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2023
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Examining the extent which the SAIVCET support institute for TVET colleges in South Africa has accomplished its primary roles one to six

By

Bongiwe Tutu

A paper presented in partial fulfilment of the requirements for the Masters of Management in the Field of Governance (Development and Economics), School of Governance, University of Witwatersrand

Declaration

I, declare that this write-up is my own, unaided work. I have not submitted this write-up before for any other purpose apart from the 'Proposal Development' course at the WITS Graduate School of Governance.

Abstract

The National Development Plan (NDP) envisions South Africa's economic transformation by focusing on higher education and skills development. Since its adoption in 2012, it has emphasised the crucial role of Technical, Vocational Education and Training (TVET) colleges as the major institutions to improve education, skills development and to enhance economic growth. Despite this realization, there are shortfalls that remain within TVET colleges, whereupon the NDP states, "the FET (TVET) system is not effective, it is too small and the output quality is poor" (NDP, 2012: 40). The Department of Higher Education and Training (DEHET) established the South African Institute for Vocational and Continuing Education and Training (SAIVCET) to support the TVET colleges. The SAIVCET was established on six primary roles and three implementation objectives. Using the qualitative survey research approach, adopting questionnaires and semi-structured interviews to gather and assess data, this research examines the extent to which the institute has accomplished the six primary roles and fulfilled the purpose behind its establishment. Through the purposive sampling of the research participants used, this research has found that the rationale and importance for the SAIVCET to strengthen the TVET and CET sector is unquestionable. However, research findings and conceptual analysis indicates that there have been challenges to the formal implementation of the SAIVCET. The institute was projected for 2012, however has yet to be established due to funding and governance constraints. As a result, SAIVCET has no governance structure. In the interim, a "SAIVCET Project" which is an informal body was formed to fulfil some of the functions and primary roles of the main SAVICET body. In a recent 2020/21 DHET Annual Performance Plan, the SAIVCET is still presented as a planned initiative, which has been projected for implementation in the period 2020 – 2025 (DHET, 2020: 10). In examining the primary roles of the SAIVCET support institute for TVET colleges in South Africa, this research has found that, the extent to which the SAIVCET, even as acting through the SAIVCET Project, fulfilled its primary roles is poor. The findings indicate that the SAIVCET has attained average to poor results in effectively fulfilling of its primary roles. Each of the primary roles received consolidated scores that are below average (below 50 percent) from the participants' primary data. The conceptual framework and analysis further indicates the lacking impact of the institute, particularly under assessments of the Good governance framework and the Education policy implementation framework. This research recommends DHET uphold publishing annual reports to the functions and progress of the SAIVCET and SAIVCET Project, in order to enable public awareness and engagement on developments within higher education. Further, this research recommends a two-year progress review of the SAIVCET once it has been established. Further, this research study recommends coordinated efforts among various ministries, stakeholders, public and private sectors and higher education institutions, on the functions and resources for SAIVCET. Furthermore, this study recommends an institutional push for shifts in mind-sets, particularly among employers with bias when selecting candidates from higher education institutions and TVET colleges. Furthermore, this research recommends funding and resources, which are allocated without reservations, but for the sole purpose of advancing progress,

transformation and human development. This requires rigid policy interventions within South Africa's education system. This research can be used to build on new and existing studies of frameworks on TVETs and SAIVCET.

Keywords: *SAIVCET, NDP, TVET, FET, Colleges, South Africa, Institutes, Governance, Education, Policy*

Acknowledgements

This research report began only as a distant idea, but has grown significantly into a project that has the potential to contribute and influence policy making in Higher Education systems, skills development policies, and entirely South Africa's economic transformation. For this, I would firstly like to thank my lecturers at the Wits School of Governance for the inspiration and influence towards the sharpness of this paper. Notably, to my supervisor Dr Dikgang Motsepe, I am grateful for your support, patience and dedication towards my growth. Furthermore, I thank my research participants who informed the empirical data and findings of this research coming to completion. Lastly and most importantly, I want to thank my family for always encouraging me, particularly my mom for her divinity and hand over me. Enkosi, Jwarhakazi.

Acronyms and Abbreviations

NDP	National Development Plan
RDP	Reconstruction and Development Plan 1994
GEAR	Growth, Employment and Redistribution 1996
ASGISA	Accelerated and Shared Growth Initiative for South Africa
WP-PSET	White Paper on Post-School Education and Training
NSDP	National Skills Development Plan 2030
PMG	Parliamentary Monitoring Group
GHS	General Household Survey
HRDCSA	Human Resource Development Council of South Africa
SAIVCET	South African Institute for Vocational and Continuing Education and Training
TVET	Technical and Vocational Education and Training
PSETA	Public Service Sector Education and Training Authority
FET	Further Education and Training
CET	Continuing Education and Training
DHET	Department of Higher Education and Training
NSF	National Skills Fund
BIBB	Federal Institute for Vocational Education and Training, Germany
NITTTR	National Institute of Technical Teachers Training & Research, India
SFIVET	Swiss Federal Institute for Vocational Education and Training
CEDEFOP	European Centre for the Development of Vocational Training
KRIVET	Korea Research Institute for Vocational Education and Training
SENCE	National Service of Training and Employment, Chile
NCVER	National Centre for Vocational Education Research, Australia
UN	United Nations
AU	African Union
EU	European Union
SDGs	Sustainable Development Goals
FOCAC	Forum on China-Africa Cooperation
BRICS	Brazil, Russia, India, China, South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organisation
OECD	Organisation for Economic Co-operation and Development

