and completion of the course (Table 5.3.7).

3.6 Outcomes-Based Education and Training

The outcomes-based education concept helps to develop students to know their learning and training outcomes, as the different assessment methods bring more clarity, focus,
goals setting and commitment to their learning, training, academic, personal and career development. The interlinking of teaching, learning, training and assessment in outcomes-based education and training, continuous evaluation, and monitoring of the students' progress, has helped the staff to be more student-centered and focused. OBE accommodates diverse learning needs, talents, styles and paces through the provision of diverse strategies of teaching and learning. OBE is competency-orientated learning, with a belief in the potential ability of all students to learn and succeed (Naicker, 1999).

The critical and developmental outcomes are relevant throughout life, in employment and further learning (Department of Education, 1996e). The critical and developmental outcomes form the basis for the development and restructuring of learning programmes, curricula, qualifications and student support and development services. The critical outcomes are the contextually demonstrated end-products of the learning process and include knowledge, skills and values that are defined as critical to the future success of learners and our society in the 21st century. All the critical and developmental outcomes require students to be actively engaged in their learning, to work both individually and as members of a team or group, and to interact with students different from themselves and with real world situations.

The results of the LSDT interviews show that these teams do not see inclusive education and training (Tables 5.3.10.1 and 5.3.10.2) as the same as the integration of students in the education and training FET college system. The term "inclusion" is often interpreted to mean that students should accommodate themselves to the existing structures, processes, procedures and methods of the college sector. The concept as developed by the National Education Department is a shift from the responsibility of the student to the college system, including the lecturers. The college system and the lecturers must be transformed to be able to respond to students' needs, and to understand and know how students learn and develop. (NCSNET/NCESS, Department of Education, 1997a; White Paper 6, Department of Education, 2001a).
The inclusive education and training system (White Paper 6 on Special Needs Department of Education, 2001a) is congruent with OBE principles (Department of Education, 2000d): all students can learn and succeed, but not all in the same time or in the same way; learning institutions control the conditions of students' success; all students have talent and it is the function of the FET colleges to develop this talent; the role of the college is to find ways for students to succeed rather than to find ways for students to fail.

4. OCCUPATIONAL DEVELOPMENT AND CAREER GUIDANCE

The interdependency and interrelatedness of the developmental process of the student in relation to his/her academic, training and career development is of utmost importance. The lack of sufficient educational and training development, relevant vocational information and vague career expectations, result in a student who is undecided, unmotivated and uncertain in relation to his/her occupational goals and desires (Agbor, 1997). The study reveals the following findings of the occupational development and career guidance at the FET colleges.

4.1 School Factors

Insufficient and inadequate career guidance at school (Table 5.4.4.1), evident in this study, result in limited choices for the student to explore his/her career options. Zunker (1998) argues that options are limited by anxiety. The lack of career guidance also causes the student to enroll in the wrong courses and subjects. The student often chooses only those career options that are known to him/her through the experience received at school or college.

The economic and educational background of the underdeveloped and deprived students, and their parents and guardians, place an extra burden on the student to be in a position to pay tuition fees. With their poor scholastic achievements they also fail to qualify for study loans and bursaries. Naicker (1994) and Tinsley (1994) are of the opinion that
students from poor backgrounds, and members of deprived ethnic groups, are influenced to have different expectations, aspirations and values.

4.2 Staff Training

With the inadequately trained and inexperienced college LSDT staff members who must provide career guidance, the student is expected to do most of the occupational exploration and career information gathering him/herself. Yet De Bruin and Du Toit (1997), Gordon (1998), Osipow and Fitzgerald (1996), and Stead and Watson, (1999) are of the opinion that the uncertain and cognitively undeveloped student does not have the skills and abilities to do his/her own career development, and this leads to an incorrect and unintended career choice.

4.3 Psychometric Assessment and Evaluation

The transformation in the post-school and FET education and training sector over the past years has opened the doors for different students with regard to race, gender, language, and socio-economic background. This diverse group of students showed a lack of development on a variety of fair, reliable and unbiased edumetric and psychometric tests and questionnaires, and skills based evaluation and diagnostic instruments. Stead and Watson (1999) mention that there is a connection between career identity and occupational development, because self-knowledge includes evaluation and assessment of individual abilities, interests and aptitudes.

4.4 External Factors

The fast developing and ever changing demands and requirements of the world of commerce and industry, have brought with it competitive vocational aspirations and demands for the student. The college lecturer therefore needs to be constantly aware of the economic trends and changes of the world of work. The links, collaboration and consultation with commerce and industry provide the college with recent and relevant
developments in the occupational world. Therefore most of the colleges developed a “practice firm”, which is a virtual model of the reality of occupations related to commerce and industry. With job-shadowing and in-service placement it provides for the student at college an opportunity to evaluate his/her skills and competencies in relation to a desired field of occupation. Badway and Grubb (1997) suggest that integrating academic and occupational education broadens occupational education and strengthens its connection to civic goals.

4.5 Further Education and Training Curriculum

Career guidance is infused and integrated into the life skills curriculum at most colleges. The benefit of this is that the student sees the connectedness of learning, training and career outcomes. Law (1999) argues that occupational development and career guidance should be integrated in the curriculum to emphasise the consensus and connections between practice, theory and policy. Copa and Ammentdorp (1997) also accentuate the importance of the integration of education and training at college. Edmonds (1993) and Kennedy (1997) state that students in occupational programmes need more than concrete skills to perform well in the work force. They argue for integrated occupational programmes in further education and training so that students may see the construct of integration. The integration of technical and academic curricula allows students to become more active participants in their vocational development and career exploration.

The NQF structures make it possible for students to enter and exit the college and the workplace at given times (Tables 2.2 and Figure 2.5). This flow of students has brought new demands and skills for career guidance and occupational development, which includes the recognition of prior learning (RPL), up-to-date information on labour forces, indication of over- or under-supply of career opportunities, evaluation of career skills and trends in the world of work. A student resource centre was formed, including technology devices such as computers with e-mail and internet to provide the students with relevant information on careers, bursaries, loans, part-time work opportunities and new trends and developments in the world of work.
The scope of the vocational field has been defined by SAQA into 12 Organising Learning Fields, based on fundamental disciplines and areas of occupation, related to vocational orientations essential to the further development of South Africa. The career fields are all located in the sub-learning fields, which form the basis of the Standard Generating Bodies (SGB’s). The SGB’s are responsible for developing unit standards which form the basis of generating credits to qualify for a career.

4.6 Learnerships

The development of learnerships brings new expectations and demands to the college and the staff. The Skills Development Act has implemented learnerships where the learner can incorporate the educational theory and practical training his/her college curriculum into the world of work. The link between theory and practice brings education and training together. With the role and function of the Department of Labour (1998) in learnerships and the collaboration with commerce and industry, the students can be placed in suitable occupational fields. The Sector Education and Training Authorities (SETA’s) and the Education and Training Quality Assures (ETQA’s) play a very important role in the FET college student's occupational development.

5. LIFE SKILLS AND HEALTH DEVELOPMENT

Life skills programmes develop the students’ competencies and thinking and coping abilities, which improve his/her quality of life. Life skills and health programmes have an adaptation function to enhance the holistic development of the student (Astin, 1999; Hancock, 1998; Louw, 1998). The content of the life skills and health programmes differs according to the needs of the students in their particular college environment. Two central goals are related to the FET system, namely developing people for citizenship through life skills education, and developing skills for employment (Department of Education, 1999c, p. 8). The main findings of the FET colleges reveals the following:
5.1 Further Education and Training Curriculum

The main aim of life skills and health education is to develop and implement preventative and developmental programmes to the students. The Department of Education (1998e) and the Department of Health (2000d) emphasise that life skills and health education are important aspects in the late adolescent student's, personal, social and vocational development. With the ever-changing environment, the economic demands, the fast growing world of work and global competition, the students are faced with ever-increasing new demands, and to withstand this, life skills are essential. The colleges have become empowered to handle their own student and staff problems. Due to the ownership and systematic and effective handling of college-related problems and matters, the morale and motivation of the college as FET institution has increased.

Life skills and health development have been implemented in the general curricula of the colleges. This infusion in the curriculum has made the college staff aware of the needs and demands of the late adolescent student. Training of staff members who are involved in the presentation of the life skills and health programmes at college during normal class activities was done according to the experience, knowledge and skills of the college staff. The critical and developmental learning outcomes are relevant life skills throughout life, developing a career, and academic and employment skills.

5.2 Staff Training

The staff members of the LSDT are not all committed and adequately qualified to manage some of the controversial and sensitive aspects of life skills, for example HIV/AIDS, sexuality, human rights, race relations, drugs, alcohol and conflict management. Because of the enormous responsibility attached to the presentation of life skills, the college staff outsource and contract NGO's and other agencies in the community. This means that the staff do distance themselves from the content and outcomes, which leads to an increase in the lack of understanding and knowing the student and his/her late adolescent developmental needs.
The international shift away from one-to-one interventions and curative measures placed the emphasis on life skills and health education, which focuses on groups of students at learning and training institutions to empower them with the necessary skills and competence to help themselves and each other. Donald, Lazarus and Lolwana (1997) and the NCSNET/NCESS (Department of Education, 1997a) stress the fact that the students should be empowered with a range of strategies to develop effective measures which promote their wellness.

5.3 HIV/AIDS

The study found that young people at FET colleges lack confidence, knowledge and life skills to negotiate sexual issues, contraception, and prevention of infectious sexual diseases and HIV/AIDS. Many adolescents rarely communicate with their parents or other adults about sexual and reproductive health issues. A study by the National Progressive Primary Health Care Network (Department of Health, 2000a) also highlights the lack of proper skills amongst students. Sexuality for adolescents is expressed within the social framework which is often clouded with many other developmental challenges (Erikson, 1993; Gibson and Mitchell, 1995; King, 1994; Louw, 1998; Steinberg, 1993). They found that:

- many young people receive conflicting messages about sex and sexuality
- widely believed myths reinforce negative attitudes about sex and contraceptive use
- most adolescents make decisions about sex in the absence of accurate information
- they have little access to support and development services.

6. INSTITUTIONAL DEVELOPMENT AT FURTHER EDUCATION AND TRAINING COLLEGES

The national policies on student support and development services, as stipulated in the education and training White Papers, and the Further Education and Training Act, bring with them the development, design and implementation of an SSDS for the FET college
student (Department of Education, 1995; 1996e; 1997a; 1998c; 2000c; 2001b). The findings of the institutional development are based on the restructuring and organisational development of the FET colleges.

6.1 Restructuring of Further Education and Training System

The need to restructure the FET system and in particular the technical college sector, is captured in White Paper 4 on Further Education and Training and the Further Education and Training Act, Act No. 98 of 1998 (Department of Education, 1998c). The declaration, merger and closure of the public FET colleges is the initial phase of the overall strategy adopted by the National Department of Education to re-organise and create a vibrant co-ordinated FET system. These strategies include the sharing of resources and joint planning of the provision of student services among providers. One of the stipulations is that a merged college must have student support and development service in place (Department of Education, 2001b). The key to a successful integrated approach to education and training lies at the new FET colleges.

The National Education and Training Forum (NETF, 1993) founding agreement is attributed to the foundation of the integration of education and training systems. The Education Renewal Strategy (ERS) (Department of Education, 1991) advocated three streams – academic, vocational and a vocationally-orientated education and training basis. The National Qualifications Framework (NQF) and the ANC Policy Framework for Education and Training (ANC, 1994) promulgated the national integrated education and training system that will be student centered and achievement driven. The integration of education and training systems is intended to ensure maximum flexibility for horizontal and vertical mobility between levels of the education and training systems. The integrated, community-based approach to support and development reflects a re-orientation of support and development services to a systemic, preventative, health promoting, and community-based partnership approach.
Institutional development highlighted in the White Paper 6 (Department of Education, 2001a) focuses on developing the capacity of FET institutions to recognise and address diversity within the context of social inclusion and to provide a framework for college educational practices that are consistent with the establishment of an inclusive education and training system. The FET system enables students to develop skills in order to understand and integrate all aspects of life, namely the economic, social, political and the psychological, and to create a better future. The FET college system makes provision for the development of self-learning skills, assists the student to make wise and satisfying career choices, and provides learning and training experiences that are self-fulfilling to engender generic knowledge, skills, attitudes and commitment to life-long learning.

The FE' system is a cross-road between general education (GET), higher education (HET), the world of work, the community, and personal life, and provides certificate exits at each of the NQF levels 2, 3 and 4 (Table 2.2 and Figure 2.5). The boundaries between FET, HET and GET become increasingly permeable, and the relationships between all three sub-systems increasingly inter-dependent. The FET college system becomes increasingly central in the achievement of lifelong learning and the development of a learning society. This means that the effective identification of the needs and concerns of the students, workers, employers, unemployed, communities and individuals, is a basic requirement of an effective FET college system.

Further Education and Training College Organisational Development

The present study reveals that there is an urgent need for college development programmes which will equip the lecturers with the necessary knowledge, skills and attitudes to enable them to increase their repertoire of teaching and training practices and their ability to develop a supportive learning college environment. The provincial departments of education through district-based support teams and education and training specialists in the community can provide these programmes to the college.
The integration of education and training in FET colleges brought with it structural changes of the college curricular and theory implementation, which resulted in a re-evaluation of the college mission and vision. The integration of the student into education and training developed the LSDT from a teaching and learning centred approach to a support and development centred approach. The LSDT have developed collaborative consultation skills which have enabled them to be pro-active and creative in their teaching and learning experiences with the students and between themselves and the college, which initiated college organisational development.

The college systems finds itself between three structures: higher education on the upper side, schools on the lower side, and surrounded by commerce and industry (Figure 2.3). The college is therefore the transportability system for the student, from school to education and training for an occupation in the community and/or for further study at higher education institutions.

In this study the college council, management and staff adopted a collaborative responsibility for implementing and developing an SSDS at the FET College. The consultative, preventative and developmental support approach adopted was a departure from the individual student problem-based approach to a whole college development approach. This included the empowerment and skills training of the LSDT staff and the sharing of student responsibilities within the whole college. The establishment of the LSDT influenced the administrators and management to evaluate the college short, medium and long term planning and to set realistic goals for college systemic organisational development.

