

# SUSTAINABLE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING LECTURER DEVELOPMENT: A CONTRIBUTION TOWARDS DECOLONISATION OF EDUCATION

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## Abstract

TVET colleges are capable of producing competent graduates who can navigate their socio-economic contextual realities associated with high unemployment rates and related challenges of poverty and inequality. Arguably, the initial policy focus and mandate for TVET colleges on employability may have encouraged the exclusion of the other multiple socio-economic responsibilities of these institutions. As a result, the ontological and epistemological underpinnings for TVET lecturers' professional development remained unchanged and thus un-responsive to the rapidly changing socio-economic demands of the students. Thus, this paper considers how TVET lecturers' development programmes and initiatives can contribute towards sustaining best lecturers' professional development practices and contribute towards decolonisation of education in the TVET sector. To achieve this, the authors use critical emancipatory research principles and sustainable development approaches as a lens - scrutinise the philosophical underpinnings of TVET lecturers' professional development programmes and initiatives for sustainability. Methodically, the paper adapts and adopts an instrumental case study design to delve deep and facilitate deeper understanding of professional development related issues for lecturers at a TVET college. Special focus is on two disciplines, namely electrical engineering and hospitality because of their potential to work with industry and or businesses for purposes of training students. The principles of a free attitude interview (FAI) were preferred as a technique for generating data, which are subsequently subjected to the socio-cognitive discourse analysis. Our preliminary major finding confirms the proposition that TVET lecturers' professional development programmes and initiatives are not sustainable and, as such, they fall short in their potential to contribute towards decolonising education.

**Key words:** TVET lecturer development initiatives, sustainable learning environment, decolonisation, critical emancipatory research, participatory action research.

## **Introduction**

TVET lecture development initiatives that are sustainable have the potential to contribute significantly towards the decolonisation of education. This proposition engrains the purpose and rationale for establishing TVET colleges, of producing competent and competitive graduates (Rasool & Mahembe, 2014: 5; Kingombe, 2012). Thus, the skills acquired by graduates from TVET colleges should enable them to overcome challenges associated with lack of employment opportunities (Dasmani, 2011:67). The prevalent conditions and contexts marred with serious unemployment-related realities, however, prove otherwise. The graduates from especially public TVET colleges in the Republic of South Africa, tend to struggle to apply their acquired technical skills to respond to their respective employment related challenges (McGrath, 2005:7). This challenge also implicates and troubles among others, the quality of lecturers. TVET lecturer knowledge is according to the literature, below expected standards. This is traceable from the relatively high number of unemployed and unemployable TVET colleges' graduates. The prevailing perception in this regard is that Public TVET colleges' graduates are relatively incompetent and non-competitive.

The centrality of TVET lecturer knowledge and skills regarding their uncontested potential to produce competent, competitive and employable graduates arouse our enquiry (Kirpal, 2011). Our enquiry seeks to establish how knowledge development initiatives for TVET lecturers engender transformation and or decolonisation of knowledge process. The apparent over-emphasis of theoretical over practical knowledge and skills for employment over self-employment purposes is historical (Cheng, 2010:439). It is traceable to the policies and principles of separate development of apartheid education and other forms of exclusion and marginalisation that served colonial masters (Rasool & Mahembe, 2014). The principles of separate development that underscore values of exclusion and marginalisation expend less or no energy on the rich and valuable knowledge and skills inherent in peoples' diversity. Could it be that tendencies of exclusion and marginalisation still linger (in) the TVET lecturer development processes and as such contribute to the limited progress of lecturers' academic and or skills development? Conversely, we ask how do TVET

lecturer development processes enhance lecturers' capacity to acquire and integrate theory / academic knowledge and practice / industry demanded skills on sustainable bases and to the benefit of broader society?