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Chapter 1: Introduction

National and international policies on the advancement of higher education and the development of skills have played a vital role in economic growth and development. Since the end of apartheid and the onset of democracy in 1994, South Africa has articulated various growth and development policies that seek to address the triple challenges of poverty, inequality, and unemployment. Following the adoption of the Reconstruction and Development Plan 1994 (RDP); the Growth, Employment and Redistribution 1996 (GEAR); and the Accelerated and Shared Growth Initiative for South Africa (ASGISA), South Africa launched the National Development Plan 2030 (NDP) in 2012, which is arguably the most inclusive and holistic plan for economic and social development (NDP, 2012: 14).

The NDP envisions South Africa's economic transformation by focusing particularly on higher education and skills development as the driving force for job creation and economic growth. Since its adoption in 2012, the NDP put emphasis on Technical, Vocational Education, and Training (TVET) colleges as the major institutions to fulfill the national objectives of improving education and skills development to enhance economic growth. In previous years, the TVET colleges were called FET[1] colleges.

At the same time, the Department of Higher Education and Training[2] (DHET) was set to establish the South African Institute for Vocational and Continuing Education and Training (SAIVCET) to support the TVET colleges. Through the Green Paper for Post-School Education and Training (DHET, 2012a), the aims of the institute were to support "public further education and training colleges and the wider skills development system" (DHET, 2012, 6). During a Parliamentary Monitoring Group (PMG) meeting in October 2012, proponents argued that the SAIVCET would function only as a governance and administrative body, leaving TVET colleges primarily with the focus on academic and teaching responsibilities (PMG, 2012). The DHET Ministerial Task Team (2012) set six primary roles, which would guide the functions of the SAIVCET (DHET, 2012: 7-8). The six primary roles are; applied research; upskilling of TVET lecturers, instructors and trainers; curriculum innovation and design; monitoring and evaluation from a systemic view; co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education; and advocacy (DHET, 2012: 7-8).

[1] The Department of Higher Education and Training (DHET) in 2012 introduced the term 'TVET' to replace the previously used term 'FET' (Further Education and Training) in South Africa's educational system. This was in order to align South Africa with international frameworks. In addition. The Minister of Higher Education and Training, Blade Nzimande therein announced in 2014 that all FET colleges, not just public FET colleges change their names to identify as TVET colleges (Odendaal, 2015).

[2] The DHET was established in 2009 to integrate both the skills system, which was previously with the Department of Labour, and to integrate the TVET Colleges and Universities, which previously fell under the Department of Education (DHET, 2016: 16).

Furthermore, the Green Paper provided an extensive list of 13 responsibilities that expand on the six primary roles, which would be achieved by the SAIVCET, along with 12 additional functions adopted from the FET Colleges Amendment Bill, 30 May 2012. The functions include developing long-term capacity curricula for FET (TVET) colleges and adult education colleges and the continuous improvement of FET(TVET) programmes. Further, that the SAIVCET serves as a centre of excellence for research and innovation for FET (TVET) Colleges; and to advise the minister on vocational and continuing education at national level. In addition, that the SAIVCET functions to develop resource materials and training for programmes, guidance, and capacity building for teaching staff; to promote dialogues between colleges, employers and SETAs, councils and training institutions; to conduct and promote labour market research; and to publish a research journal on further education and training and skills development (DHET, 2012: 23). As ambitious as the proposed responsibilities appear, they speak to the crucial role the SAIVCET is meant to play in supporting TVETs in the country, and to realize the outcomes of its impact translate towards growing the economy.

The DHET Task Team contemplated the governance structure of the SAIVCET to consist of a board, a chairperson and up to ten ordinary members, who are appointed by the Minister for a period of four years, renewable from nominations by the institute (DHET, 2012: 9). The first members of the Board were meant to be nominated by the public, and thereafter, existing Board members were to nominate the future Board members. By all accounts, however, the Board was never constituted (DHET, 2016, 21).