The role of the student support and development services therefore become vital in the curriculum development of programmes and in assisting and supporting the college staff, management and college community in establishing the SSDS. The college develops guidelines, policies and comprehensive strategies to address priority issues such as HIV/AIDS, life skills, learning support and career skills development.
**Student facilities**, for example the library, resources and recreational facilities, cultural activities, the cafeteria, and sport facilities were developed at the college to cater for all the FET college needs. In some colleges the physical environment is made accessible to students who experience barriers to education and training particularly those with physical disabilities.

The *NQF structure* enables more individuals to have access to FET educational and training. The FET college system has to accommodate them, which also involves providing support and development opportunities for them.

The transformation of the college to a learning and training FET organisation resulted in an effective *networking system* with external suppliers, commerce, industry, NGO's and community organisations. The study shows that an inter-dependency has developed between the college system and the world of work. Parents and guardians are drawn into the college milieu and become involved with the students' academic, career and personal development.

The *implementation* of the SSDS and the establishment of the *LSDT* have revealed certain realities about the FET college system as a whole. With the planning, design and implementation of the SSDS the colleges where forced to change in every aspect of being an FET learning organisation. The LSDT structure assists with the whole college development. The members of the LSDT initiate change at the college because they have been empowered to be pro-active and creative.

### 7. LECTURER SUPPORT AND DEVELOPMENT TEAM

The establishment of LSDT at the FET colleges is based on the following *principles* to ensure a comprehensive student support and development service to the student and the college staff. These principles are based on the work of Chalfant (1989), Hargreaves and Fullan (1992), and Creese, Daniels and Norwich (1997). White Paper 6 and the NCSNET/NCESS Report (Department of Education, 2001a; 1997a) emphasise the
establishment of institutional based support teams at learning sites. The above policy and research reflect the following:

- a holistic and integrated approach which includes the social, emotional, cognitive, psychological and physical dimensions of the adolescent student
- a needs-driven approach which is based on the students’ educational, occupational and life skills and requirements

- preventative programmes to counter the development of destructive measures
- networking, consultation and collaborative sharing of student programmes
- a multi-disciplinary approach which includes all relevant role-players
- focus on promoting problem-solving assistance, conflict resolution and self-regulating programmes
- support and development of each team member.

The findings of the LSDT are based on the implementation, staff training, external support and effects of the LSDT on the FET colleges.

7.1 Implementation of Lecturer Support and Development Team

The implementation of the LSDT was based on the systemic development principles of a learning organisation. With the continuous evaluation of the college and community environment and regular needs-assessments of students, the college LSDT stayed in contact with the changes and development of the world of work. French and Bell (1995) highlight the importance of organisational development to accommodate staff and college management renewal. The LSDT can assist the college to strengthen it’s reflective skills amongst the staff, empower the staff to manage their own affairs, to cope with internal and external change, and to deal with the constant changing context of education and training, and the environment and economics of the country.

In the design and establishment of the LSDTs in this study all relevant role players were involved, namely education department officials, district support team members, subject
advisory services, curriculum developers, district education support services centre staff (school clinic members), community support organisations, college staff members, college council members and student representative council members (Table 5.3.12). The setting up of the LSDT depends on clear and detailed communication and negotiation between the external and internal role players for the design, developmental ideas and training resources (Figure 7.1).

The LSDT at the colleges were developed as integrated community based support and development systems. The expertise of community support and development agencies, such as universities, and departments of labour, welfare, health and police were used in this respect. The focus and aim was to broaden the support and development base, to render additional support and development, to deliver preventative and developmental programmes and to be a part of the multi-disciplinary approach in the SSDS. Bridges and Husbands (1996) and Coleman (1998) see networking, collaboration and consultation of external support services as essential in the establishing of staff support and development teams (Figure 7.1).

The staff members at the college need a formal internal structured team mechanism, such as the LSDT, to be supportive of them, and to be successful in facing the challenges of change in the FET education and training system (Figure 7.1). Bush and Middlewood (1997) and Harris, Bennett and Preddy (1998) highlight that a team must be a group of people that share the same set of goals, aspirations and motivation to succeed.

Figure 7.1 INTEGRATION OF INTERNAL AND EXTERNAL SUPPORT AND DEVELOPMENT SERVICES
According to Figure 7.1 the LSDT comprises an external and internal support and development structure, and has a fundamental or core function and three sub-functions:

- The *external structure* (B), the community, includes support and development services, such as the provincial Department of Education, the departments of labour, health and welfare, universities and NGO’s.
- The *internal structure* (A), with the core function to co-ordinate support and develop the interaction of the student, lecturer and college. The three sub-functions include:
  - Lecturer and Student. The support and development function between the lecturer and the student.
  - Student and College. The support and development function between student and the college
  - College and Lecturer. The support and development function between the college and lecturer.

**Staff Training**

The staff members of the LSDT were *trained* in basic support and development aspects e.g. preventative measures, developmental programmes, academic support, social support, emotional support, career guidance, and disability awareness. The *functions* of the LSDT members as facilitators to the college staff members are important because these form a structure and forum for the college staff to collaborate, develop and support each other around communal interests. The staff was used as a “first-aid” in the student support and development services in relation to the following:

- assisting students during admission with relevant information
- assisting in student orientation and adaptation during the first few months
- helping in seeing the students through the first few months of college with academic adjustment and social integration problems
• providing information on occupation-related optional courses and specialised courses and subjects
• helping in part-time job and job shadowing applications
• referring and follow-up procedures to counselling and guidance specialists in the community
• providing life skills coping strategies and health education information.

The *members* of the LSDT in this study consist of college lecturers and college administration staff members. Both play an inter-linking role and complement each others’ roles. The time the students spend at the FET colleges differs, from a relatively short period of 3 months to a maximum of 3 years. This in itself represents a unique and diverse function of the members of LSDT. The students need to be in regular contact with both role players. The interrelating and complementary function of the LSDT is ensured through scheduled meetings between the college staff, LSDT staff members, administration staff, and the student representative council (SRC). The link between the SRC and the LSDT is a structured and open communication channel. The SRC members act as peer-helpers, and form an initial screening and referral system of student problems for consultation with LSDT members.

7.2 External Support

*Networking* with commerce and industry and other relevant labour market agencies is of the utmost importance because they provide in the students’ occupational needs at the FET college: The link between education and training is formally constituted through this collaborative partnership with the LSDT members. The members of this collaborative and consultation team consist of college staff, commerce, industry, the Department of Labour, the sector education and training authorities (SETA’s) and other relevant community agencies.
7.3 Inclusive Education and Training

With the implementation of inclusive education and training principles and concepts the college staff members come into contact with new and uncertain demands and needs of students with diverse needs and barriers to training and development. The members of the LSDT in this study were not all able to assist, train and empower the college staff with the necessary skills and knowledge to be able to provide specialist functions to the students who experience barriers to education and training.

7.4 Positive and Negative Effects of Lecturer Support and Development Team

The establishment of the LSDT had the following positive and negative influence on the college staff members, students and college system.

- New skills and competencies are developed by the members of the LSDT and they are able to evaluate their own growth and development. A training plan and a continuous improvement training strategy for the members of LSDT can be formally planned and implemented.
- The LSDT provides a forum for staff where it develops interpersonal and consultative skills, to share knowledge, skills, and expertise and to express and receive collegial and emotional support. Staff members form a core team with generalist functions, such as co-ordination, administration and referral functions. A specialist team is formed with their own specialist functions, such as listening skills, career information, vocational exploration, learning assistance and networking development with partnerships in the communities, NGO’s, CBO’s, commerce, industry, and private service providers.

Sometimes the students were not committed to bringing their personal problems to the staff. They felt uncertain whether the LSDT staff were capable of handling their needs, because the staff are not specialists in assisting, counseling and guidance.

- The staff members felt overwhelmed because of not having enough time to give to the LSDT. With the short time students spend at college (3 months) the staff could
often not find enough time to get to know the student. Too much time was spent on the academic and practical development of the students and not on their personal, emotional, social and psychological development.

- There were not enough skilled people on the staff to fulfil the specific and specialised tasks of support and development of the student. Their coping skills, problem-solving strategies and specialist academic, learning and training skills were not sufficiently developed. The staff see it as a specialised function which must be done by the specialised support structure of the district support services of the Department of Education.

- Lack of financial support, and insufficient training and development from the officials of the provincial Department of Education cause problems in the establishment and management of the SSDS.

8. SUMMARY

In summary, the findings of the research revealed the following:

College students need counselling because the FET student is in a transition period from school, into the college, towards the world of work. These counselling services are not only to help the students who experience barriers in academic, learning, social, emotional, adjustment or career exploration. All students need counselling. The main focus, therefore is on preventative, pro-active and developmental programmes. The drop-out and retention factors require that student counselling services be preventative with a focus on early intervention strategies. Consultation and collaboration with community agencies increase and broadens the services to address the students’ counselling needs.

The different methods, techniques and approaches to student counselling that the college LSDT staff use, differ according to the staff allocation at the college, their specialist training, referral options in their community network, availability of specialists from the district-based education support centre, the type of problem the student presents with, and the needs of the student community.
The students' educational backgrounds reveal different needs which are the main reasons for academic development and support for the students. The college questionnaire shows that students lacking in communication skills, language proficiency, reading and writing skills, and numerical concepts have problems understanding, and that these students' inability constitute a stumbling block in their academic progress at college. Creating academic and training bridging programmes provides a unique opportunity for reconciling the curriculum with student cognitive, emotional and social development.

The college learning programmes provide an integrated approach to education and training, which enables students to learn what they want, when they want and in the form they want. Additional academic development, learning support and training assistance such as library assistance and computer-learning support material, are not provided or not sufficient. The interlinking of teaching, learning, training and assessment in outcomes-based education and training, continuous evaluation, and monitoring of the students' progress, has helped the staff to be more student-centred and focused. The inclusive education and training system (White Paper 6 on Special Needs Department of Education, 2001a) is congruent with OBE principles (Department of Education, 2000d): all students can learn and succeed, but not all in the same time or in the same way.

The lack of career guidance causes the FET student to enroll in the wrong courses and subjects at college. The fast-developing and ever-changing demands and requirements of the world of commerce and industry, have brought with them competitive vocational aspirations and demands for the student. The college lecturer therefore needs to be constantly aware of the economic trends and changes in the world of work. The NQF structures make it possible for students to enter and exit the college and the workplace at given times. The Skills Development Act has implemented learnerships where the learner can incorporate the educational theory and practical training of his/her college curriculum into the world of work.

Life skills and health programmes have an adaptation function to enhance the holistic development of the student. The staff members of the LSDT are not all committed or
adequately qualified to manage some of the controversial and sensitive aspects of life skills, for example HIV/AIDS, sexuality, human rights, race relations, drugs, alcohol and conflict management.

The key to a successful integrated approach to education and training lies at the FET colleges institutional development. The declaration, merger and closure of the public FET colleges is the initial phase of the overall strategy adopted by the national Department of Education to re-organise and create a vibrant co-ordinated FET system. These strategies include the sharing of resources and joint planning of the provision of student services among providers. One of the stipulations is that a merged college must have student support and development service in place (Department of Education, 2001b).

Institutional development highlighted in the White Paper 6 (Department of Education 2001a) focuses on developing the capacity of FET institutions to recognise and address diversity within the context of social inclusion and to provide a framework for college educational practices that are consistent with the establishment of an inclusive education and training system. Student facilities, for example: the library, resources and recreational facilities, cultural activities, the cafeteria, and sport facilities, were developed at the college to cater for all the FET college needs.

In the design and establishment of the lecturer support and development team (LSDT) in this study, all relevant role players were involved, namely education department officials, district support team members, subject advisory services, curriculum developers, district education support services centre staff (school clinic members), community support organisations, college staff members, college council members and student representative council members.

The LSDT staff were used in the student support and development services to assist students during admission with relevant information, in orientation and adaptation with academic adjustment and social integration problems, providing information on occupation-related optional courses and specialised courses and subjects, helping in part—
time job and job-shadowing applications, referring and follow-up procedures to
counselling and guidance specialists in the community and providing life skills, coping
strategies and health education information.

In Chapter 7 the conclusions arising are discussed, and recommendation for further study
are listed. In conclusion the chapter deals with the limitations of the study.
CHAPTER 7: CONCLUSION AND RECOMMENDATIONS

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CHAPTER 7: CONCLUSION AND RECOMMENDATIONS

1. INTRODUCTION

The overall conclusion that is drawn from the study is that the lecturers of the college are able to provide a student support and development service to the FET college students. This conclusion is based on the findings of the evaluation of the SSDS programmes: the student counselling services, academic development and learning support, career guidance and occupational development, life skills and health development, institutional development, and lecturer support and development team (LSDT).

2. SUMMARY OF THE PROJECT

The project consisted of three main sections. The design phase included the planning of a training programme for the LSDT staff members at the FET colleges, based on the pilot study and the data of the college and student questionnaires. The establishment phase included the setting up of the LSDT at the FET colleges. The evaluation phase consisted of an initial evaluation of the SSDS after the first year of implementation at the FET colleges, and then a second year evaluation of the LSDT functions at the FET colleges (Table 1.1 and Figure 4.1).

2.1 Designing Phase

This phase comprised the following:

- A general idea was formed from a vision for a student support and development service at the Further Education and Training (FET) colleges, drawn from recent policy developments in South Africa.
- The need for a student support and development service at the college was formulated.
- The outcome, and benefit to the students of a SSDS was formulated.
- A literature review was done with a view to similarities, comparisons, ideas, models, and procedures for a college SSDS.
- A pilot study was initiated.
- A needs analysis was done at eight colleges of the Western Cape Education Department.
- The findings were analysed, conclusions were drawn, and a report for the WCED and Provincial Education and Training Forum (PETF) was compiled.
- The strategy for the development of an SSDS was refined and implementation plans were compiled.