Thus, the paper considers the extent to which TVET lecturer development process are sustainable and inclusive. The principles of sustainability and inclusivity are central to the processes of decolonisation and transformation of knowledge processes and education (Battiste, 2009:5-7). For instance, considerate inclusion and recognition of affected peoples' diverse experiences and knowledge systems in pursuance of the response to commonly shared social problems and needs, empowers those who would otherwise have been excluded and marginalised. In the same vein, sustainability engenders relevance and alignment between and among theory, practice and ever-changing social demands (Gamble, 2013; Shove & Walker, 2010: 471). TVET lecturer development initiatives are thus pivotal in enabling the achievement of the envisaged TVET graduates on sustainable bases. Additionally, it means and requires that TVET lecturer development initiatives should be relevantly resourced and be able to keep pace with the ever changing demands of the industry and of the fourth industrial revolution for learning. Just how plausible are these in the context of public TVET institutions that have a history of limited resources, irrelevance and or misalignment with key industry partners, impels the authors' interest even further.

To this end, this paper responds to the question, to what extent do TVET lecturers' professional development programmes and initiatives help create empowering knowledge for lecturers to be able to prepare students who are competent, competitive and or entrepreneurial?. This question presupposes that TVET lecturers' professional development programmes and initiatives are capable of producing empowering, emancipatory and transformative lecturer knowledge on sustainable bases. The question further presupposes that TVET lecturer development initiatives have the capacity to contribute towards the decolonisation of education. Again, how is this contribution realised and or plausible, given the complex nature of the reality of education, deserves our attention. The question has the undertones of the need for mutual inclusion and inter-dependency between TVET colleges and industry in line

with the multiple responsibilities of colleges and the ever-changing economic policy positions. Thus our aim is to determine the extent to which TVET lecturers' professional development programmes and initiatives help create empowering, responsive and vocationally current / relevant knowledge for lecturers to be able to prepare students who are competent, competitive and or entrepreneurial. The paper unbundles this aim into constructs developed from the data generated and confirmed by the literature read. The constructs are further developed into sub-constructs and or priorities according to which data are ultimately arranged (Bless, Higson-Smith, & Sithole, 2013; Bryman, 2008). At the sub-construct level, data are interrogated using critical discourse analysis that enable making sense up to the educative social structural level. The cognitive and or discursive practices level of analysis that follows from textual analysis of the data eased the attainment of the educative levels (van Dijk, 2011).

### **The framework**

The authors blend the principles of CER with those of sustainable development approaches to frame issues relating to relevance, responsiveness and currency of continuous TVET lecturer development (Fien & Wilson, 2005; Guthrie, 2010; Maclean & Pavlova, 2013; Tikly, 2013). The principles referred to pertain to amenability to accommodate diversity while capably dealing with inherent power differential realities so as not to derail the sustainability of envisioned professional development (Coffey & O'Toole, 2012; Kincheloe, 2008). The blending of sustainable development approaches with CER principles aims to create inclusive and context-sensitive professional development opportunities (Billet, 2013; Tikly, 2013). This serves to guard against the dangers associated with top-down and prescriptive actions during professional development planning and implementation processes as enshrined in the IQMS policy document (DHET, nd).

In this sense, the human-centeredness, enduring and flexibility traits of sustainable lecturer development become potentially realisable, especially in relation to its focus on and link to lifelong learning and human security. In this way, TVET lecturer develop become inevitably accustomed to and inseparable from sustainable environmental, economic and social development related realities (Kemmis & Wilkinson, 2002). The TVET lecturer development thus tend to become oriented towards sustainability an in

a way become consistent with TVET sector multiple responsibilities as espoused by Tikly (2013).

Furthermore, the accommodation of diversity in an equitable and respectful manner as envisioned, enable lecturers' freedom of expression and encourage openness about their development needs. Thus, sustainable lecturer development processes respond to lecturers actual development needs and help improve their competences (DHET, 20xx) and progressively contribute towards achieving the attributes of outstanding TVET lecturer (Sallis, 2012). Furthermore, Sallis (2012) lists the attribute of an outstanding lecturer (teacher) as one of the most important sources of quality in education based on moral and professional imperatives amongst others. Thus by being considerate and sensitive to lecturers' complex and diverse professional development needs in a manner that values and respects the quality of TVET colleges graduates produced, is central to the CER-sustainable development frame (Keller, 2003; Kemmis & McTaggart, 2007; Reynolds, 2011; Sallis, 2012; Watson & Watson, 2011).