In October 2016, the Presidential Commission on Higher Education and Training published a Ministerial Committee/ Task Team Report (DHET: 2016), which was to assess the progress of SAIVCET since its inception. The report notes that the rationale for the SAIVCET is "upgrading the technical knowledge and pedagogical skills of existing staff in TVET and community colleges, and promoting the professionalization of lecturers, instructors and trainers" (DHET, 2016: 19). In addition, the SAIVCET is supposed to promote excellence in research, foster dialogue and linkages between higher education institutions, and establish an autonomous monitoring and evaluation unit in college management and student performance (DHET, 2016: 19). Although the SAIVCET is mentioned in the White Paper on Post-School Education and Training (WP-PSET) in 2014, it was noted to have faced formidable funding difficulties in the fiscal framework of 2014/15. Despite these challenges, the National Skills Fund (NSF) provided a grant to the institute (DHET, 2016: 21). In addition, even though the institute did not have a fully constituted Board and had not embarked on the recruitment processes, the Swiss and German governments signaled support for its establishment (DHET, 2016: 21). There is a significant role played by the international community in the motivation for the establishment of the SAIVCET, and the guiding comparative governance structures of the international TVET support entities for the SAIVCET, the discussion of which is on Chapter 2 of the literature review of this research.

Both the NDP and the White Paper on Post-School Education and Training (WP-PSET) have embraced the National Skills Development Plan 2030 (NSDP) which focuses on radical improvement in education and skills development (NSDP, 2017, 2019). These objectives also formed part of previous policy platforms such as the New Growth Path 2011 (NGP), the Industrial Policy Action Plan 2, 2011, the Skills Accord 2010, the National Skills Development Strategy 3, 2010, and the Human Resource Development Strategy for South Africa 2009 for 2010 to 2030.

More recently, in the 2020/21 DHET Annual Performance Plan, the SAIVCET is still presented as a planned initiative and projected for implementation in the period 2020 – 2025 (DHET, 2020: 10). The performance plan maintains that colleges need to evolve into institutions that can produce highly responsive mid-level skills demanded in the labour market. While the Swiss government had previously committed to the unit, the recent 2020/21 DHET Performance Plan held that only the German government would be supporting the South African government in the implementation of SAIVCET (DHET, 2020: 10).

Three objectives were envisaged in the implementation of SAIVCET. Firstly, "the sectorial coordination and cooperation to implement governance and policy through the facilitation of cooperation agreements between the public and private sectors that build on existing initiatives and take forward new initiatives" (DHET, 2020: 10). Second, "the private sector engagement assisting partner organizations and to promote systematic stakeholder dialogue" (DHET, 2020: 10). And lastly, the "implementation of reformed vocational and technical skills development to support the provision of demand-oriented skills development to youth by promoting on-the-job or work-based training approaches, the training of vocational teaching personnel, and strengthening the quality of artisan training" (DHET, 2020: 10).

This research examines the extent to which the institute has accomplished the six primary roles and fulfilled the purpose behind its establishment to support TVET colleges in South Africa. The six primary roles of the SAIVCET are 1) applied research; 2) upskilling of TVET lecturers, instructors and trainers; 3) curriculum innovation and design; 4) monitoring and evaluation from a systemic view; 5) co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education; and 6) advocacy. This study focused on the period since the initiation of SAIVCET from 2012. Studies suggest that there has been limited progress made towards the objectives of developing TVET's, upskilling individuals and running the SAIVCET accordingly. This research has found that the challenges confronted by the SAIVCET include funding constraints and the lack of establishing governance structures. The research has found that to date, the SAIVCET has not been formally established, and instead, a "SAIVCET Project" which is an informal body was established to fulfill some of the primary roles that were meant to be supported by the SAIVCET.

This research drew findings from primary data collection from high-level senior industry and institutional experts with knowledge and expertise in the developments of the NDP, the DHET and the SAIVCET. These senior experts are knowledgeable of the objectives of SAIVCET towards TVETs and the challenges to its implementation. This research further drew findings from secondary data collected through the analysis of major national policy documents and frameworks on the advancement of higher education and skills development. As well as theory on the key concepts of national development and the developmental state; skills and skills development; the good governance framework, the education policy implementation framework, international institutes and regional bodies, and on the six primary roles of the SAIVCET.

1.1 Problem Statement

The NDP states that poverty, inequality, and unemployment are the main challenges faced in South Africa. Furthermore, education is necessary to generate higher employment, growth and earnings. At the same time, more rapid economic growth will expand opportunities and resources necessary to improve education (NDP, 2012: 15). Despite this realization, there are shortfalls that remain in education and skills development, particularly regarding the TVET colleges. The NDP states, "The FET (TVET) system is not effective, it is too small and the output quality is poor" (NDP, 2012: 40). In addition, it argues that continuous quality improvement is needed as the system expands, and that the quality and relevance of courses within TVET colleges needs urgent attention:

> "When quality starts to improve and the employability of graduates begins to increase, demand for FET (TVET) services will rise automatically and so to simply grow the sector without improving on the quality will likely to be expensive and demoralizing for young people, further stigmatizing the system" (NDP, 2012: 40).