2.2 Implementation Phase

This phase comprised the following:

- Two questionnaires incorporating a college and student needs analysis were constructed.
- Implementation of the questionnaires was done on a sample population of 58 colleges and 2175 students; data were collected, recorded, processed and analysed.
- The design of a training curriculum was based on the findings of the questionnaires. The policy proposals of the FET White paper 4 (Department of Education, 1998c) and the NCSNET/NCESS report (Department of Education, 1997a) influenced construction of the training manual.
- The training of the staff members in the lecturer support and development team (LSDT) covered the different student support and development services (SSDS), student counselling skills, academic development and learning support, occupational development and career guidance, life skills and health development and practical guidelines for implementing a lecturer support and development team at the college.
- The implementation phase involved the college institutional development through the staff development programmes.
• The training was done by the researcher and members of the district education support services center (school clinic), staff of the WCED, and members of the National Access Consortium.

2.3 Evaluation Phase

This phase comprised the following:

• After the training and implementation phase the colleges were visited to acquaint the researchers with the conditions at each FET College.

• Follow-up visits and individual training of LSDT members was done at each college.

• An end-of-year evaluation was done on the SSDS at the 18 FET colleges of the WCED. The purpose of the initial evaluation phase was to assess the effectiveness of the programme, and iron out problems.

• Follow-up training was done according to the findings of the initial evaluation. Follow-up visits and individual training, consultation and planning was done throughout the second year.

• A final evaluation was done through interviewing the members of lecturer support and development teams and the principals at the FET colleges.

• Conclusions and recommendations were drawn out of the findings of the establishment of the LSDT and the implementation of the SSDS at the FET colleges.

The SSDS at each of the 18 FET colleges included four main student services: student counselling services, academic development and learning support, career guidance and occupational development, and life skills and health development.

The student counselling services are rendering a comprehensive student service as they are covering the holistic developmental aspects of the student in relation to his/her social, emotional, physical and cognitive dimensions.
The academic development and learning support component is aimed at students who enter the FET sector with inadequate schooling, education and training. Orientation programmes assist students to bridge the gap between schooling and FET education and training. Bridging programmes and remedial programmes are offered to some students to compensate for their academic backlog and to accelerate their education and training up to a desired level for FET. Learning support is targeted at students with learning, reading, writing and numerical problems. Students who experience academic, training and developmental barriers often demonstrate psycho-social problems, poor motivation, no goal or direction and a low self-efficiency. Much time is spent with these students individually and in class.

The inclusive education and training is about acknowledging that all students can learn and be trained at FET colleges. An inclusive college should ensure that structures and learning and training methodologies meet the needs of all students. The development and support mechanisms should offer assistance to students, and are structured and set up in the SSDS through the training and empowerment of the staff of the LSDT.

Life skills and health education include the development of the students’ physical, psychological, social and cognitive well-being. HIV/AIDS prevention strategies, education and preventative measures are among the highest priorities at FET colleges. Life skills and health education, which includes HIV/AIDS, are infused in the class education and training curriculum of the colleges to ensure that all students are exposed to this indispensable knowledge, and to educate and empower them with skills for life and the world of work.

Career guidance and occupational development is aimed at helping the students who enter the college to make informed and meaningful subject and course decisions which will enable them to find a suitable occupation in the world of work. Occupational development is about keeping abreast with the fast and ever changing demands of the world of commerce and industry. Learnerships have been introduced as a way of
equipping students with the appropriate knowledge and skills for a career. This in itself has brought changes to the FET college structure and the ways of offering education and training to students.

The student support and development services at the colleges were delivered to the students via the lecturer support and development team (LSDT). The LSDT at the colleges were developed as an internal support mechanism and as an external integrated community-based support and development systems. The expertise of the provincial education department, district support team members, subject advisory services, curriculum developers, district education support services centre staff (school clinic members) formed the internal support structure.

The community support organisations, college staff members, college council members community support and development agencies, such as universities, and departments of labour, welfare, health and police were used as the external support mechanism. The focus and aim of these structures was to broaden the support and development base, to render additional support and development, to deliver preventative and developmental programmes and to be a part of the multi-disciplinary approach in the SSDS.

The integration of education and training in FET colleges brought with it structural changes to the college as FET institution, which resulted in a re-evaluation of the college mission and vision. The staff at the college developed a learning centered approach, collaborative consultation and community networking skills which have enabled them to be pro-active and creative in their teaching and learning experiences with the students and between themselves and the college, which initiated college organisational development.

In conclusion, the main findings of the study fulfilled the research aims in that the design and implementation of the student support and development programmes and the establishment of the lecturer support and development team at the FET colleges provide a service to the students, staff and college as institution which was not delivered or maintained previously.
3. RECOMMENDATIONS

These recommendations are concentrated around the establishment of the LSDT and implementation of the SSDS at the FET colleges, and can be divided into the following components: the student counselling services, academic development and learning support, occupational development and career guidance, life skills and health education programmes, and institutional development of the FET college organisational system.

3.1 Student Counselling Services

The student counselling services could be seen as a “first-aid” or initial screening of students reporting for assistance, advice, consultation, referrals, information, counselling and guidance. The assessment and evaluation of the presenting problem must be done unbiasedly, unconditionally, empathically, and scientifically, and must be supported by the best technological equipment available. If psychometric and edumetric testing and questionnaires are used, the instruments must be valid, reliable, fair and suitable for the purpose they are intend for. The lecturer must also have the necessary training and experience in administrating these instruments.

Counselling Skills

Student counselling at FET colleges will vary from college to college depending on the nature of the institutional environment as well as the number of qualified lecturers involved in the LSDT, and the community network and district-based education support centre personnel available. There are, however, basic student counselling competencies which will be important and critical to ensure a sufficient and effective student counselling service. A core competency and basic listening skills must be ensured at each college.
Networking

The college must combine personalised advice-giving, intrusive counselling, mentoring and tutoring to provide a college network of activities to support and develop students. The students’ reason for attending the college must be operationalized into a purpose of success. The college LSDT staff can use this principle and objective to tailor their student counselling services to the needs of the individual as well as groups.

3.1.3 Transition Period

The student counselling services must support the students through this major transition period: into the FET college for education and training; through their collegiate life; and finally, from further education and training into higher education or into a workplace and a career. The transition process must focus on the management of the learning and training environment to enhance the educational process in and out of the classroom, as well as the development of the student holistically.

Holistic and Comprehensive Services

The student counselling services must focus on the holistic development of the students. Holistic student development includes the intellectual, emotional, educational, spiritual and physical levels. The student’s talent and potential should be mobilised through lifelong learning and training to contribute to the social, economic, cultural, and intellectual life of the rapidly changing society. The career, employability and entrepreneurial skills of the students are essential ingredients in this process.

Stages in Counselling

Certain stages in student counselling are recommended. These can be assessed at the college SSDS which are rendered as counselling functions of the LSDT, namely:
- All students must have an opportunity to discuss normal problems in discussion groups, perhaps in general class groups taken by a majority of college staff, or individually by members of the staff working as members of the LSDT, or perhaps in short courses and programmes offered to all students by selected staff.

- Personal or group counselling and guidance can follow from this with students seeking help from any of the LSDT staff they know and trust or using a voluntary LSDT task team which is available and trained in the appropriate helping, assisting and counselling skills.

- A small group of two or three LSDT members with specialist counselling and guidance training and who have time allocated for support, development and consultation work; or a specialist from the district support centre can act as a further referral point. They can evaluate the presenting problem, offer specialist assistance, or refer to a specialist in the community network system for specialist counselling, guidance or psychotherapy.

3.1.6 Needs Assessment and Training

Needs assessment and training should be integrated. Needs assessment as a function of the student counselling services must focus on all aspects of the needs of the students. The training and development of the lecturer must be evaluated continuously to remain in contact with the established needs. These findings must be integrated in the learning and training programmes of the students to be infused into the main curriculum, mission and goals of the FET college. The staff should conduct research into the needs of the world of commerce and industry, and with its co-operation and assistance track student progress in their occupational fields.

3.2 Academic Development and Learning Support

Future FET academic development programmes must be improved and remain in touch with the fast-developing international technological and institutional trends. Programmatic strategies should be devised to maximise student contact with peers,
faculty members, LSDT members, departmental mediators and specialists in the community. Student interaction with the college environment must provide a better understanding of this approach to education and training at the FET college.

3.2.1 **Student Goals**

Student goal attainment, and the strategies needed to meet the goals of the college, must be continually measured and monitored for the college to have a clear picture of its impact on the student body and the community in which it resides. This requires that all college personnel and the institution’s internal and external resources work together to monitor and promote student success.

3.2.2 **Learning and Training**

The FET college needs deliberately to identify learning and training goals, and assess students’ capabilities relating to the mission and objectives of the college. The lecturer must offer a developmentally oriented process through which to meet the college needs and provide educational support to students to meet their education and training goals. Academic development and learning support should not only address the needs of students, but should also address staff development needs. Lecturers need to be supported and developed to enable them to become active participants in the academic development process of the college. Staff development needs to link with curriculum development. Educational programmes should support staff re-tooling at all levels and promote a focus on capacity, skills and a work culture.

3.2.3 **Accessibility**

The NQF is seen as an opportunity, not only for establishing outcome-based education as a formal system, but also for revisiting the whole question of the FET curriculum and its broad objectives. The NQF structures also make it possible for students to enter and exit the FET college at various times (Table 2.2). These multiple opportunities make it
essential for assessment, evaluation and recognition of prior learning and training (RPL) interventions. Student academic and training development depends on the accurate and appropriate placing of the students after RPL.

**Outcomes-Based Education and Training**

The education and training approach highlights the accountability of the staff to develop the students' education and training prospects at the FET college. Outcomes-based education and training at FET colleges must be process-orientated, acknowledging students' needs and the need to deal with them holistically in order to achieve the goals of an inclusive education and training system. The FET college curriculum and learning programmes must be developed for the following reasons:

- the development of a language policy and practice to ensure that the medium of instruction is responsive to the diverse needs, including those of the deaf and blind, of students who require augmentative and alternative methods of communication, and who struggle to learn and train through a second or third language;
- the development of essential devices for those who require them in order to engage successfully in the teaching, training and learning process.

**Inclusive Education and Training**

The emphasis on inclusive education and training should lead to methodological shifts and to the emergence of new classroom and training practices. The assessment of the students must accord with that of the Education and Training Quality Assures (ETQA's) to ensure a uniform standard of evaluation and progress. The implications of White Paper 6, Inclusive Education and Training (Department of Education, 2001a) will have an enormous impact on the FET colleges, namely:

- the policy provides a clear signal of the need to transform the FET college system
- orientation of all FET colleges towards inclusiveness
- the integration of students who experience mild to moderate barriers to education, training and development

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• curriculum development, learning programmes, assessment, quality assurance, and intervention strategies
• multi-level classroom and training sector instruction
• human resource development and training for the classroom educators, training practitioners, college management, and college council members
• incidence and impact of HIV/AIDS and other infectious diseases
• funding strategy for the colleges to accommodate the inclusiveness strategies
• development of institutional level support teams to provide student, educator and system support and development
• establishment of community-based support systems
• the designation and establishment of a full service FET college as an educational and training institution.

The FET college learning programmes must make the link between the OBE’s principles and the basic concepts and underlining philosophy of inclusive education and training. These matching components are as follows: all students can learn; all students have a need for support and development; change attitudes, behaviour, teaching and training methods to accommodate the different needs of all students; acknowledge and respect the differences between students; empower students by developing individual strengths and enabling them to participate critically in the process of learning and training and the application of programmes to uncover and minimise the barriers to learning and development.

White Paper 6 on Inclusive Education and Training (Department of Education, 2001a, p.19,) propose a full-service FET college which will include orientation and training in new roles focusing on multi-level lecture room and practical instruction, co-operative learning and training, and the development of students’ strengths, competencies, skills and knowledge, rather than focusing only on their barriers to education, training and development.
Addressing Barriers to Learning and Development

Academic support and development systems for students experiencing barriers to learning, training and development should be made available to students who need additional support. Integration of students will ensure inclusion of students who experience barriers to education and training in the FET sector. Appropriate provision should also be made for students who need to use equipment that have been adapted to allow access to practical activities within learning and training sites, such as means of communication other than speech. These include computers, technological aids, sign language, symbols, and non-sighted methods of reading, and any other non-visual or non-aural ways of acquiring information.

Academic Programmes

The implementation of a comprehensive and ongoing first-time enrolment orientation programme must emphasize attitudinal, motivational, career and effective education and training features, which will better integrate these students into the FET college environment. When first enrolling, students should be provided with greater exposure to senior students, especially those who could serve as models, peer-mediators, and peer tutors. Orientation courses, bridging programmes and outreach programmes with commerce and industry and Sector Education and Training Authorities (SETA’s) must aim to introduce the students to the culture of the FET college life.

Student academic orientation and effective learning support and educational programmes are the best independent variables for predicting students' success at the college. The role of the LSDT personnel and the scope of support and development services for students following enrolment is of primary importance in the retention of the underprepared students. This study suggests that preventative support and development services should be implemented to reduce attrition, especially in the first and second semesters. An early
alert monitoring system to identify and evaluate academic and learning barriers in the classroom should be developed.

At-risk students should be identified early, and first-time students’ probationary status should be well known to departmental staff members, LSDT and administration and financial aid staff. An exit interview and follow-up questionnaire should be mandatory for transfer students and students who withdraw or drop out of the college.

### 3.2.8 Development of Students

Theories concerning cognitive and other development of students and adolescents can help SSDS staff to understand how students view situations they are experiencing, and provide guidance about how to communicate effectively with students. Knowing that students interpret their experiences differently, depending on their level of intellectual development, will help LSDT staff to understand the variations in feedback they receive from students about learning and training activities in the classes, and will assist them in advising and assisting students about available options regarding academic educational development.

In conclusion, student support and development services have traditionally functioned separately from academic development facilities. In an inclusive college setting this is no longer a viable model. If student success is to be understood and achieved, it is essential that academic development and support foster a holistic, inclusive and comprehensive educational FET environment in which students can excel and fully develop academic and training opportunities.