### **Related literature**

There is sufficient evidence in the literature that attest the centrality of values and principles of inclusion, responsiveness to current and future environmental, economic and social needs for purposes of transformation and empowerment. To this end, there is advocacy for the creation of sustainable empowering learning environments that draw from the diverse experiences and backgrounds of people who are committed and earnestly feel obliged to address their own socio-economic problems (Fien and Wilson, 2005; Mahlomaholo, 2010).

Cortese (1999) put it aptly that "the environment [environmental, economic and social sustainability] is not a competing interest; it is the playing field on which interests intersect". In this regard, the intersection of interests of rapidly changing industry demands presuppose equally responsive diversified TVET colleges (Tikly, 2013). These rapid changes bear significant implications for the TVET lecturers who must produce competent and competitive graduates through the application of relevant, well-balanced and challenging curriculum (Fien & Wilson, 2005; Guthrie, 2010; Sallis, 2012). The importance of collaboration, commitment and support of TVET lecturers' professional development is inevitably inescapable if TVET's multiple responsibilities

are to be achieved. In this regard, Tikly (2013) notes the strong commitment to develop human resources consolidated by the legal framework imperatives in Ghana that led to it being the most highly developed education system in West Africa. Similarly, the Singaporean success story also affords opportunity to learn how best to collaborate in response to the sometimes rapid changes in economic policy and the needs of more capital-intensive industries (Tikly, 2013). This experience should further help facilitate the interrogation of their (Singaporean) alleged rote-learning oriented approaches. The purpose being the pursuit of continuous development of TVET lecturers that contributes towards and promotes the production of critical thinking graduates with relevant practical skills (Maclean & Pavlova, 2013; Tikly, 2013).

In the same vein, the development of a progressively *flexible, innovative and responsive lecturer professional development strategy* that can respond to the needs of both the learners and the industry become a possibility. To this end, Guthrie (2010) discusses the key features and strategies that might characterise the approach towards the development of such a strategy. Among these are the following realities that constitute the focus of this paper, namely,

*“that link professional and workforce development strategies strongly to organisational business strategies and more broadly, to the [TVET] VET sector’s diverse roles; ensure that professional and workforce development approaches are effectively linked to the performance review system. That need to be fit for purpose, and not be a ‘one size fits all’ approach; that ensure that proper balance is struck between maintenance of vocational currency and its further development and the development of appropriate and higher-level teaching and training skills”* (Guthrie, 2010:21)

To this end, Maclean and Pavlova (2013) share best practices from Korea that tend to support lecturer development on sustainable bases. They cite among others the following

*“a thorough curriculum, strong school / college – industry cooperation including internships, industry-based training for faculty members (lecturers), education for mid-career industry employees, joint college / industry research programmes, information exchange, the active work of industry/college cooperation committees and curriculum development at the industries’ request”* (Maclean & Pavlova, 2013). These practices are said to contribute to the preparation and development of highly valued college graduates.

Thus, best practices in the TVET sector from Singapore, Australia, Korea and Ghana gives hope about the possibilities of sustenance of the sector (Guthrie, 2010; Ticky, 2013). It is thus, possible to revamp continuing education and training of lecturers that focus on re-skilling and shifting perceptions about TVET through structures like the Singaporean ITE founded on the Korean practices mentioned above. Evidently, earnest commitment, equal and equitable engagement of key stakeholders at different levels and having diverse experiences are pivotal. The richness of diversity in this context resides in its ability to facilitate the creation of empowering knowledge through TVET lecturers' professional development that focus on sustainability (Mahlomaholo, 2010). Thus, TVET lecturers' professional development ought to use active and critical learning (DHET, 2017), problem-based, lecturer-centered (Rocha-Schmid, 2010: 355), self-directed (Parker *et al.*, 2009:592), and self-regulated (Niemi, 2002:764) learning and teaching strategies.