The above statement points to some of the problems with the TVET system and underscore the significance of further improvements in expanding the system to allow for an inclusive and enabling economy for learners and graduates. The majority of the existing literature identifies the objectives of the national policies to achieve economic growth and development. However, as education and skills development become more vital within the economic transformation of the country, there are few studies on the strategies adopted by SAIVCET for TVET colleges. That is why it is important to research this area to inform the primary roles and objectives of the institute, and the extent to which they have been achieved in supporting TVET colleges.

Existing studies are limited in highlighting how the institute has been funded upon its initiation in 2012. Two years into its formation in 2014, the SAIVCET faced funding challenges and was assisted with a grant from the National Skills Fund, which was dedicated to the "SAIVCET Project", for it to meet some of the primary roles of the SAIVCET in its objectives for TVETs in South Africa. And in the 2020/21 DHET Annual Performance Plan, the SAIVCET is still being presented as a planned initiative for 2020-2025 which maintains that TVETs

need to evolve to produce highly responsive skills demanded in the labour market (DHET, 2020). Thus, the importance of this research; as it examines the extent to which the SAIVCET has been effective in achieving its primary roles from 2012, to inform on the impact of intervention policies on TVETs in South Africa.

At the core of the NDP is building a developmental state, which builds the capabilities of its people to improve their own lives, while intervening to correct historical inequalities. Chapter 9 of the NDP sets out four objectives which are relevant to TVET colleges, which are aligned to the primary roles of the SAIVCET, to which the goal is to improve and support TVETs for a more skilled and capable citizenry. Most of the literature shows that successes in skills development is intricately linked to the success of the developmental state (Akojee, 2016). Aside from this however, there are studies which point to the shortfalls of the SAIVCET as a support entity for TVETs.

Akojee (2016) argues that there are missed opportunities in boosting the effectiveness of SAIVCET. The author adds that SAIVCET is less likely to achieve its intended purposes: "First the establishment of a purely advisory TVET College entity (SAIVCET) and second, the establishment of a skills planning unit, with data-collection responsibility pertinent to skills development, is unlikely to link education, training and the world of work" (Akojee, 2016: 6). Akojee also suggests that the opportunity to merge these entities into one holistic unit "that both defines what TVET should do, and its relationship with the economy has unfortunately been lost", adding that SAIVCET did not present a strong case of being effective (Akojee, 2016: 6). Hence the importance of this research study, to examine the extent to which the SAIVCET accomplished its primary roles and fulfilled the purpose behind its initiation.

The national statistics (Stats SA) general household survey (GHS) ranks higher education learning institutions into three categories: 'Higher education institutions'; 'FET/TVET colleges'; and 'Other colleges'. The GHS 2013, 2019 and 2020 data reveals the concerns about TVET colleges. The attendance figures from 2013 in Higher education institutions were at 4,7 percent, compared to FET (TVET) colleges which were at 2,4 percent, while Other colleges had attained only 0,8 percent attendees (StatsSA GHS, 2013: 16). In 2019 by comparison, there was a slight shift, though the same pattern has remained where 5,8 percent in attendance was seen in Higher education institutions; TVET colleges with 2,8 percent; Other colleges at 1,8 percent. And in 2020, the attendance seen in Higher education institutions was at 6,2 percent, 2,0 percent in TVET colleges, and 1,2 percent in other colleges. These comparisons indicate and confirm the shortfalls of TVETs in advancing enrolling scholars and advancing impactful skills for employment, and economic development.

Figure 1.1: Percentage of persons who are attending educational institutions in 2013
(Source: 2012-13 General Household survey)

Type of institution	Province (per cent)									
	WC	EC	NC	FS	KZN	NW	GP	MP	LP	RSA
Pre-school	3,8	2,1	3,6	3,8	1,9	3,3	4,3	3,1	1,8	2,9
School	84,0	92,8	88,4	84,8	91,9	87,9	80,7	90,0	92,2	88,2
ABET	0,4	0,1	0,5	0,9	0,3	1,1	0,9	0,7	0,6	0,6
Literacy classes	0,0	0,1	0,0	0,1	0,0	0,2	0,0	0,0	0,0	0,0
Higher education institutions	7,9	2,8	3,0	4,0	3,6	4,0	9,0	2,0	2,3	4,7
FET	1,8	1,1	2,6	5,4	1,7	2,6	3,0	2,8	2,5	2,4
Other colleges	1,4	0,8	1,5	0,5	0,4	0,9	1,2	0,9	0,4	0,8
Home Schooling	0,2	0,2	0,0	0,2	0,1	0,0	0,1	0,2	0,0	0,1
Other	0,6	0,1	0,3	0,4	0,3	0,2	0,8	0,3	0,2	0,4
Subtotal (thousands)	**1 504**	**2 277**	**335**	**793**	**3 474**	**1 033**	**3 112**	**1 294**	**2 010**	**15 830**
Unspecified (thousands)	**7**	**8**	**0**	**8**	**19**	**5**	**45**	**6**	**7**	**106**
Total (thousands)	**1 511**	**2 285**	**335**	**800**	**3 493**	**1 038**	**3 157**	**1 300**	**2 017**	**15 936**