### 3.3 Occupational Development and Career Guidance

The new work ethic for the 21st century will be self-development and the goal of career guidance will shift from supporting careerism to fostering self-affirmation and improved decision-making for life-long occupational development. Students will be more critical
and informed of the economic growth of the country and career prospects, becoming more self-realised and more autonomous. FET college students will need to be encouraged to make a commitment to their culture and community as well as to learn to develop their values, attitudes and beliefs in relation to their occupation.

3.3.1 Transition to Work

All young people at college should be prepared for a working life in which they will change skills and occupations several times. Thus they need, above all, an understanding that learning is a continuous process and that they need the broadest possible educational and training base to enable them to tackle problems in the future, which cannot be identified or defined today. The most significant challenges that career guidance and occupational development in colleges are facing is to focus on three major areas of change, namely: in the economic situation, in the nature of work itself, and in the society in general.

3.3.2 Learnerships

The introduction of learnerships brings education and training and the students’ practical and theoretical education in line with each other. The students must be in contact with new technological and scientific developments and demands, and must be aware of supply and demand in the world of work. The students must spend the prescribed time at the practical training workplace to ensure that they are equipped and suited for their chosen occupations.

Learnerships also act as vehicles for transforming learning in the workplace, because the students must comply with minimum quality learning standards which are directly linked to the NQF. This means that students can achieve qualifications within the education and training system through spending time at the FET college and the workplace, which will enable them to move into the world-of work with more competencies, skills and knowledge.
3.3.3 South African Qualification Authority Approaches and Principles

Career guidance needs to be structured around the South African Qualification Authority (SAQA) approaches and principles, e.g. National Qualification Framework (NQF) structures, National Standards Bodies (NSB’s), Standard Generating Bodies (SGB’s) and Sector Education and Training Authority (SETA’s), because of the availability of training opportunities in commerce and industry. The quality of the education and training is assured by the Education and Training Quality Assures (ETQA’s) which ensures effective and efficient education, learning and training at the FET college and at the workplace.

Quality Management and Assessment

Quality management and assessment must be assured in the vocational system. The FET college must be able to provide education and training for the small and medium enterprises who do not have the infrastructure or administrative resources to implement practical and theoretical education and training. The opportunity to collaborate with other providers of education and training in the FET training field and workplace, ensures competency-based education and training, and compliance with the NQF requirements.

Psychometric Evaluation

Psychometric and occupation-related testing and assessment procedures must be conducted as needed to enable the students to develop self-understanding and decision-making. This will enable them to determine the most cost-effective intervention strategies possible within the limits of available resources. Unbiased and scientific testing and assessment methods must be assured at all times.
**Infusion in the Curriculum**

Occupational development and career guidance can only be effectively and efficiently delivered to all the students if the contents of the occupational and career development and guidance are infused in the core or elective learning programmes of all students. This necessitates that all staff must be trained and equipped in the necessary career and occupational related skills, knowledge and competencies.

### 3.4 Life Skills and Health Education

The central role of life skills and health education is to promote the wellness of all the students and staff of the FET college. Specific goals and actions need to be identified around this fundamental learning area, located within the new outcomes-based education framework. Specific national and local priorities relating to student, staff and college wellness need to be identified to ensure that they are effectively pursued. This includes addressing eg. the HIV/AIDS pandemic, various forms of substance abuse problems, and confronting the various forms of violence in and around the college.

#### HIV/AIDS Education

The HIV/AIDS education is among the most important aspects of the SSDS which must be given the correct and full support of the college staff, management, community resources, education departmental officials and all relevant role players. The late adolescent students at FET colleges are among the most vulnerable and exposed groups of people in the post-secondary sector, and need all the education and training of the most scientific AIDS/HIV programmes available. The staff members of the FET college should all be exposed to the programmes and should receive all the relevant training in presenting these programmes to the students.
3.4.2 College Curriculum

Life skills and health education should be based on critical student, staff and college institutional values, beliefs, missions and goals. The following can be included in the curriculum: human dignity, diversity, inclusiveness, a global view of citizenship, ethical living, religious rights, participation in one’s own development, and building of a knowledge and skills portfolio and activities to be involved and participate in community development and upliftment of the underprivileged.

3.4.3 Training of Staff

The development of life skills and health education programmes and materials should be undertaken by appropriately trained personnel. Staff who have been trained in guidance and counselling should undergo appropriate orientation and training to ensure a comprehensive approach to life skills and health education. The training of lecturers with specialised competencies in life skills and health education must develop appropriate programmes in life skills and health education for the FET college students. The long-term goal should be to train all college staff to facilitate life skills and health education. The study reveals that there is an urgent need for provincial education departments to provide, through district-based education support teams and educational institutions, educator development programmes which will equip our lecturers with the necessary knowledge, skills and attitudes to enable them to increase their repertoire of education and training practices and their ability to develop a supportive environment.

In summary, Table 7.1 explains the recommended SSDS structure at an FET college. The SSDS consist of four main components: student counselling services, academic development and learning support, occupational development and career guidance, and life skills and health education. Each of the components represents the four different SSDS programmes. The four components consists of the specific specialist services, functions and programmes that are related to each component. The services of the four programmes are managed by the members of the LSDT. The functions of each
component will differ according to the training, availability, knowledge and skills of the staff at the FET college, community representation and specialisation, provincial education department officials, university and technicon representation, and NGO's and private support and development organisations.

Table 7.1  
**STUDENT SUPPORT AND DEVELOPMENT CENTRE**

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<td><strong>STUDENT COUNSELLING</strong></td>
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<td>Orientation services</td>
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<td>Hostel/boarding placement</td>
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<td>Recruitment of students</td>
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<td>Individual and Group counselling</td>
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<td>Community/Family counselling</td>
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<td>Co-ordination of peer counselling</td>
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<td>Legal aid</td>
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<td>Student Representative Council (SRC)</td>
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<td>Staff Assistance management</td>
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<td>Psychometric and Edumetric testing</td>
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<th>CAREER GUIDANCE AND OCCUPATIONAL DEVELOPMENT</th>
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<td>Development of student programmes</td>
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<td>Life skills training</td>
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<td>Health services</td>
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<th>LIFE SKILLS HEALTH AND EDUCATION</th>
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<td>Learning support</td>
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<td>Study skills</td>
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<td>Computer assistance</td>
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<td>Co-operative education</td>
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<td>Drop-out prevention</td>
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<td>Identification of high-risk students</td>
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<td>Assistance to students who experience barriers to education and training</td>
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<td>Library assistance</td>
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<td>Teaching assistance</td>
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FET College Institutional Development

The recommendations which relate to the FET college systems and organisational development are based on the findings of the questionnaires, the policy guidelines, literature, and visits to the FET colleges.

Institutional Mission and Vision.

The college SSDS must have a clear purpose which is consistent with the college’s institutional mission and vision. The mission, vision, culture and structure of a college must undergo a paradigm shift to include SSDS to the students, staff and college. Once that shift is made, everything has the potential for change. In order to support and develop a coherent, co-ordinated and responsive FET system, institutional capacity will have to be developed, organisational student cultures must be transformed, systematic change must be promoted and staff and management development will have to be promoted.

Student Support and Development Services (SSDS) Programmes.

A full and comprehensive range of student support and development services will ensure that the students and the college as institution will benefit from SSDS programmes. The SSDS programmes must develop processes that encourage student association and involvement with the college system as a whole. Programmes must be in place to encourage and assist in creating opportunities for student, faculty, and other staff interaction both in and outside the classroom. The SSDS programmes must promote student, staff and college system interaction and involvement with all aspects of further education and training. These programmes must encourage participation in the development of processes that assure student competence in developing and maintaining students to transfer from and between the different educational settings and the world of work. Prescribed programmes that assure student competence in specified academic, life skills areas and career development must be developed in conjunction with LSDT staff, other FET colleges, secondary schools, technicons, universities, commerce and industry
and SETA’s. With the clustering of the FET colleges, it provides a structured way to cooperation and mutual assistance.

**Empowering of Staff**

The LSDT staff can have an empowering effect on the college as institution. The aims of the SDT determine priorities, reflect values and core beliefs, and inspire commitment amongst the staff. A clear sense of mission must be conveyed to instructional colleagues, whose support is critical, and to students, who often express uncertainty about what happens in college student support development services. The college management at the FET college is a system that can change to accommodate and predict the effect of various programmes and activities. This will enable the college LSDT and management to predict and view their efforts within the context of global efforts and better understand the importance of their specific student support and development roles in the college as an FET institution.

### 3.6 Lecturer Support and Development Team (LSDT)

The recommendations of the LSDT can be seen as the vehicle for delivering the relevant services. The success, efficiency and effectiveness of the staff functions in the LSDT are of the utmost importance to ensure that the students, staff and college receive these indispensable services.

**Institutional-level Support Team**

White Paper 6 on Inclusive Education and Training (Department of Education, 2001a) proposes an institutional-level support team, and the present study echoes that recommendation. The primary function of these teams will be to put in place properly coordinated student support and development services that support learning, training and teaching processes by identifying and addressing student, educator and institutional
needs. The FET college institutions should strengthen these teams with expertise from the local community, district support teams and higher education institutions.

**Student Profile**

The student profile must form the foundation for the adoption or development of a model or theoretical frame of reference that must be used to structure the LSDT programmes. The students are the main stakeholders and the reason for the existence of FET colleges. The staff need to have a thorough knowledge of the composition and characteristics of the student population, their diverse needs, their expectations and desires, their bio-psycho-social development, behaviour, motivation, and educational and training goals and aspirations. This will enable the LSDT staff to develop and administer appropriate programmes to promote successful student graduation and increased output in further education and training.

**Core and Specialist Teams**

A core team of the LSDT can be strengthened through the implementation and establishment of specialist teams, for instance a behavior, language and communications, and networking, consultation and collaboration team. The composition of these teams depends on the needs of the college and the availability of specialists amongst the staff at the college (Figure 7.2). Apart from the ongoing support and development for the LSD core team, the principal and the college council, support and development must come from specialist teams themselves. Team members will have to reassess the technicalities of how the team operates, such as the size of the team, roles within the team, functions of the different specialist team members, and programmes offered by the team.
3.6.4 Staff Development

The LSDT must develop and implement long-range comprehensive staff development programmes to ensure that all college staff possess the competencies required to help students succeed in their educational and training pursuits. Ethical codes should guide the practices of SSDS programmes, and staff must constantly identify the skills, competencies, characteristics and attitudes required of staff to be successful LSDT practitioners. Staff development programmes must be aimed at assuring that LSDT members possess the necessary skills for ensuring student and staff success. Registration of members by a professional student college support and development body, internal and external evaluation of staff, and staff appraisal can be implemented to promote LSDT staff development.

An LSDT staff development and training strategy could include the following:

- continuous professional development
deviation of lecturers’ understanding of, and ability to teach disciplinary and subject knowledge through provision of appropriate programmes and qualifications
training in curriculum planning, design and development, student support material
development and evaluation, innovative teaching methodologies and assessment
strategies
placement with private and public enterprises through learnerships, mentoring
arrangements and other strategies
provision for diverse students needs, appropriate programmes development, evaluation, and placement of students.

The line functions and operational structures of the LSDT must have certain established procedures in the college institutional administration namely:
- they should be administratively neutral to be able to function on their own
- they should be functionally independently
- they must be compatible with the college mission and goals, and should develop partnerships with all internal and external sectors within the education and training sector
- they should represent all relevant role players who have an influence and decision-making powers on SSDS at the FET college.

3.6.5 Networking

LSDT members must foster the perception that each student, each staff member and the college system matters, by developing support and development networks for the whole FET college. These networks must target specific groups, thereby capitalising on the natural bonds that develop among people with similar interests, needs, and demographic backgrounds.

In conclusion, the results of this study can provide guidance to FET institutions that wish to improve student-advice relationships. In view of strong student preferences for support and development advice, institutions should exchange their prescriptive approach to advising and support to a developmental approach. This shift might require attitudinal changes, plus increased efforts to reach students who may be hesitant in seeking advice
and support services. Student orientation sessions and staff development efforts can help the college as an institution to overcome these attitudinal barriers.

*In summary* the FET college should consider the following in connection with student support and development services:

- First, and most crucially, the college must decide to what extent it is ready to commit itself to a conception of education that embraces support and development as outlined here, so that student support and development becomes an integral part of its education and training mission.

- Second, the college needs to determine what it wants from its lecturers. What is their role and responsibility, both in relation to students' education and training, and in relation to support and development? The institution needs to establish among lecturers a clear sense of what rightly belongs to their role and what does not. Lecturers should understand that they are being asked to incorporate support and development within their education and training role. An institution which is as concerned for its staff as he is for its students will not want education and training to be seen as an open-ended commitment, but will endeavour to make the support and development as clear and straightforward as possible.

- Third, in the light of the above the institution will need to undertake a radical review of its support and development services. This will necessitate looking closely at what students' problems and needs actually are, and then shaping the service around these problems and needs.

- Lastly, the college must find some way of funding and developing this area of SSDS so that it can be seen as a key element in the further educational training task.
4. RECOMMENDATIONS FOR FURTHER RESEARCH

The results of the study form the basis for certain recommendations, but the study also reflects a number of limitations. The 152 FET colleges in South Africa underwent a restructuring process when they were clustered and merged into only 50 FET institutions (Department of Education, 2001b). In view of this, the following as topics for further research can be recommended:

- The impact and implications of the restructuring of the FET colleges on the student, staff and institution system.
- The role and functions of the development of the SETA’s (the role of commerce and industry) on the FET college learning programmes.
- The evaluation, assessment and selection of students who where exposed to the outcome-based education and training system (i.e. grade 9 learners who exit the schools in 2008 as the first FET students).
- The inclusive education and training “full-service” FET college.

5. LIMITATIONS OF STUDY

The limitations of the study are concentrated around the design and implementation of the SSDS and the establishment of the LSDT, and the evaluation of the student services and the functions, role and responsibilities of the staff at the FET colleges.

