



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**THE MINISTERIAL TASK TEAM
ON THE ESTABLISHMENT OF A
SOUTH AFRICAN INSTITUTE OF
VOCATIONAL AND CONTINUING
EDUCATION AND TRAINING**

3 main tasks assigned by ToRs:

1. Make recommendations regarding role & functions of Institute
2. Make recommendations regarding the establishment of the Institute, including its legal and organisational form
3. Develop draft framework for the establishment of SAIVCET

Five sources of information:

1. **Literature review** of TVET apex bodies & supportive institutes in 17 countries
2. **Interviews** with 60 respondents from broad range of stakeholder groups
3. **Public comments** on the ***Green Paper***
4. Observations & recommendations of **other task teams** on CETCs, RPL, SETA performance and NCV
5. **Visits** to selected institutes in 4 countries

Recurring themes in SA responses:

- Institute for support & development a good idea, ***but***:
 - Concerns over fragility & HR capacity of current VET system
 - Need to avoid duplication of functions & effort
 - Interests and problems of VET and AET sectors diverge
- Critical needs:
 - Stabilise TVET college sector, especially programmes & qualifications (both occupational & vocational streams)
 - Open viable pathway into VET for Grade 9 graduates
 - Improved teaching & learning in public FET colleges (N.B. quality of teaching staff)
- Innovation will require stronger HE involvement
- Implementation will require stronger private-sector involvement

Proposed Guiding Principles:

SAIVCET should:

- Initially, focus primarily on post-basic TVET for skilled employment in the formal economy
- Have a support, not a line-management, function
- Be sufficiently independent to be a ‘critical friend’ to DHET
- Be funded from existing resources, such as Treasury & NSF, and not have to seek new money
- Work through partnerships with private sector, other state agencies & HE

6 Primary Roles of SAIVCET:

1. Applied research
2. Pre- & in-service development of lecturers, instructors & trainers
3. Curriculum innovation & design (above level of course materials)
4. M&E at systemic level
5. Co-ordination & linkages (esp. with employers for WIL & with HE for upskilling TVET corps)
6. Advocacy & policy advice

SAIVCET should avoid:

1. AET & basic skills training
2. Management & operational training in DHET, colleges or SETAs
3. Labour market research
4. Career guidance or student support services (beyond provision of information to counsellors)
5. Library & document information services

Recommended Board:

- 12-15 members with 4-yr, renewable terms
- 10 appointed by MHET from nominations by SAIVCET; up to 5 co-opted by Board itself
- An expert-driven board with expertise in:
 - Skills development/CVET (4-5 members)
 - Research (2-3 members)
 - Commerce, industry & the economy (3-4 members)
 - Finance (1 member)
 - Law (1 member)
- Drawn from key constituencies (e.g. DHET, employers, labour, HE, training service-providers, NGOs, AET)
- Governed by charter specifying roles & responsibilities, rules of procedure, review mechanisms, etc.

Recommended Establishment:

- Actual core organisation located in Gauteng, with ‘virtual’ constellation of partners, associates & service-providers
- Funding drawn from Treasury (core), NSF (strategic projects) & clients (commissioned work)
- Initial staff complement:
 - Director
 - 8 senior professionals
 - 6-8 mid-level professionals
 - 8-10 support staff
- Annual budget of >R30 million
 - Post costs: ±R18 million
 - Operating costs: ±R12 million
 - Project funding

Conclusion:

SA has all the ingredients of a strong TVET system, including requisite policies, institutions, industries, personnel & funds. SAIVCET's main role will be to link them together.