Unspecified was excluded from the denominator when calculating percentages

Figure 1.2: Percentage of persons who are attending educational institutions in 2019

(Source: 2018-19 General Household survey)

Type of institution	Province (per cent)									
	WC	EC	NC	FS	KZN	NW	GP	MP	LP	RSA
Pre-school	3,0	2,7	3,3	3,6	2,4	2,5	3,1	3,7	1,2	**2,7**
School	83,1	92,0	88,0	83,9	90,4	88,1	75,7	88,1	91,5	**85,9**
AET	0,0	0,0	0,1	0,1	0,0	0,1	0,0	0,0	0,0	**0,0**
Literacy classes	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	**0,0**
Higher education institutions	7,4	2,5	3,1	6,2	4,3	4,5	11,3	2,7	2,6	**5,8**
TVET	2,4	1,7	2,7	3,8	2,0	2,5	3,8	3,4	3,5	**2,8**
Other colleges	1,8	0,8	1,5	1,1	0,5	1,5	4,3	1,2	0,8	**1,8**
Home Schooling	0,6	0,0	0,8	0,4	0,0	0,1	0,1	0,2	0,1	**0,2**
Other	1,7	0,3	0,6	1,0	0,4	0,8	1,7	0,8	0,2	**0,9**
Total (thousands)	**1 601**	**2 130**	**323**	**888**	**3 537**	**1 160**	**3 920**	**1 411**	**2 057**	**17 027**

Unspecified was excluded from the denominator when calculating percentages

Figure 1.3: Percentage of persons who are attending educational institutions in 2020

(Source: 2019-20 General Household survey)

Type of institution	Province (per cent)									
	WC	EC	NC	FS	KZN	NW	GP	MP	LP	RSA
Pre-school	3,2	2,7	3,2	2,3	1,5	1,1	3,6	3,7	1,5	**2,5**
School	83,6	92,2	87,8	87,7	90,1	91,1	78,3	89,5	92,3	**87,2**
Higher education institutions	8,6	2,6	2,5	6,4	6,7	4,8	10,5	3,2	2,3	**6,2**
TVET	1,5	1,8	3,2	2,6	1,1	1,5	2,3	2,6	2,7	**2,0**
Other colleges	0,7	0,4	2,0	0,2	0,4	0,8	3,3	0,8	0,5	**1,2**
Home Schooling	1,1	0,1	0,6	0,0	0,0	0,0	0,2	0,0	0,1	**0,2**
Other	1,4	0,2	0,8	0,8	0,3	0,8	1,8	0,2	0,7	**0,8**
Total (thousands)	**1 637**	**2 062**	**347**	**911**	**3 429**	**1 243**	**3 806**	**1 385**	**1 997**	**16 816**

Unspecified was excluded from the denominator when calculating percentages

Table 1.1.1: Discussion of attendance figures from StatsSA, 2013, 2019 and 2020

	Higher education institutions	TVET and FET	Other colleges
2013	4,7%	2,4%	0,8%
2019	5,8%	2,8%	1,8%
2020	6,2%	2,0%	1,2%

The above table 1.1.1 indicates the attendance figures from TVET/FET colleges and other colleges are significantly lower to the attendance levels from Higher education institutions. In 2019, TVET colleges attained growth in an attendance of 2,8 percent compared to 2,4 percent in 2013. However, the gap in attendance between TVET colleges and Higher education institutions in 2013 was at 2,3 percent, and in 2019, the gap grew by 7 percentage points. This is an indication of the low impact made by TVET colleges in South Africa and motivates the need for institutional support towards TVET colleges. Furthermore, in the year 2020, TVET attendance decreased by 8 percentage points compared to 2019.

Through the analysis of national policy framework on higher education and skills development, the SAIVCET and its objectives for TVET colleges, this research examines the extent to which the SAIVCET has been able to support TVET colleges and drawing on expert recommendations to address these challenges.

1.2 Research Question

To what extent has the SAIVCET managed to achieve its primary roles in supporting TVET colleges in South Africa?

1.2.1 Research Sub-Questions

- What are the primary roles of the SAIVCET in supporting TVET colleges in South Africa?

- What are the findings and solutions to challenges met by SAIVCET in achieving its primary roles?

1.3 Research Purpose

The purpose of this research is to examine the extent to which the SAIVCET has managed to achieve primary roles, in supporting the TVET colleges as part of the of NDP's strategies towards economic growth.

1.4 Research Objectives

- To examine primary roles, of the SAIVCET in supporting TVET colleges in South Africa
- To explore and present expert findings and solutions to challenges met by SAIVCET in achieving its primary roles.