The following limitation are identified:

- The design of the different SSDS was based on the results of the pilot study. The problem during the pilot study phase was that only a few colleges in the WCED participated. The colleges were also very uncertain of their roles, functions and structure during the transition to the new WCED, and the development of the education and training dispensation in 1995.

- Most of the student programmes were designed before the Department of Education introduced White Papers 4, (1998c) and 6 (2001a), the FET act (1998a), the policy proposals of the NCSNET and NCESS (1997a), the FETC curriculum (2000e).

- The establishment of the SSDS at the colleges was pursued over a period of two years. During that time the students at the colleges changed, because of the duration of certain courses. Some students spent six months at the college and others a maximum of two years. Evaluating the effectiveness and outcomes of programmes requires longer periods than six months. The lecturers were concerned that the time they spent with the student was so limited that they did not have sufficient time to get to know the students, or the students did not have the time to establish trust and rapport with the lectures.

- The establishment of the LSDT and the training of the lecturers occurred while some lecturers left the college. This resulted in the re-training of new lecturers. The continuous development of the lecturers' skills, knowledge and competencies caused a problem in that it demanded regular visits to the colleges, which was not always possible due to time constraints and work commitments of the district-based personnel of the education support centre.

- The students' evaluation of the counselling services, the academic, learning and training programmes, career guidance, and the life skills and health programmes was not included in the evaluation of the SSDS. The input from the students is a very important part of the evaluation which could provide a valuable contribution to the overall effectiveness of the student programmes and the LSDT.

6. **CONCLUSION**

The study has revealed that since the first term of the democratic government in South Africa there have been far-reaching reforms and restructuring of the education and training systems including the further education and training sector. There has been significant progress in implementing the new education and training, and labour market policies and legislation.

The further education and training system has promoted and transformed college education and training for all students, developed an integrated college education and
training system, pursued the holistic development of the students, provided effective development programmes for college staff and other college human resource developments, fostered provision of integrated preventative support and development intersectoral collaboration and consultation, developed a community-based support and development system, and infused a inclusive FET college system to accommodate the diverse needs of the student population.

Labour market policies have promoted economic growth and restructuring, employment absorption, sound and stable labour relations, the elimination of workplace inequalities and discrimination, and skills development. Learnerships have been developed through national interventions to strengthen the link between workplace and further college education and training, which created more employment opportunities for the students.

The reconstruction and development of the FET college sector provides an opportunity for colleges to be better able to provide quality learning and training, to be better positioned to deliver more demand-driven and needs-based education and training programmes, and student support and development services, to accommodate the increasingly diverse student population. The new FET colleges will play a significant role in facilitating access to higher education and opening more avenues to the world of work.

FET colleges are able to respond to the human resource development of the country and will be the leaders in supplying high-quality skilled workers. To achieve these challenges it is necessary that the students receive the best comprehensive and holistic student counselling services, occupational development and career guidance, academic development and learning support, and life skills and health education programmes.

The present study has revealed that these student services are not only indispensable, but also that the lecturers are capable and competent, and have the skills, to provide the students with these services.
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324


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APPENDICES

Appendix A. Pilot study Questionnaire

Appendix B. Letter of Transmittal

Appendix C. College Institutional Evaluation Questionnaire

Appendix D. College Student Profile Questionnaire

Appendix E. Student Support and Development Evaluation Questionnaire

Appendix F. Lecturer Support and Development Team Evaluation

Interview Schedule

Appendix G. Guidelines to Implement Lecturer Support and Development Teams in Colleges
Appendix A.

Pilot Study Questionnaire
In accordance with the draft white paper on Education and Training (23 September 1994) the new ten-year compulsory education dispensation makes provision for pupils at level 1 (Grade 9) as an exit point to the different education and training institutions at levels 2 to 4. Technical/Vocational Colleges is then parallel to secondary schools as a non-compulsory education institution for the provision of the Higher National Certificate(s).

With the above in mind we are busy in the planning phase for possible implementation of a Guidance and Counselling (Psychological) services to the Colleges. The data from the need analysis is of utmost importance for the initial planning of this Education Support Services.

Thanks for the time and the effort involving the completion of this form

Yours sincerely

[Signature]
NEED ANALYSIS
BEHOEFTEBEPALING

College Name:
Kollege Naam:

2. Region/City:
   Streek:

3. Number of Students
   (a) Full-time:
       Voltyds:
   (b) Part-time
       Deeltyds:

4. Courses/Kursusse:
   (i)
   (ii)
   (iii)
   (iv)
   (v)
   (vi)
   (vii)
   (viii)
   (ix)
   (x)
   (xi)

5. Age Group %:
   Ouderdomsgroep %:
   16 – 18 year / year:
   19 – 21 year / jaar:
   22 – 24 year / jaar:
   24 + year / jaar:

6. Education Qualifications %:
   Opvoedkundige Kwalifikasies %
   St. 7
   St. 8
   St. 9
   St. 10
   St. 10+

7. Growth in students over the last 5 years %
   Toename in getal studente in laaste 5 jaar %
   (a) 1990 ...................... 1991 ..........
       1992 ..........
       1993 ...................... 1994 ..........

2/.
Reasons for growth:
Redes vir toename:

8. Number of drop out students %:
Getal studente gestaak ± per jaar %:

1992 .......... 1993
1994 ..........  

Reasons for drop-out: ........
Redes vir staking van kursus:

9. Number of students failed %
Getal studente gedruiq - per jaar %

1995 ...... 1996

(a) Reasons for failing: . 
Redes vir druipeling:

10. Criteria for selection of students Yes/No Which selection procedure are used?
Keuring van studente Ja/Nee Watter keuring word toegepas?

1 Which problems (Social, Psychological, Personal, etc.) are among the students at the moment?
Watter probleme (Sosiaal, Sielkundig, Persoonlik, ens.) ondervind u studente tans by die Kollege?
Which problems do you foresee for the future?
Watter probleme voorsien u in die toekoms ten opsigte van die studente?

2 If a Guidance and Counselling service should be implemented, what is of the most importance?
Indien u Sielkundige en Voorligtingsdienste nou kan bekom, watter dienste sou u van belang beskou?

2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

3 How should you would like to implement such a service?
Hoe sou u so 'n diens/te instel of implementeer?

14 Additional information?
Addisionele inligting?
..................................................
Appendix B.

Letter of Transmittal
31 July 1997

Dear Rector/Principal/Head

We are attempting to survey the available student support and development services, as well as future needs in this regard, of colleges throughout South Africa. The results of this survey will form the basis of a submission to the National Commission on Special Needs in Education and Training (NCSNET) and the National Commission for Education Support Services (NCESS), appointed by the Minister of Education to investigate all aspects of special needs in education and training as well as education support services.

We are all aware that the Education Departments have not delivered support services to colleges in the past and it is hoped that this research will help to remedy this situation. In order for this research to make a meaningful contribution to the submissions of the Commissions (described above) to the Minister, we will have to submit our report to them by October. The final report of the above Commissions have to be handed in to the Minister's office by the end of October 1997 to be tabled in Parliament in November 1997. In the light of these deadlines we would like to ask you to please return the completed questionnaires to me by 30 August 1997.

Enclosed you will find two questionnaires: 1. a College Institutional Evaluation and 2. a College Student Profile Questionnaire. The questionnaires have been approved by SAAVSE and CTCP. These organisations have also been consulted in the drawing up of the questionnaires.

The College Institutional Evaluation aims to assess the needs of your college regarding student support and development services and should be completed by the staff of the college.

The student questionnaire is aimed at assessing the students' problems and their need for support services. This questionnaire should be completed by a representative group of students from your college. We would like to request you to select a group of students to administer the questionnaire according to the following guidelines:

<table>
<thead>
<tr>
<th>Total number of students at the college</th>
<th>Number to be selected to fill in the questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 and below</td>
<td>15</td>
</tr>
<tr>
<td>301-900</td>
<td>45</td>
</tr>
<tr>
<td>901-1520</td>
<td>75</td>
</tr>
<tr>
<td>1521 and above</td>
<td>105</td>
</tr>
</tbody>
</table>

Please try and ensure that the group of students you choose is equally distributed according to gender, year of study and course (eg engineering, management). The number of questionnaires enclosed will be insufficient, therefore please make the necessary additional copies, as we did not have accurate data regarding your student numbers.

If you have any questions regarding completion of the questionnaires or regarding the sample size or composition please do not hesitate to phone me at the following numbers: work (021) 9302100/1; home (021) 7853694.

I would like to thank you for your cooperation in this study. Your participation will enable the needs of your college to be reflected in the final report and will help us lobby for appropriate and sufficient student education support and development services for all colleges.

Yours sincerely

Mr S L Ferreira
Regional Head Education Support Services
Western Cape Education Department
Private Bag X45
PAROW
7500
Appendix C.

College Institutional Evaluation Questionnaire
Dear Principal/Rector/Head

Thank you for your time and the commitment you have shown in completing this questionnaire. The following instructions will assist you when answering the questions.

1. Please read each question in full before answering so that you understand what is required of you.
2. Please answer all questions in full, giving explanations/specifications where these are required.
3. If insufficient space has been provided for your answer, you are requested to write on the back of the page
4. Please answer all questions.
5. Please be assured that all responses will be treated with the utmost confidentiality.

Thank you for your contribution in ensuring that the Commission will be able to compile a relevant report regarding the implementation of a much needed Student Education Support and Development Service at your College.
### Name of the College

### Town / City:

### Region / Province:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
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<td>1998</td>
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<tr>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
</tr>
</tbody>
</table>

### Future projected numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

### Present age group of students (%)

- 16 - 18 years
- 19 - 21 years
- 22 - 24 years
- 25 + years

Will this change in the future:
- Yes
- No

Reasons:

### Gender of students (%):

- Male
- Female

### Fees per student per year:
- Cost per student
- Amount payable per student

### Selection of students:

Selection criteria (entrance requirements)

Selection procedures

Admission policy

How many students apply per year?

Percentage (%) of applications not accepted
Reasons for not being accepted

Number / percentage (%) drop-out students per year?


Reasons:

Subjects and Courses: Main Subjects and Courses offered by the College

Compulsory subjects for transfer purposes to University Technikon

Courses and programmes required by commerce and industry:

Commerce Industry

Student facilities: Mark the facilities that are available to the students

Library

Science laboratories
Recreation (specify) ____________________________________________________________________________

_____________________________________________________________________________________________

Financial aid and bursaries (loans)
Assessment and placement
Transport to/from College
Computers
Sport
Student Support and Development Services
Student Guidance and Counselling Services
Student residences (hostel, boarding)
Creche/child care facilities
Health care
Other: Specify ___________________________________________________________________________

_____________________________________________________________________________________________

Academic weaknesses: List the major academic weaknesses students have at entry to courses at the College: __________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

Describe the academic development and learner support programmes available to the students: __________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

Does the College offer any bridging courses to the unprepared learners/academically disadvantaged students)? Yes _________ No _________
If “Yes”, describe these courses: __________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_________________________

Community Participation: How are the needs of the community determined and met?

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________
How are the needs of parents determined and met?

Articulation / Collaboration: Do you meet on a regular basis with personnel from the following co-operating institutions?

<table>
<thead>
<tr>
<th>Institution</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technikon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College (Technical/Vocational/Community)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Labour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Education (Provincial)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGO's (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (specify)

In what ways have these meetings benefitted students?

Learners with Special Educational Needs: Does the College make provision for Learners who experience barriers to Education and Training?

Yes ________
No ________

If "Yes", mark the different categories of Learners with Special Educational Needs:

- Hearing impaired
- Speech impaired
- Visually impaired
- Physical disabilities
- Mental disabilities
Learning disabilities
Epilepsy
Other: Specify

List the special facilities that the College makes available to the Learners with Special Educational Needs:

With which programmes does the College equip Lecturers/Educators to enable them to respond to Learners with Special Educational needs with the necessary skills and knowledge?

College Education Support and Development Services (Student Guidance and Counselling): Describe the services available to the students:

Does the College make use of Provincial Education Department Support Services (Guidance and Counselling/Psychological)? Yes No

If “Yes”, describe how this is done:
Does the College make use of any other (Guidance and Counselling/Psychological) services to provide support? (NGO’s, specialists)  Yes ________ No ________

If “Yes”, describe how this is done:

Name the different multi-disciplinary systems that should be involved in these College Student Support and Development Services:

Major problems experienced: What appear to be the major problems experienced by the students in your College (i.e. finances; balancing family, work, study; getting good marks; language difficulties; violence etc.)?

Future barriers: Which problems do you foresee in the future as barriers to the College students?
Ideas: In general, what ideas do you have regarding the improvement of the following items:

Facilitating the adjustment of new students to the College:

Facilitating the processing of new students (application, registration, etc.):

Facilitating favourable student outcomes (examinations, assessment, etc.):

Facilitating the Governance and Administration of these College Student Support and Development Services:

Who should form part of this management team? (Mark your responses with an "X").
<table>
<thead>
<tr>
<th>Role</th>
<th>Specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Rector/Principal</td>
<td></td>
</tr>
<tr>
<td>Provincial Education and Training representative</td>
<td></td>
</tr>
<tr>
<td>(specify ..............................................................................)</td>
<td></td>
</tr>
<tr>
<td>National Education and Training representative</td>
<td></td>
</tr>
<tr>
<td>(specify ..............................................................................)</td>
<td></td>
</tr>
<tr>
<td>Education Support Services (Psychological, Guidance and Counselling)</td>
<td></td>
</tr>
<tr>
<td>(specify ..............................................................................)</td>
<td></td>
</tr>
<tr>
<td>Representative of College staff</td>
<td></td>
</tr>
<tr>
<td>(specify ..............................................................................)</td>
<td></td>
</tr>
<tr>
<td>Representative of Student body</td>
<td></td>
</tr>
<tr>
<td>(specify ..............................................................................)</td>
<td></td>
</tr>
<tr>
<td>Stakeholders (specify .................................................................)</td>
<td></td>
</tr>
<tr>
<td>Commerce and Industry (specify ..................................................)</td>
<td></td>
</tr>
<tr>
<td>College Management Board (specify .............................................)</td>
<td></td>
</tr>
<tr>
<td>College Parents' Board (specify ................................................)</td>
<td></td>
</tr>
<tr>
<td>Community Representatives (specify ............................................)</td>
<td></td>
</tr>
<tr>
<td>NGO's (specify ........................................................................... )</td>
<td></td>
</tr>
<tr>
<td>Specialists (specify .....................................................................)</td>
<td></td>
</tr>
<tr>
<td>Dept. of Labour (specify ................................................................)</td>
<td></td>
</tr>
<tr>
<td>Dept. of Health and Welfare (specify ..........................................)</td>
<td></td>
</tr>
<tr>
<td>Other (specify ............................................................................... )</td>
<td></td>
</tr>
</tbody>
</table>

Name the **main functions/role** of this Management team

________________________
________________________
________________________
________________________
________________________
________________________

What changes should be made by the College in future in order to provide more efficiently for student needs?