The emancipatory empowering knowledge for sustainability would contribute towards creating sustainable society. Biesta (2010:43) aptly captures the importance of focusing on the sustenance of society by stating that:

“...there could be no individual emancipation without a wider societal transformation. This became the central tenet of critical approaches to education. ...the emancipatory interest of critical pedagogies focuses on the analysis of oppressive structures, practices, and theories. The key idea is that emancipation can be brought about if people gain adequate insight into the power relations that constitute their situation - which is why the notion of demystification plays a central role in critical pedagogies”

## **Design and methodology**

This study is an instrumental case of TVET lecturers' professional development programmes and initiatives (Baxter & Jack, 2008). It seeks to contribute towards the development of responsive and vocationally current TVET lecturers' professional development programmes and initiatives. The study does this based on the understanding of the extent to which the lecturers' professional development programmes and initiatives facilitate the creation of empowering knowledge that focus on the preparation of competent, competitive and or entrepreneurial TVET college students (Biesta, 2010). Empowering knowledge is fundamentally emancipatory, transformative, decolonising and sustainable and therefore responsive, relevant and

vocationally current (Guthrie, 2010; Maclean & Pavlova, 2013; Mahlomaholo, 2013). Bryman (2008) supports this (our) consideration of a case by indicating that cases need not necessarily be individuals or organisations, they can be objects.’

Hammersley’s (1992) averments that case describes sources of data, suggests the inclusion of phenomena and or processes to the ‘fray’ of cases. The sources of data in respect of TVET lecturers’ professional development programmes / initiatives are individuals like TVET lecturers, administrators and requisite service providers, attached to TVET colleges / institutions that is the organisations. Whether TVET lecturer development initiatives and programmes are objects, individuals or organisations or not is not the issue for this paper. The issue is that the paper in its attempts to generate data from the individuals in respective organisations attempts not to reduce them into numbers and or objects. Thus, the focus and therefore the case, is the TVET lecturer development initiatives as human processes and or human phenomenon. Thus, by displaying and engendering the utmost respect, humility and care, we engaged in discourses with the participants to gain as much in-depth information specifically about TVET lecturers’ professional development programmes and initiatives. This, we do at the advice of Burton, Brundrett and Jones (2008:66-67) when they contend that in a case study there is “a concentration of the specific rather than the general – the choice of depth over breadth.”

The in-depth understanding of the specific principles and features (Baxter & Jack, 2008) of the envisioned TVET lecturers’ professional development programmes and initiatives necessitated the engagement of relevantly qualified and experienced participants with diverse TVET related backgrounds. This called for consideration of different disciplines that afford opportunities for both theoretical and practical skills offerings at TVET colleges and industries / businesses respectively. In addition, the participants who felt obliged to contribute towards influencing the development of responsive, vocationally current and relevant TVET lecturers’ professional development programmes and initiatives (Maclean & Pavlova, 2013). In this regard, participants from business studies, engineering studies, TVET college senior management team, sector education and training authority as well as business sector, participated in this study.

The methods in qualitative research design approach were in the forms of meetings and or focussed group discussions and observations (Bless, Higson-Smith & Sithole, 2013). Our meetings served as intersubjective spaces (Habermas, 1990; Kemmis, 2008) where we (the participants) interrogated issues about empowering knowledge towards responsive, vocationally current and sustainable TVET lecturers' professional development programmes and initiatives, to their logical conclusion (Harris et al, 2001; Hollander & Mar, 2009). This required the participants to provide convincing reasons and evidence to support their respective propositions. To achieve this we further deployed Free Attitude Interview (FAI) principles as technique to delve deeper into issues as we generated data. In this regard the research questions, derived from the aim served as the initial question to solicit inputs from the participants by way of brainstorming.