1.5 Summary of chapters

This research report is introduced with a discussion of the role of the National Development Plan and its objectives towards economic growth, with an emphasis on higher education and TVET colleges. The first chapter of the introduction provides the foundation of this understanding, to the NDP, TVET colleges and the SAIVCET. The introductory chapter further discusses the purpose of this study, the problems at hand to the research subject and presents the research question, purpose, and objectives.

Chapter 2 presents the literature review of this research study. The literature reviewed contributes to the assessment and analysis of the role of the SAIVCET in supporting TVET colleges. The literature discusses the concepts of development, the developmental state, skills development, the Good governance framework, the Education policy implementation framework, and draws comparisons from studies of TVET support entities in international countries. The literature further compares South Africa's experiences on TVETs and skills development to other regional and international institutions such as the African Union (AU), the BRICS, and United Nations (UN).

Chapter 3 presents the methods taken to conduct the research and provides the findings that support the research questions and problem statement in Chapter 1, and the literature reviewed in Chapter 2. This chapter explains the use of the qualitative survey research approach. Further, this chapter presents the research tools of semi-structured interviews and questionnaires, adopted in the study and their implementation. The purposive sampling of the selected participants is also explained in this chapter, and the phases of the data collection and the data analysis, as well as of the conceptual framework is explained.

Chapter 4 presents the data collected during the fieldwork. This includes the semi-structured interview questions and answers, as well as those of the questionnaires. The participants who contributed to this study are senior and high-level past and present government experts and officials, and relevant selected members of the DHET. The chapter further presents the research questions, research objectives and themes which are used to analyse the data findings in Chapter 6 of this paper.

Chapter 5 presents the body of this research study, with the analysis of the data findings, which inform the recommendations, and conclusions of this research. The chapter presents the findings, analysis, and discussion of the data from the semi-structured interviews and the questionnaires.

Chapter 6 as the final chapter, concludes the relevance of this study, and presents the analytical recommendations and conclusions which can be drawn from the data.

1.6 Conclusion

Chapter one of this research study has introduced the objectives of this research; to examine the extent to which the SAIVCET achieved its six primary roles in supporting TVET colleges in South Africa. Firstly, the research discusses the role of national and international policies to the advancement of higher education, skills development, and economic growth. The National Development Plan 2030 which is set as the most inclusive and holistic plan for the country's economic and social development is discussed, particularly its focus on higher education and skills development as the driving force for job creation and economic growth. The NDP's establishment of the SAIVCET is discussed, as its aim is to support "public further education and training colleges and the wider skills development system" (DHET, 2012, 6). The governance structure of the SAIVCET is discussed upon its establishment in 2012. Discussion is held of the important examination of the six primary roles in order to assess the impact of the SAIVCET. The shortfalls experienced by DHET towards TVETS and the SAIVCET are recognized and discussed in this chapter, drawing from comparative analysis of data presented by StatsSA where the low impact made by TVET colleges in South Africa is shown. It is held that these trends present the indication and motivation of the needed institutional support mechanism such as the SAIVCET towards TVET colleges. As the literature suggests that there has been limited progress made towards the objectives of developing TVET's, upskilling individuals and running the SAIVCET accordingly. This chapter finds the challenges confronted by the SAIVCET, which include funding constraints and unestablished governance structures. It is further found that to date, the SAIVCET has not been formally established, and instead, a "SAIVCET Project" which is an informal body was established to fulfill some of the primary roles, which were meant to be supported by the SAIVCET.

Chapter 2: literature review

2.1 Introduction

This chapter presents the literature reviewed for the purposes of informing this research, which contributes to the assessment and analysis of the role of the SAIVCET in supporting TVET colleges. The literature discusses the concepts of development and the developmental state, using studies from the HRDCSA (2014), Lin (2011), Akojee (2010), Bhorat, Cassim & Tseng (2016) and Gumede (2018). The literature further assesses development to skills development, using studies by Lolwana, Ngcwangu, Jacinto, Millenaar, and Martin (2015), Winch (2011), Mayhew and Keep (2010) and Motala, Vally and Spreen (2011). In addition, the literature discusses the good governance framework, using findings by Schacter (2000), Addink (2012), and Khanna (2016). The Education policy implementation framework is also discussed, using Viennet and Pont (2017). Furthermore, the literature draws comparisons from studies of TVET support entities in Germany, India, Switzerland, the European Union, South Korea, Chile, Australia and China, with studies and reports by Deissinger (2000), Kuehn (2019), Shuo (2023), Li (2021) and Antje Barabasch, Sui Huang & Robert Lawson (2009).

The literature further compares South Africa's experiences on TVETs and skills development to other regional and international institutions such as the African Union (AU), the BRICS, and United Nations (UN).