________________________
Appendix D.
College Student Profile Questionnaire
Dear Student

Thank you for your time and the commitment you have shown in completing this questionnaire. Please read the following instructions carefully before starting.

1. Read each question in full before answering so that you understand what is required of you.

2. Mark the answer/s of your choice with a X in the appropriate block e.g.

<table>
<thead>
<tr>
<th>1</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Female</td>
</tr>
</tbody>
</table>

3. Please write your answer in full when responding to “Other” or “Specify” e.g.

<table>
<thead>
<tr>
<th>4</th>
<th>Language (Home)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Afrikaans</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>African</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

4. You are allowed to answer more than one response if necessary e.g.

<table>
<thead>
<tr>
<th>10</th>
<th>Mark the factors that negatively affected your school achievement by circling the corresponding numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Numerical (mathematics)</td>
</tr>
<tr>
<td></td>
<td>Study habits (methods)</td>
</tr>
<tr>
<td></td>
<td>Attention/concentration</td>
</tr>
<tr>
<td></td>
<td>Social problems</td>
</tr>
</tbody>
</table>

5. Please answer ALL questions.

6. If you are unsure about something on the questionnaire, please ask your lecturer/teacher to assist you.

7. Please be assured that all responses will be treated with the utmost confidentiality.

Thank you for your contribution in ensuring that all students at your College will soon benefit from the implementation of an appropriate and much-needed Student Education Support and Development Service.
Please circle the numbers applicable to you (in the shaded blocks):

**BIOGRAPHICAL DATA:**

<table>
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<th>NO.</th>
<th>ITEM</th>
<th>APPLICABLE NUMBER</th>
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</tr>
<tr>
<td></td>
<td>Female</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Age: Specify</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What is your current marital status?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Married</td>
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<td></td>
<td>Single</td>
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</tr>
<tr>
<td></td>
<td>Widow/Widower</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Living together</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Language (Home)</td>
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<td></td>
<td>African</td>
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<td></td>
<td>Other:</td>
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<tr>
<td>5</td>
<td>Region (Home, Birthplace)</td>
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<td></td>
<td>Northern Province</td>
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<td>Free State</td>
<td>8</td>
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<td>Western Cape</td>
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### GENERAL BACKGROUND:

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<tr>
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<th>Parents/Guardians</th>
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<tr>
<td>6</td>
<td>Married</td>
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<tr>
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<tr>
<td>6</td>
<td>Separated</td>
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<td>6</td>
<td>Widowed</td>
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<td>6</td>
<td>Living together</td>
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<table>
<thead>
<tr>
<th></th>
<th>Qualifications</th>
<th>Occupation/Work</th>
<th>Years of Experience</th>
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<tbody>
<tr>
<td>6</td>
<td>Father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Guardian</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Socio-economic situation: Family average monthly income - combined monthly income</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
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<tr>
<td>7</td>
<td>None</td>
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<tr>
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<td>Less than R500</td>
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<td>R1000 - R1500</td>
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<td>R5000+</td>
</tr>
</tbody>
</table>
### What is the distance you travel (one way) to College?

<table>
<thead>
<tr>
<th>Distance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living in residence</td>
<td>1</td>
</tr>
<tr>
<td>0 - 3 kms</td>
<td>2</td>
</tr>
<tr>
<td>4 - 5 kms</td>
<td>3</td>
</tr>
<tr>
<td>6 - 10 kms</td>
<td>4</td>
</tr>
<tr>
<td>11 - 15 kms</td>
<td>5</td>
</tr>
<tr>
<td>16 - 20 kms</td>
<td>6</td>
</tr>
<tr>
<td>21 - 25 kms</td>
<td>7</td>
</tr>
<tr>
<td>26 - 30 kms</td>
<td>8</td>
</tr>
<tr>
<td>31 - 36 kms</td>
<td>9</td>
</tr>
<tr>
<td>Over 50 kms</td>
<td>10</td>
</tr>
</tbody>
</table>

### ACADEMIC BACKGROUND:

#### What type of school setting or nonschool setting did you most recently attend before enrolling at this College?

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary to secondary school</td>
<td>1</td>
</tr>
<tr>
<td>Another college</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education College</td>
<td>3</td>
</tr>
<tr>
<td>Technikon</td>
<td>4</td>
</tr>
<tr>
<td>University</td>
<td>5</td>
</tr>
<tr>
<td>Vocational/trade school</td>
<td>6</td>
</tr>
<tr>
<td>Business/industry</td>
<td>7</td>
</tr>
<tr>
<td>Government agency</td>
<td>8</td>
</tr>
<tr>
<td>Community agency</td>
<td>9</td>
</tr>
<tr>
<td>Distance education institution</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

### Did you qualify for:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Admittance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technikon Admittance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers College Admittance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical/Vocational College Admittance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 cont.</td>
<td>Community Training Centre Admittance</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distance Education Institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NONE of the above</td>
<td></td>
</tr>
</tbody>
</table>
|         | Other: Specify ........................................
|         | ...........................................................
|         | ...........................................................

<table>
<thead>
<tr>
<th>11</th>
<th>Mark the factors that negatively affected your school achievement by circling the corresponding numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td>1</td>
<td>Writing</td>
</tr>
<tr>
<td>2</td>
<td>Reading</td>
</tr>
<tr>
<td>3</td>
<td>Spelling</td>
</tr>
<tr>
<td>4</td>
<td>Numerical (mathematics)</td>
</tr>
<tr>
<td>5</td>
<td>Study habits (methods)</td>
</tr>
<tr>
<td>6</td>
<td>Attention/concentration</td>
</tr>
<tr>
<td>7</td>
<td>Social problems</td>
</tr>
<tr>
<td>8</td>
<td>Domestic (house) problems</td>
</tr>
<tr>
<td>9</td>
<td>No libraries</td>
</tr>
<tr>
<td>10</td>
<td>Gangs at school/within the community</td>
</tr>
<tr>
<td>11</td>
<td>Over-crowded classes</td>
</tr>
<tr>
<td>12</td>
<td>Part-time employment</td>
</tr>
<tr>
<td>13</td>
<td>Corporal punishment</td>
</tr>
<tr>
<td>14</td>
<td>Subjects too difficult</td>
</tr>
<tr>
<td>15</td>
<td>Language problems</td>
</tr>
<tr>
<td>16</td>
<td>Need to look after younger siblings</td>
</tr>
<tr>
<td>17</td>
<td>Health problems</td>
</tr>
<tr>
<td>18</td>
<td>Personal psychological problems</td>
</tr>
<tr>
<td>19</td>
<td>Financial (shortage of money)</td>
</tr>
<tr>
<td>20</td>
<td>Political (violence) activities</td>
</tr>
<tr>
<td>21</td>
<td>Inappropriate subject choice</td>
</tr>
<tr>
<td>22</td>
<td>Ineffective teaching methods</td>
</tr>
<tr>
<td>23</td>
<td>Staffing/teacher shortage</td>
</tr>
<tr>
<td>24</td>
<td>No interest (motivation)</td>
</tr>
<tr>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>
### Evaluation of lecturer/teacher and teaching methods in the School. Please indicate by circling the appropriate number.

<table>
<thead>
<tr>
<th>Good at teaching</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested in their subjects</td>
<td>2</td>
</tr>
<tr>
<td>Interested in their pupils</td>
<td>3</td>
</tr>
<tr>
<td>Absent too often</td>
<td>4</td>
</tr>
<tr>
<td>No mathematics/science teachers</td>
<td>5</td>
</tr>
<tr>
<td>Unqualified teachers</td>
<td>6</td>
</tr>
<tr>
<td>Inadequate experience</td>
<td>7</td>
</tr>
<tr>
<td>Language difficulty</td>
<td>8</td>
</tr>
<tr>
<td>Other: Specify</td>
<td>9</td>
</tr>
</tbody>
</table>

### STUDENT EDUCATION SUPPORT AND DEVELOPMENT

<table>
<thead>
<tr>
<th>13</th>
<th>Have you received career guidance before?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13 cont.</th>
<th>If YES,</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>From whom? Organization/individual</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When (year)?</th>
</tr>
</thead>
</table>
14. Which three occupations, in order of preference, are you considering at present? Give reasons for your choice.

<table>
<thead>
<tr>
<th>CAREER CHOICE</th>
<th>REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

15. Mark your reasons for studying at the College by circling the corresponding numbers.

- Did apply, not accepted at University: 1
- Did apply, not accepted at Technikon: 2
- Did apply, not accepted at Teachers College: 3
- Financial reasons - affordable fees: 4
- Did not obtain Tertiary entrance: 5
- Bridging classes (remedial): 6
- Transferring credits (subjects passed) to University/Technikon: 7
- Vocational/practical training: 8
- Individual tutoring (personal contact): 9
- Easy access: 10
- Not capable of studying through distance education: 11
### Mark the factors or reasons for choosing your course/subjects at the College by circling the corresponding numbers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16</strong></td>
<td>Mark the factors or reasons for choosing your course/subjects at the College by circling the corresponding numbers</td>
</tr>
<tr>
<td><strong>16.1</strong></td>
<td>Equips me for a specific job</td>
</tr>
<tr>
<td><strong>16.2</strong></td>
<td>Suits my talents and abilities</td>
</tr>
<tr>
<td><strong>16.3</strong></td>
<td>Will be able to get further training</td>
</tr>
<tr>
<td><strong>16.4</strong></td>
<td>Training in economic skills</td>
</tr>
<tr>
<td><strong>16.5</strong></td>
<td>Training in practical work/job skills</td>
</tr>
<tr>
<td><strong>16.6</strong></td>
<td>Training in communication skills</td>
</tr>
<tr>
<td><strong>16.7</strong></td>
<td>Training in life skills</td>
</tr>
<tr>
<td><strong>16.8</strong></td>
<td>Good relationship between studying and desired work</td>
</tr>
<tr>
<td><strong>16.9</strong></td>
<td>Relationship with commerce and industry</td>
</tr>
<tr>
<td><strong>16.10</strong></td>
<td>Other : Specify</td>
</tr>
</tbody>
</table>

### Mark your goals and aspirations for studying further after College/NTC 3 by circling the corresponding numbers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17</strong></td>
<td>Mark your goals and aspirations for studying further after College/NTC 3 by circling the corresponding numbers.</td>
</tr>
<tr>
<td><strong>17.1</strong></td>
<td>Tertiary qualification is a job provider</td>
</tr>
<tr>
<td><strong>17.2</strong></td>
<td>A degree/diploma provides prestige/social status</td>
</tr>
<tr>
<td><strong>17.3</strong></td>
<td>Better my promotion opportunities in my job/work</td>
</tr>
<tr>
<td><strong>17.4</strong></td>
<td>Access to any further higher qualifications</td>
</tr>
<tr>
<td><strong>17.5</strong></td>
<td>To improve my career abilities</td>
</tr>
<tr>
<td><strong>17.6</strong></td>
<td>Important to be successful in life</td>
</tr>
<tr>
<td><strong>17.7</strong></td>
<td>It will provide for my daily needs</td>
</tr>
<tr>
<td><strong>17.8</strong></td>
<td>It will help me choose a suitable career</td>
</tr>
<tr>
<td><strong>17.9</strong></td>
<td>My parents wishes and desires</td>
</tr>
</tbody>
</table>
18. Mark all the problems that you may be encountering or may have experienced at the College by circling the corresponding numbers.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>No guidance and counselling services</td>
<td>1</td>
</tr>
<tr>
<td>No free time for leisure, sport or hobbies</td>
<td>2</td>
</tr>
<tr>
<td>Not coping with the pressure and workload</td>
<td>3</td>
</tr>
<tr>
<td>Adjustment problems to the College</td>
<td>4</td>
</tr>
<tr>
<td>Pressure from classmates</td>
<td>5</td>
</tr>
<tr>
<td>Too many expectations from parents, family</td>
<td>6</td>
</tr>
<tr>
<td>Political pressure and activities</td>
<td>7</td>
</tr>
<tr>
<td>Financial problems (cost of tuition, fees, books, etc.)</td>
<td>8</td>
</tr>
<tr>
<td>Too much freedom, unruliness and lawlessness</td>
<td>9</td>
</tr>
<tr>
<td>Too little say in my own decisions and future plans</td>
<td>10</td>
</tr>
<tr>
<td>Job responsibilities (part-time)</td>
<td>11</td>
</tr>
<tr>
<td>No childcare</td>
<td>12</td>
</tr>
<tr>
<td>No transportation</td>
<td>13</td>
</tr>
<tr>
<td>Friends and family do not support the idea of attending</td>
<td>14</td>
</tr>
<tr>
<td>Amount of time required to complete the course</td>
<td>15</td>
</tr>
<tr>
<td>Course not scheduled at convenient times</td>
<td>16</td>
</tr>
<tr>
<td>Home responsibilities (family)</td>
<td>17</td>
</tr>
<tr>
<td>Too far to travel</td>
<td>18</td>
</tr>
<tr>
<td>Negative image of vocational occupations</td>
<td>19</td>
</tr>
<tr>
<td>Strict attendance requirements</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>Too much bureaucracy in the College</td>
</tr>
<tr>
<td>18</td>
<td>Consider myself too old to go back to studying</td>
</tr>
<tr>
<td>18</td>
<td>Low grades in the past, not confident in my ability</td>
</tr>
<tr>
<td>18</td>
<td>No job/work opportunity after study</td>
</tr>
<tr>
<td>18 cont.</td>
<td>Do not know what course/subjects to pursue</td>
</tr>
<tr>
<td>18 cont.</td>
<td>Not enough time for study</td>
</tr>
<tr>
<td>18 cont.</td>
<td>Deliberate obstruction of the teaching process</td>
</tr>
<tr>
<td>18 cont.</td>
<td>Do not want to attend full-time</td>
</tr>
<tr>
<td>18 cont.</td>
<td>Do not enjoy studying</td>
</tr>
<tr>
<td>18 cont.</td>
<td>College not sensitive to people like me</td>
</tr>
<tr>
<td>18 cont.</td>
<td>Race relations climate</td>
</tr>
<tr>
<td>18 cont.</td>
<td>Testing required for admissions</td>
</tr>
<tr>
<td>18 cont.</td>
<td>Other: Specify</td>
</tr>
</tbody>
</table>

19 What is your primary educational goal while attending this College? Mark one by circling the corresponding number.

| 19 | To explore a new academic/career area | 1 |
| 19 | To prepare for a first job/career | 2 |
| 19 | To prepare for a different job/career | 3 |
| 19 | To upgrade/improve skills for my current job | 4 |
| 19 | To prepare for transfer to a university/technikon | 5 |
| 19 | For self-enrichment/personal interest/leisure | 6 |
| 19 | To cope with a major change in my life | 7 |
| 19 | To improve my basic skills in reading, writing and/or mathematics | 8 |
| 19 | Other: Specify | 9 |
### Question 20
What is the highest level of education you plan to obtain at the tertiary level? Mark one by circling the corresponding number.