During brainstorming session, participants did not interject when one participant was in the process of sharing and expressing his/her views and or experiences. This was to ensure respectful and careful accommodation of the participants' views and experiences. In order not to lose what to raise and points of concern that accrue during brainstorming, the participants kept their notes (written) to raise during subsequent steps. In addition we voice recorded the deliberations and transcribed them for further interrogation during our subsequent iterative engagements. Subsequent to brainstorming session, our communicative actions focussed on asking clarity seeking questions and further questions with the purpose of establishing logical conclusion and summary of deliberation for each aspect and issue. The process of transcription and organisation of data into priorities, constructs and or themes for each objective, necessitated five engagement sessions with the participants over a period of six months (Bless, Higson-Smith & Sithole, 2013; Bryman, 2008; van Dijk, 2011).

We used van Dijk's socio-cognitive critical discourse analysis because it is consistent with our case of seeking in-depth information about empowering and transformative prowess of TVET lecturers' professional development programmes and initiatives. This analytic tool (CDA) requires critical discernment of the text as it relates to cognitive elements associated therewith with the result of further considering prospective discursive social practices (van Dijk, 1995). In this sense, CDA's sensitivity to and critique of power differential realities and tensions embedded in the text and thus individual's cognitions about issues or aspects thereof, was critical. We

organised relevant data, according to the aim of the study, from which we developed constructs and sub-constructs and or priorities ad organising principle for the generated data. We privileged data that pointed to the opportunities and strengths that could be used and or are used to circumvent the apparent weaknesses and threats confronting TVET lecturers' professional development programmes and initiatives. Our engaged critical participant observation paid particular attention to the non-verbal cues that accompanied the spoken statements (text) in each instant, in order to help us determine possible power differential realities, tensions and absurdities and as such the trustworthiness, rigor and quality of data (Golafshani, 2003).

### **Analysis and rigour**

Our analysis was context-sensitive in its focus on TVET lecturers' professional development programmes and initiatives. It valued the participants' diverse and rich backgrounds, experiences and knowledge of the TVET college sector. Thus, the participants' previous and current contexts, namely their actual roles, responsibilities and experiences are regarded as having enriched their contribution in the forms of their responses to the questions asked in this study (van Dijk, 1995). The participants' responses are considered as warrantable especially in light of their willingness to share their experiences and information in an honest manner, as per ethical considerations as approved by the affected university (UFS) ethics committee. The questions they responded to aimed towards establishing the extent to which current TVET-Industry engagements towards TVET lecturers' professional development were responsive, vocationally current and relevant. The multiple questioning technique of FAI that also embraced critical reflective brainstorming among participants enabled persuasive intersubjective engagements of issues towards their logical conclusion (Meulenbergh-Buskens, 2011). That helped us minimise possible imposition of extraneous viewpoints. In this sense, issues of trustworthiness (Bless, Higson-Smith & Sithole, 2013) of the generated data were ascertained.

The constructs we derived from the data generated and the literature that served as our data organising principles were college-industry-SETA collaboration for *sustainability*; alignment of professional development strategies *and* socially inclusive professional development programmes and initiatives for TVET lecturers. For

purposes of this study, we limit our discussion to only one construct, namely collaborations for sustainability.

### **Collaboration for sustainability**

The collaborations that aim for sustainable lecturers' professional development do so through inclusive, equitable, secure and prudent human-centred processes. Such collaborations are not limited to consultation but respect the contributions of the different stakeholders towards the attainment of commonly crafted vision that is developed from affected stakeholders' multiple strategic goals and objectives (Guthrie, 2010). Thus key stakeholders, such as TVET colleges, respective industries / business and skills education and training authorities / government, are obliged to engage in lecturer-centered professional development processes in a manner that is inclusive, connected, prudent, secure and equitable (Gladwin et al, 1995). This is inevitable because of the inescapable inter-dependencies between TVET colleges and industry / business as well as public sector / government / SETAs. Furthermore, the focus on sustainability of TVET College-Industry-SETA draws from lecturers' professional development that contributes towards the development of a society that can "persist over generations; is far-seeing enough, flexible enough and wise enough not to undermine either its physical or its social systems of support."(Gladwin et al, 1995:877).