2.2 Understanding Development and Skills Development in South Africa

This section will address postulations about the developmental state in South Africa and its links to national strategies encompassed in the commission's policy strategies and objectives for TVET's in the NDP (2012) and the Human Resource Development Council of South Africa (HRDCSA) (2014). Lin (2011), Akojee (2010), Bhorat, Cassim & Tseng (2016) and Gumede (2018) provide some useful understanding of development in South Africa's context that is relevant to analyses of TVET colleges and skills development. In addition, the HRDCSA (2014) report raises important questions about the development state and South Africa's development path.

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The discourse on TVETs is linked to major policy strategies the South African government adopted to build a developmental state (HRDCSA, 2014). The NDP presents South Africa's aspiration of a developmental state that can eradicate poverty and reduce inequality. The plan emphasizes the importance of public service delivery because there is a risk that "South Africa's developmental agenda could fail because the state is incapable of implementing it" (NDP, 2012: 44).

The NDP stresses the importance of capability, in that "alongside hard work and effort, capabilities and the opportunities that flow from development enable individuals to live the lives to which they aspire. A

developmental state builds the capabilities of people to improve their own lives, while intervening to correct historical inequalities" (NDP, 2012: 17).

Capability is crucial to a development state in fulfilling all its objectives. As the NDP states: "a developmental state tackles the root causes of poverty and inequality, and a South African developmental state will intervene to support and guide development so that benefits accrue across society (especially to the poor)" (NDP, 2012: 44). The plan further notes the importance of building consensus for long-term and sustainable national objectives over the short-term "sectional concerns". The Commission warns, "Policy instability is a concern. While there are cases where policy must change, government often underestimates the disruptive effect of major policy adjustments on service delivery" (NDP, 2012: 44). To achieve the aspiration of a capable and developmental state, the plan sets out three objectives:

> (i) The need to enhance Parliament's oversight role, to stabilize the political administrative interface, professionalize the public service, upgrade skills and improve coordination. (ii) The need for a more pragmatic and proactive approach to managing the intergovernmental system to ensure a better fit between responsibility and capacity. And (iii) equally, that the state needs to be prepared to experiment, to learn from experience and to adopt diverse approaches to reach common objectives.

The Commission sets these objectives to remedy the "uneven and often poor performance of the public service and local government" (NDP, 2012: 44). This section will present perspectives from authors who highlight South Africa's incapacity to implement policy strategies and plans.

Lin (2011) argues that "long-term sustainable and inclusive growth is the driving force for poverty reduction in developing countries and for convergence with developed economies" (Lin, 2011: 194). He assesses the evolution of development thinking, from a post-World War II global perspective and suggests a framework that would enable developing countries to achieve "sustainable growth, eliminate poverty, and narrow the income gap with the developed countries" (Lin, 2011: 194). This framework aligns strongly with that of the NDP, the NGP and the NSDP.

The TVET colleges Technical Task Team for the HRDCSA (Human Resource Development Council of South Africa) Secretariat compiled a 2014 report to contribute to the work of the HRDCSA Technical Working Group and Council. Within the report, international comparisons are used to articulate the purpose of TVET colleges. The paper therein argues for the reconceptualization of the role and purpose of TVETs (HRDCSA, 2014). From its comparative analysis, the report concluded that the success in vocational education is built on understanding that "each state of development requires a TVET approach that prepares the country for the next state of its developmental path" (HRDCSA, 2014). This report is crucial to understanding the role of TVET colleges and their enhancement to contribute greater to economic growth and development. The report adds that "to increase returns on investment, demand-driven approaches to vocationalisation need to be

developed relevant to the stage of economic development, the type of the economy and regional specifics" (HRDCSA, 2014).

Using the best practices from India, Switzerland, Australia, the European Union, Chile, South Korea, and Germany, the HRDCSA report recommends customized best practices for South Africa's TVET system which should consider the "South African economic development phases, social-economic development challenges and learner and community expectations" (HRDCSA, 2014). For purposes of further comparative study and analysis to this research, the institute of China has been included in the assessment, noting China's significant role and relations with South Africa and as Africa's largest trading partner, encapsulated in groupings such as the Forum on China-Africa Cooperation (FOCAC), the BRICS and other bilateral and multilateral formalities.

The HRDCSA report calls for a TVET system that is based in a developmental state and aimed at creating opportunities for helping learners (youth and adult) "to acquire skills, knowledge and values for lifelong learning and to secure sustainable livelihoods" (HRDCSA, 2014). The report found that the curriculum of the TVET should address the needs of the learners, industry, and society, and that by creating job-related skills, it would not only be the objective of the TVET college sector, but also create employment, reduce poverty, and contribute to socio-economic inclusiveness. It highlights the need for TVET colleges to go beyond the "rigidly narrow" economic development approach and adopt a broader developmental agenda (HRDCSA, 2014).

Akojee (2010: 261) argues, "Success in skills development is intricately linked to the success of the development state". This statement captures the importance of the TVET colleges in South Africa being rooted within the paradigm of a developmental state. If TVETs were successful in the advancement of skills development in the country, they would influence the success of a development state, where individuals would be capable to improve their own lives, and the opportunities that flow from the development would correct historical inequalities (NDP, 2012: 17).