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational diploma</td>
<td>1</td>
</tr>
<tr>
<td>Technical diploma</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>3</td>
</tr>
<tr>
<td>Master's degree</td>
<td>4</td>
</tr>
<tr>
<td>Doctorate</td>
<td>5</td>
</tr>
<tr>
<td>Other: Specify</td>
<td>6</td>
</tr>
</tbody>
</table>

### Question 21
Would you recommend a College to a friend?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, please explain the reason or reasons.</td>
<td></td>
</tr>
<tr>
<td>If NO, please explain the reasons and suggest improvements.</td>
<td></td>
</tr>
</tbody>
</table>
Name/describe the different Student Support and Development Services which the College should make provision for or implement (e.g. Orientation Courses, Legal Aid, Student Governance Body, Life skills, Crisis Intervention, Sport, etc).

THANK YOU FOR YOUR COOPERATION!
Appendix E.

Student Support and Development Evaluation Questionnaire
Dear Principal/Rector/Head.

Thank you for your willingness to complete these questionnaires. The questionnaires concern the four student support and development programmes at the college. The following instructions will assist you when answering the questions.

1. Please read each question in full before answering it so that you may understand what is required of you.

2. Please answer all questions in full, giving explanations where appropriate.

3. If insufficient space has been provided for your answer, please use extra paper.

4. PLEASE be assured that all answers will be treated with the utmost CONFIDENTIALITY.

Thank you very much!

S.L. Ferreira
STUDENT COUNSELLING SERVICES

1. Explain the structure of the student counselling services

2. Describe the procedure when students are referred

3. What follow-up services are offered by the student counselling services?

4. What training was offered to the lecturers responsible for student counselling services?

5. What preventative and developmental programmes are offered by the counselling services? (Group guidance)

6. How is the supervision of the lecturers done?

7. What confidentiality measures are taken?

8. How are the networking, consultation and collaboration services maintained with the student counselling services?

9. Name the main problems the students encounter at college
ACADEMIC DEVELOPMENT AND LEARNING SUPPORT

1. Explain the student admission policy and procedures at the colleges.

2. How are at-risk students identified in order to prevent them from drop-out or ensure retention?

3. Which remedial academic and learning programmes are in place to assist the student with academic and learning problems?

4. How is the bridging course for the academically underdeveloped student implemented?

5. What orientation programmes does the college offer to assist the students in their adjustment at college?

6. How are the students who experience barriers to education and training accommodated within the college?

7. Which inclusive education and training practices are in place at the college?

8. Which programmes does the college offer to develop the students’ goals, aspirations and motivation to ensure academic success?

9. What learning and training assistance is provided by the college (Library, Computer)?

10. Name the main academic, learning and training problems the students experience at college.
1. How are the students' vocational skills developed in relation to the needs of commerce and industry?

2. What collaboration and networking exist between the college and commerce and industry?

3. How are outside (external) community career guidance services incorporated in the college occupational programmes?

4. What placement, in-service and job exploration programmes are offered at the college?

5. Which assessment, evaluation and testing methods are used to identify the students' occupational preferences?

6. How are learnerships implemented at the college?

7. What occupational skills development programmes are offered at the college?

8. How are the NQF structures implemented to cater for the occupational development of the students?

9. How is information regarding bursaries, loans and further study opportunities presented to the students?

10. How is career guidance incorporated in the curriculum?
LIFE SKILLS and HEALTH EDUCATION

1. Name the different life skills programmes that the college provides.

2. What health education and HIV/AIDS programmes are offered?

3. How are life skills and health education incorporated in the curriculum?

4. How are the outcomes of the life skills and health education programmes evaluated, determined and achieved?

5. What training is provided to the lecturers who offer life skills and health education programmes?

6. To what extent is the life skills and health education curriculum based on needs?

7. Which student problem areas are being addressed by life skills and health education to the students?
Appendix F.

Lecturer Support and Development Team Evaluation Schedule
LECTURER SUPPORT AND DEVELOPMENT TEAM
EVALUATION INTERVIEW SCHEDULE

1. What are the main functions of the LSDT?

2. How is the LSDT managed, operated and structured?

3. Which training and in-service programmes are offered to the members of the LSDT?

4. To what extent does the LSDT meet the needs of the students?

5. How are the success, efficiency and effectiveness of the LSDT determined?

6. To what extent does the LSDT meet the needs of the college staff?

7. What programmes does the LSDT offer?

8. To what extent does the service offered by the LSDT correspond to the mission and goals of the college system and management?

9. What collaboration and consultation functions does the LSDT fulfill with regard to external service providers e.g. commerce and industry, community agencies, NGOs and governmental organisations?

10. Describe the professional development programmes of the staff members of the LSDT.

Any additional information
Appendix G.

Guidelines to implement Lecturer Support and Development Teams in Colleges.
GUIDELINES TO IMPLEMENT LECTURER SUPPORT AND DEVELOPMENT TEAMS IN COLLEGES
CONTENTS

SECTION 1     INTRODUCTORY ORIENTATION

SECTION 2     DESCRIPTION OF TERMS

SECTION 3     UNDERSTANDING WHAT AN LSDT IS ALL ABOUT

SECTION 4     TRAINING PROGRAMMES

4.1. Student counselling training programme

4.2. Learning support training programme

4.3 Career guidance training programme

4.4. Life skills training programme
SECTION 1

INTRODUCTORY ORIENTATION

Education in South Africa is in the process of massive transformation as attempts are being made to normalise and transform it to a single inclusive and unified education and training system. The key to a successful integrated approach to education and training lies within the Further Education and Training (FET) sector.

The mission of FET is to foster middle-level skills, lay the foundation for higher education, facilitate the transition from school to work, develop well-educated autonomous citizens and provide opportunities for lifelong learning through appropriate learning programmes.

According to the Draft Green Paper on Further Education: March 1998: “An extensive programme of training and development opportunities will be provided for all levels of staff so that the necessary skills and knowledge to carry out the transformation can be accessed, internalized and institutionalized”.

The human resources development strategy requires that illiteracy and lack of skills among the majority of learners be overcome, and that higher levels of skills for all be promoted as a central to economic and political reconstruction and the development of society. Any education system requires support to ensure quality. Education and training can only succeed if adequate support is provided to the learner and the system as a whole.

For Further Education and Training in colleges to benefit its client group the development of comprehensive counseling services is of paramount importance.
In many countries, including South Africa, the systems of support services, “has focused primarily on problems; has perceived these problems in primarily individual and medical terms; and has been primarily limited to individual interventions. Problems in the education system itself have seldom been addressed by these services” (NCSNET, 1997:47).

There has been a shift in the past few years, internationally and locally, towards a more preventative and developmental approach. Student Support and Development Services (SSDS) have a pivotal role to play to ensure access to education and training and to develop individuals holistically.

The White paper on Further Education states that support services such as general guidance, counselling, health, psychological and welfare services and learning resource centres should be provided for all students. Provision for students with special educational needs should also be made in these services.

The purpose of SSDS is to facilitate the development of the student in complete congruence with the needs of the student and the overall objectives of the institution. The College SSDS is quite different from counseling and guidance services in other settings, as no other education system in South Africa accommodate such a diverse population. Therefore a thorough understanding of this uniqueness is necessary to appreciate the need and importance of the service at colleges.

It is suggested that a Lecturer Support and Development Team (LSDT) be established in every college, as a service delivery alternative with the emphasis on collaborative, consultative assistance for the provision of educational support to both lecturers and students. The LSDT is a move towards a more indirect consultative approach of service delivery, focusing on lecturer and college development strategies. This will result in whole college development and reform. As lecturers acquire skills their instructional styles are affected and altered, their perceptions change, and all future students are advantaged through this empowerment. Lecturer empowerment is an underlying motivation of LSDT.
A team's modus operandi should aim at prevention, rehabilitation, social integration and equalising of opportunities through the mobilising and empowerment of lecturers, students and the community.

It is clear that people working in collaborative teams can accomplish much more than individuals working on their own. A team within a particular college is able to address needs specific to the college and community. Through collaborative consultation and problem-solving strategies the team can bring about changes to the system to create a positive and a caring educational environment.

It is essential to provide assistance to these students who are in transition, because they often present a paradox: they may seek help, exhibiting a genuine desire to grasp the available options, but fail to participate in counselling and guidance for fear of learning the worst about themselves. There is a spiral effect of indecision leading to anxiety, and anxiety leading to indecision.

The practice of supporting lecturers in delivering special help to learners indirectly through the processes of consultation and collaboration will result in whole college development, as lectures acquire skills that will affect their instructional styles to the benefit of all future learners. SSDS are delivered in a transdisciplinary manner, a move from an individual-only focus to a more systemic understanding and response to issues, with a preventative and promotive approach rather then the old predominantly curative response to issues.

This model argues strongly for an SSDS that is whole-college based and that has a systemic approach. Support is based on an indirect method. "The staff assistance team model provides a forum where classroom staff can meet and engage in a positive, productive, collaborative, problem-solving process to help students indirectly that is through teacher consultation." (Chalfant and Van Dusen Pysh, 1989:50).
SECTION 2

DESCRIPTION OF TERMS

LECTURER SUPPORT and DEVELOPMENT TEAM (LSDT)

A support and development team is a group of equal individuals who voluntarily work together in a spirit of willingness and mutual reward to problem solve and accomplish one or more common and mutually agreed upon goals, by contributing their own knowledge and skills and participating in shared decision making, while focussing on the efficiency of the whole team" (Ryndak & Alper 1996:85).

According to Brill in (Gulliford & Upton 1994:142) "A team can be described as a group of people, each of whom possesses particular expertise; each of whom is responsible for making individual decisions; who together hold a common purpose; who meet together to communicate, collaborate, and consolidate knowledge, from which plans are made, actions determined and future decisions influenced".

Chalfant et al (1979) suggest that the consultation team should be institutionally based, e. college based, and that specialists should be invited to collaborate with the team when necessary. The goal of the team should be to obtain a more efficient and effective delivery of special help to students by placing the initiative for action in the hands of lecturers.

CONSULTATION AND COLLABORATION

The processes of consultation and collaboration are highlighted in the functioning of a LSTD. According to Idol (1988:48) "To collaborate is to work together or in partnership with another or others".

The characteristics of consultation are:

(a) indirect, in that the special education lecturer does not provide the instructional service to the student;

(b) collaborative, in that all individuals involved in the process are assumed to have expertise to contribute, and shared responsibility for instructional outcomes;
(c) voluntary, in that all parties are willing participants in the process, and

(d) problem-solving orientated, in that the goal of consultation is to prevent or resolve student problems.

GUIDANCE AND COUNSELLING

Guidance and counselling are primarily preventative, promotive and developmental processes. It must be contextually sensitive and in accordance with the democratic ideal. It must systematically assist the student through his or her personal, social, academic and career development, with particular emphasis on life-skills enhancement and raising the level of awareness concerning the self, others and society, to become an autonomous and independent person, able to relate competently to others and solve problems and make decisions on an individual and a collective basis.

WHOLE-COLLEGE APPROACH

A whole-college approach aims to meet the diverse needs of its learners by utilizing all its resources to foster the development of all its learners and to empower its lecturers. This is a time-consuming process, as it involves changes in the attitudes of the people involved.

All students have the right to access their college's curriculum and therefore all lecturers must take responsibility for identifying and responding to special needs which emerge in their classes. "The main conviction must be that special educational needs are the responsibility of the whole staff and not merely a specially appointed few" (Garnett 1988:15.)

SYSTEMS THEORY

This theory "sees different levels and groupings of the social context as 'systems' where the functioning of the whole is dependent on the interaction between all parts...a fundamental principle of systemic thinking is that cause and effect relationships are not seen as taking place in one direction only. Rather they are seen as occurring in circles, or more accurately, cycles". (Donald, Lazarus & Lolwana 1997:36).
Skynner in Bentovin (1982) describes how the systems theory has widened the perspective from its earlier focus on the individual to an awareness of family and community systems. Viewing the college as a system (college, students, lecturers, parents, family, home and community), based on the general systems theory where all living things are viewed as systems, "the world can be seen as made up of systems, but the systems at any level are parts of larger systems still" Bentovin (1982:3). If one looks at human life from this point of view, we may consider any level of organization as a system. Change in one part of the system will cause changes in other parts and in the system as a whole, making it impossible to consider intervention in one part without taking the other into consideration.