The data generated through the reflection engagements with the sector education and training authority representative, TVET college senior management team member, electricity business consultant and company owner, gave an indication of possibility of creating the envisioned sustainable society. The data generated were from two reflection sessions, two seminars, and three meetings organised by the UFS TVET research team. The data generated was after the UFS ethics committee approval of the DHET approved project, to which the project in this paper reports as well as the affected participants consented to participate in the project.

The representative of the sector education and training authority expressed a somewhat global view regarding the issue of collaborations among TVET colleges and respective industries during a seminar. It appeared from his averments that there was a need to do industry needs analysis, establish TVET college-industry communication

and monitoring mechanism in pursuance of TVET colleges' leadership roles in industry. The representative from SETA put his views as follows:

“...there are no means of checking what the needs of industry are,...no communication, no relationship [between industry and TVET colleges]...[and as a result] industry ends up importing skills across the borders [outside RSA],... leadership of TVET Colleges needs to understand their roles and responsibility to change the country into industrial giant..” [emphasis ours]

The seminar reflected and engaged the SETA representative and plenary on these comments through a process outlined earlier. It turned out from the intersubjective engagements that ensued, that there was a need for a monitoring and evaluation system / mechanism to establish the quality of TVET college graduates needed by industry. It also became clear that such a mechanism is possible where TVET college-industry relationship is established through effective communication and networking. Most importantly, plenary affirmed the importance of the key role that leadership of TVET colleges in particular, can and should play under such circumstances. Sadly, as it is, the data suggest that TVET colleges, especially the leadership thereof tend to contribute to the unwelcomed practice of sourcing of skills outside the country. The apparent absence of industry labour needs analysis and communication and networking inadequacies of leadership in this context undermined the importance of TVET lecturers' professional development.

This was evident from the reflective engagements of the views expressed by the head of electrical engineering studies at the affected college. The question he responded in this regards was, whether there was a college- and or department (engineering studies) -industry / business collaboration that dealt with issues of TVET lecturers' professional development. His response confirmed the SETA representative's earlier averments when he (head of engineering studies department) alluded to existing arrangements with the business entity as somewhat casual, seldom and non-existent. The head of department said,

“ ...no... not really... once in a while, there and there, when there is something new in the curriculum especially for NCV because NATED curriculum has not changed ... sometimes we get MOU's [memorandums of understanding] with the industry, but let's say it is once or twice in the year.”

Further interrogation of the data above pointed to MOUs as indicative of College-industry collaborations that were infrequent and not necessarily planned ahead, especially for the NCV programme. These were not for the TVET lecturers but for students. Programmes for the NATED programme on the other hand were infrequent and or non-existent. There were MOUs also for industry employees who attended theory classes towards N-qualification that came at the request of the industry.

The owner of an electricity company who had an arrangement with the affected college and offered to afford electric engineering students opportunity to be exposed to real life electric devices and equipment and to learn from them, attested to the head of department's observation. In his support of the head of departments' views, he introduced what ultimately turned out to be an explicit indication for the need for "active work of college-industry cooperation committee" (Maclean & Pavlova, 2013) and the development of responsive lecturers' professional development programme and or initiatives. This became clearer during further engagements and reflections on the analytic process that lead to the business decision that as alluded to by him (business owner):

"...we [electrical company] made our analysis, identified a weakness... and made a business decision...we [electrical company] do not need to be in competition with TVET colleges over the quality of TVET college graduates [in electrical engineering studies]"

The business decision made led to the establishment of work arrangement with the college and afforded students opportunities to see and operate live electrical devices. In this regard, the Business consultant made an example of the students' exposure to actual transformers and contrasted that with limiting the students to the picture thereof as the college does. The college-business arrangement also opened up opportunity for students to do practical work at the college. The artisan from the respective business conducted the practical sessions in conjunction with the college lecturer. This experience gave hope that college-industry collaboration was possible. The availability of corporate strategies supposedly aligned to employees' development and appraisal process and systems strengthen this hope further.

A member of the senior management team (SMT) at the second TVET College who attended the seminar referred to earlier, alluded to this possibility of collaborations for

sustainable development in her applaud for DHET's positive move through "QCTO [Quality Council for Trade and Occupations], because TVETs now work directly with industry' she contended. In addition, the SETA representative also indicated that SETA cannot impose itself but awaits to be involved as it was already with other TVET colleges. While plenary acknowledged and welcomed the idea of college-industry collaboration for sustainability, the senior manager explicitly expressed her wish to have government and universities to be involved in the collaboration. The senior manager in her reflection and input on the presentation on a recently completed research and presentation by the SETA contended that:

"...there is lack of support there is so much change, that is why we don't find stability in TVETs,...universities need to help...we [TVETs] are always poor cousins to university ...government need to be confronted with issue of its policy stability.."

Further interrogation of the input and reflection of the senior manager helped plenary to deliberate on the role of the envisioned college-industry to include stakeholders like SETA and universities. It turned out that the inclusion of SETA and or Government might suffice to steer the collaboration. The universities and other professional development service providers were also legible for participation in the collaboration. The power differential realities embedded in the perception that TVETs 'are always poor cousins to university' served as an issue to be dealt with by the envisaged collaborations. Such perceptions were historic and as such needed a well thought out action plan to deal with them. Lessons from Korea about information sharing, joint research projects and strong curriculum for TVET lectures' professional development programmes and initiatives would be helpful in this regard (Maclean & Pavlova, 2013).

### **Limitations**

This study is part of an ongoing TVET search project conducted by the school of mathematics, natural sciences and technology education of the faculty of education of the University of Free State. It (the study) is limited in scope of this ongoing mega research and reports on only one of the three most critical constructs that pertain to the object thereof.

The findings of this research may not be generalised to the entire populace of TVET colleges' engineering studies in South Africa. There are instances where TVET

colleges-industry collaborations are active and functional. There are also instances where these collaborations may not be viable.

## **Findings**

The study found that there was a need to establish a TVET college-industry-SETA collaboration structure that will

- align college lecturers' professional development with industry needs and strategic goals by enabling them (lecturers) to prepare graduates that are competent, competitive and entrepreneurial,
- ensure accommodation of and respect for lecturers' diverse professional development pursuant to economic, environmental and social sustainable development needs, and
- engender the development of TVET lecturers' professional development programmes and initiatives that are geared toward the creation of sustainable society in an inclusive, equitable, prudent and safe manner.

This finding confirms the literature in respect of the positive contribution that a 'strong college-industry cooperation and active work of college-industry cooperation committees' have on TVET lecturers' professional development (Maclean & Pavlova, 2013). It also confirms the need for linking the lecturers' professional development strategy to that of the respective industry (Guthrie, 2010).

## **Conclusion**

Based on the above findings, the study concludes that

- TVET college-industry-SETA collaboration committees are inevitable if TVET lecturers' professional development is to be effective;
- the establishment of such collaborations should evolve from robust consultative processes that are earnest about the diverse views of the key stakeholders and participants; and
- the collaboration committees should focus on sustainable and empowering knowledge creation process towards ensuring vocational currency, relevance and responsiveness.

## Recommendations

Based on the above findings and conclusion, the study therefore recommends the establishment of TVET College-industry-SETA collaboration for sustainable development through continuous lecturers' professional development programmes and initiatives with a focus on TVET college graduates that are competent, competitive and entrepreneurial.

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