ECO-SYSTEMS PERSPECTIVE

"The eco-systemic perspective has evolved out of a blend of ecological and systems theories. Its main concern is to show how individual people and groups at different levels of the social context are linked in dynamic, interdependent, and interacting relationships". (Donald, Lazarus & Lolwana 1997:34).

This ecological orientation is based on the assumption that each student must be viewed as a complete entity surrounded by a unique mini social system or eco-system. The student’s life-span has to be taken into consideration when examining the sources of disturbance (the mismatch between a students abilities and the demands of his or her environment).

PREVENTATIVE INTERVENTION

According to Donald et al (1997) preventative intervention is action directed at the causes of a problem (primary prevention) or at containing the problem so that it does not become worse (secondary prevention). Albee and Ryan-Finn (1993) describe primary prevention as being pro-active and aimed predominantly at high-risk groups not yet affected by the condition to be prevented.

Only through prevention can we reduce incidence. It seems to be the only feasible way to deal with the unbridgeable gap between the enormous number of individuals "at risk" and the limited availability of treatment resources.
CURATIVE INTERVENTION

Curative intervention according to Donald et al (1997) is action directed at ‘curing’, or at least helping students and groups to cope better with their difficulties and problems.

EMPOWERMENT

Empowerment refers to a mechanism by which people, organizations and communities gain mastery over their affairs. Empowerment efforts are aimed at increasing people’s power to act, which can be achieved by increasing their self-esteem.

NETWORKING

Teams are more effective if an external support system available to team members during the operation exists in the community. Network support systems can involve monthly meetings at which different team leaders discuss and resolve issues, the appointment of an LSDT co-ordinator who can provide technical assistance and support for teams, and the involvement and development of external specialists for in-service opportunities.

INTERNAL SUPPORT

It is every institution’s responsibility to find ways of enhancing those systems of internal support most relevant to its current circumstances. Internal support is a college-based, lecturer-centred strategy to enhance provision for student’s needs. This development requires an organizational commitment on the part of the college and its staff, and as such is an expression of a whole-college approach to support lecturers and students.

EXTERNAL SUPPORT

The efficacy of the internal support team is highly dependent on the external support and collaboration provided by the local community, the education department and the multi-disciplinary team of the education support centres (school clinics).
NEEDS-DRIVEN and NEEDS-BASED

Rectors must carefully assess each college's needs, interests and readiness for such a programme, verify the availability of the necessary personnel, and clarify how the team will best fit into the existing systems.

DEVELOPMENTAL APPROACH

Development is a growth process through which an individual becomes an independent person. Centres of learning should be developed in such a way as to prevent social and learning problems from arising. This includes reducing environmental risks, developing the resilience of learners and others, and promoting the development of a supportive and safe environment for learners and other members of the learning community. In order to allow this to happen support services must be structured into the system and be an integral part of its development.

PROBLEM SOLVING

According to Gulliford and Upton (1994) problem solving teams is different from individual problem solving. Team members have to commit themselves to a solution even if differs somewhat from the one at which they would have arrived. Solutions arrived at by teams can be said to have a broader base of support and the work involved in a difficult task can be spread over the complementary skills of several individuals.

ASSESSMENT

"Assessment can legitimately be seen as the manifestation of a system educational value. The new move towards a human rights and empowerment perspective with new assessment strategies has provided a multi-dimensional picture of assessment. For assessment to improve learning, it should respect learners' diversity in ways of understanding and should suggest actions teachers can take to improve the educational development of their students and the quality of teaching." (Engelbrecht, 1997:6).
SECTION 3

UNDERSTANDING WHAT AN LSDT IS ALL ABOUT

1. CONCEPTS OF AN LSDT

- Support and development are college based.
- Support and development are based on an indirect method
- Support and development are lecturer centred.
- The processes of consultation and collaboration constitute an indirect service delivery method.
- Specialists serving on multi-disciplinary teams from school clinics and communities are invited to participate when needed

A problem-solving orientation involves the prevention of problems and the filling of needs of students and lecturers with a systemic approach, through college reform and development.

2. GOALS OF AN LSDT

The goal of an LSDT is the empowerment of lecturers to prevent problems and resolve the needs of students and lecturers needs through collaboration that is aimed at problem solving. Healthy, holistically developed students are the products of a situation where the objectives of the institution are congruent with the needs of the student.

This can be achieved by

- determining the needs of the college through a needs analysis, thereby defining the size, nature and context of the intervention target
- empowering and supporting lecturers to serve students with learning and developmental problems more effectively by utilizing all resources of the staff and consulting the multi-disciplinary team
- encouraging lecturers to share their expertise, consult with one another and benefit from one another’s experience and areas of specialty
indicating preventative good teaching strategies through improvement of college management, lecturer and student attitudes, and teaching methodology through staff training

good management of the LSDT

supplying students with coping skills

building a resource network in the community

being pro-active through developmental programmes

providing students with career guidance

providing learning assistance to students

developing of preventative programmes - life-skills

total support from professional bodies, - external support systems

evaluation of the processes of the LSDT.
3. ADVANTAGES OF AN LSDT

Personal development of students and lecturers

- Stress management and self-esteem

  Assertiveness

- Interpersonal consultative skills co-operation

- Mutual trust and respect

- Collaborative teamwork

- Conflict resolution skills

  Management skills

  Learning and teaching theory skills

- Facilitating networking

- Time management

- Development of human resources

- Better insight into and understanding of students with learning and developmental barriers

  Raising of the general educational standard of the college

  Personnel development and empowerment through in-service training
4. IMPORTANT REQUIREMENTS FOR AN LSDT TO WORK

In order for an LSDT at a college to be successful the college needs to do or have the following:

- Take ownership of the LSDT

- An enthusiastic, supportive rector who can convince his staff of the advantages of an LSDT

- Good planning, follow-up and evaluation of the process of the LSDT

- Train lecturers in the team concept and related skills, e.g. problem solving model, listening and counselling skills

- Establish efficient procedures for team organisation

- Voluntary participation by lecturers

  The LSDT must operate as an integral part of the college - holistic concept

- Not too much paper-work

- Clear understanding of the role of the LSDT

- An excellent co-ordinator

- Team members should have good working relationships with one another

- The generating of workable intervention strategies

- A belief that lecturers have the expertise to help one another, and the capacity to solve their own problems

- Networking with other teams at different colleges

- Evaluation of team effectiveness.
5. FUNCTIONS OF AN LSDT

For a college LSDT to function effectively:

- Problem solving must be immediate, and there must be indirect service delivery from professionals and skilled lecturers.

- There must be direct and an indirect support and development.

- The student must be assisted to take responsibility for his or her learning, self-evaluation and self-awareness.

- Screening, early identification and prevention of student problems must be done as early as possible to prevent future problems.

- Lecturers must be empowered through in-service formal and informal training to broaden their frame of reference and to develop their skills.

- Lecturers must accept responsibility for students with learning and developmental barriers.

- Specialized skills of lecturers must be identified.

- Resources and networking facilitation must be provided.

- Pro-active and preventative programmes must be implemented to empower the student with life skills, health education, career guidance and counselling and learning support.
6. ESTABLISHING AN LSDT

The establishment of an LSDT as a tool for the demanding task of offering educational alternatives, such as support and development to the student "necessitates a degree of staff commitment and adaptation to operation procedures" (Chalfant, Van Dusen Pysh & Moutrie, 1979:88).

A college interested in establishing an LSDT must, according to Chalfant et al (1979) address the following:

Who is the target population?

Checklists are useful to help lecturers identify and refer students in need of special help and assistance.

Who has the responsibility for referral to the team?

Referrals can be made by a parent, the students themselves, peers, or any staff member.

Who should serve on the team?

There are no hard and fast rules other than that team members should be interested in helping other lecturers and students. Chalfant et al (1979) research showed that lecturers seem to prefer to invite specialists only when necessary.

Who should co-ordinate the team?

"The team co-ordinator should be committed to the concept, be willing to co-ordinate the efforts of the team, follow-up team decisions and have the ability to lead groups". (Chalfant, Van Dusen & Moutrie 1979:90).
How should the team operate?

Chalfant & Van Dusen Pysh (1989) suggest that:

- teams should develop their own operating procedures, depending on the college and staff specified, own unique knowledge, skills and competencies
- teams should develop their own network communication with one another and the community
  education regional offices and education support centres should provide ongoing support to teams.

How effective is the team?

The effectiveness of the LSDT must be evaluated.

Once the team members have been appointed they should, according to Chalfant & Van Dusen Pysh (1989) receive some training designed to enable the participants to:

- understand the LSDT concept
  gain small group collaborative experience in the accuracy of describing, analysing, conceptualizing student needs and problems
- improve communication skills for interviewing, selecting and writing realistic intervention goals
- conduct problem solving meetings
- obtain brainstorm strategies and procedures for measuring intervention effectiveness
  plan orientation processes about the LSDT concept for lecturers at their colleges
- Define the roles of the team members, rector, co-ordinator, facilitator, clinic representative, specialist and community representative
The six important factors that contribute to a team's effectiveness are the following:

1. Rector support, commitment, and attitude. The Rector must make time available for lecturers to meet on a regular basis, and ensure continuous encouragement and reinforcement of team efforts and successes.

2. Team procedures, attributes, and performance must be continuously evaluated and monitored. Success lies in planning for a team to become an integral, accepted and effective part of the college system.

3. College staff support and the effectiveness of a consultation program depend largely on lecturers' willingness to be involved in and be part of the process.

4. Ongoing training and technical assistance provide teams with fresh perspectives and contribute to team longevity. Once established, college-based teams can serve as a practical and continuous in-service process which is far more effective than a single training session.

5. Teams are more effective if they build and develop network systems in the community. The team would continue and operate for a long term if they have support from the community and are involved as an integral part of the college system.

6. Evaluation of team effectiveness is crucial and the monitoring of progress is important.

Suggested referral structure:

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STUDENT
   ▼
   PEER / LSDT CO-ORDINATOR
       ▼
       COLLEGE / LSDT
       ▲
       SCHOOL CLINIC; COMMUNITY SPECIALIST
          ▼
          FOLLOW UP AND MONITORING BY LSDT
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SECTION 4

TRAINING PROGRAMMES

1. STUDENT COUNSELLING TRAINING PROGRAMME

1. Awareness of verbal and non-verbal communication
2. Roadblocks to effective communication
3. Helping and listening skills
4. Empathic listening
5. Question skills
7. Guidelines to giving feedback and receiving feedback
8. Decision-making and problem-solving
9. Ethics and confidentiality
10. Referrals
2. LEARNING SUPPORT TRAINING PROGRAMME

1. Needs analysis for academic development in the college.
2. How to study effectively
3. Study skills
4. Reading skills
5. Writing examinations
6. Curriculum adaptation and integration
7. Supplementary tuition
8. Bridging programmes
9. Recognition and identification of learning problems
10. Literacy (Language) and numeracy skills development
11. Communication development
3. CAREER GUIDANCE TRAINING PROGRAMME

1. GET TO KNOW YOURSELF
   - Planning a life-long career
   - Strategies for success
   - Interest, Personality, Aptitudes, Abilities, Skills
   - Values – Emotions, Attitudes → Goal setting
   - Needs – Self Esteem – Expectations → Potential exploration
   - Scholastic achievement profile
   - Personal and interpersonal development
   - Psychometric assessment and evaluation
   - Career choice readiness evaluation
   - Personal transferable skills

2. MAKE THE RIGHT CAREER CHOICE
   - How do you make the right choice?

3. REALISE YOUR DREAMS
   - Goal setting, goal planning, daily goals

4. JOB SEEKING (Personal marketing)
   - Career progress, planning – employment search (Action planning)
   - Informational interviewing
   - Exploring world of work
   - CV writing
• Interviewing skills
• Job shadowing
• Keeping your options open – future expectations
• Importance of weekend and holiday jobs (part-time, leisure, hobbies)

5. FURTHER YOUR QUALIFICATIONS
• Full-time study
• Part-time study
  Correspondence study
• College education and training
• Technikon study fields
• University study fields
• Admission requirements for further study
• New generations and developments e.g. overseas study

6. FINANCING YOUR STUDIES
• Scholarships, loans and bursaries
• How to apply

7. ENTREPRENEURIAL DEVELOPMENT
• Creativity development – Thinking skills
  Goal setting – Strategic planning and development
• Business-opportunity exploration
• Target setting – Motivation
• Project management
8. OCCUPATIONAL DEVELOPMENT

Knowledge of economic needs

- Occupational enhancement
- Time management and resource development
- Managing your life and life-long development
- Job contract, laws, employment benefits (pension, life assurance, leave, medical aids)
- Employers profile – Private, State (Public), Informal and formal – Commerce and Industry
- Career change and adaptation
  
  Economic education (consumer, productivity, advertising)
- Unemployment
- Trade Unionism
- Occupational health and safety
4. LIFE SKILLS TRAINING PROGRAMME

The major goals of the Life Skills education for college students programme are the following:

- To involve the college staff and community in supporting the healthy development and success of all young people

- To help adolescents to develop positive behaviour such as self-discipline, good judgment, responsibility and getting along with others

- To help adolescents to develop commitment to their families, college peers and community

- To provide opportunities for students to practise good citizenship through co-operation and service to others

  To celebrate diversity and encourage respect for oneself and others

- To help adolescents to resist negative pressures and demands

- To provide support for lecturers, administrators and others involved in the programme through effective materials, comprehensive training and follow-up services.
LIFE SKILLS FOR COLLEGE STUDENTS

The skills taught in the programme may be grouped into the following main categories:

- Building self-discipline, responsibility and self-confidence
- Communicating effectively and co-operating with others
- Managing attitudes and emotions
- Strengthening positive relationships with family and peers
- Learning and developing skills in solving problems and making healthy decisions
  - Resisting negative peer pressure, conflict management, alcohol and drug use
- Thinking critically, solving problems and making decisions
- Human rights

Sexuality and HIV/AIDS