Assessing the role of TVET colleges in the country's economic transformation and developmental framework necessitates an outline of the history of TVET colleges. The inherent rational of TVET colleges has been linked to the process of industrialization and economic development (HRDCSA, 2014; UNESCO, 2012. Over the years, the evolution of TVET systems gradually grew to human development (HRDCSA, 2014; Tikly, 2013). The HRDCSA report explains that the demand for technical education for white youths of the country birthed the surge of TVET colleges, further from the late 1800s, with industrial development (HRDCSA, 2014; Smuts, 1937). The TVET was linked to the expansion of "mining, railways, harbors and small engineering workshops in urban centres" (HRDCSA, 2014: 33). Increasingly, the TVET system came to reflect a "strong general and technical educations divide focusing on apprenticeship training" (HRDCSA, 2014: 33). It was in the year 2000 however, that a decline was seen in apprenticeship training, following the establishment of Sector Education and Training Authorities (SETA's).

The HRDCSA 2014 report emphasizes TVETs as vital to human capital, sustainable development, social justice, and economic transformation, themes that are central to the White Paper (HRDCSA, 2014: 8-15). Gumede (2018) argues that South Africa has performed poorly regarding inclusive development, which "remains elusive" (Gumede, 2018: 200). He argues that one cause of the inappropriate development policies is the legacy of colonialism and the 'neo-imperial' order (Gumede, 2018: 200). Further, Gumede (2018) emphasizes relations between the state and capital, which according to him favors the private sector at the expense of human development. He proposes re-conceptualizing the concept of development to suit the country's needs.

The HRDCSA report confirms the consensus that the TVET college sector is "not meeting the needs of the economy and society as a whole" (HRDCSA, 2014; 22). This, however, has not discouraged efforts to improve the sector, as evidenced in the NDP, NSDP and SAIVCET, which seek to improve TVET colleges. The report notes that the challenges to TVET college sector are interrelated and cannot be explained in isolation. It identifies the major challenges of unemployment, inequality, and poverty, and suggests that the TVETs should address these challenges by coordinating with the developmental mandate of government (HRDCSA, 2014: 22). The HRDCSA explains how each of the challenges affects the role of TVET colleges directly. This report offers insights in enhancing the TVET colleges.

2.3 Understanding skills and skills development in South Africa

Theories of development and their application to South Africa present a lens to understand the formulation of policy strategies. This further deepens understanding of how the South African government accorded priority to education and skills development strategies. Lolwana, Ngcwangu, Jacinto, Millenaar, and Martin (2015) have contributed to understanding South Africa's strategies of skills and skills development.

Skills development can be understood from the theoretical aspects to technical and manual work. It also denotes expert knowledge, and or scientific applied and proven knowledge. The term can also be used to explain the intervals between when one gains new knowledge and training upon becoming an expert or professional.

Winch (2011) argues that the concept as it is used in the labour market explains the mastering or performance of a certain type of task within work objectives. Lolwana et al., (2015) link this understanding to the work which is performed during employment and learnership or internship programmes which encompass the transition from schooling to employment (Lolwana et al., 2015: 15).

On the other hand, the concept of skill can be seen as an end to a means. Or rather as a "social and economic panacea" (Mayhew and Keep, 2010) or a "solution to meet the demands of the labour market" (Lolwana et al., (2015: 15), where the point is to gain expertise and knowledge that enables one to navigate through society.

McGrath (2002) in Lolwana et al., (2015) argues that due to globalization, the different notions of 'skills' have had diminishing implications for researchers, statisticians and labour in data sorting and bargaining for remuneration (Lolwana et al., 2015: 15) due to the elusiveness which has come with the different and variant meanings of the concept of skill. In South Africa, Motala, Vally and Spreen (2011) hold that the focus on skills shortage causes paralysis, and has diminished any possible outlook for economic advancement, and that the lack of skills is the main cause for lack of productivity, and lack of being able to compete on an international level with other economies (Motala et.al., 2011: 251). It can be deduced that Motala et. al., bring the understanding that if the main focus was on the accumulation of skills rather than the lack of skills, then there would be progress to the continued advancement of skills.

Most of the studies on South African policy strategies on skills development do not adequately define the concept of skill. The NDP 2030 (2012); the SAIVCET (2012); and the NGP (2011); the NSDP 2030; discuss the concept of skills broadly and apply it to the various contexts, depending on who the receiver of the 'skill' is. This distortion very well emphasizes the concerns raised by Motala et al., (2011) on the paralysis in the thinking of the county's area of skills, and the argument by McGrath (2002) on the effects of globalization on the concept and understanding of skills development. This presents an opportunity for further research and recommendations on the amendments and revisions to existing and new policies.

Bhorat, Cassim & Tseng (2016) conducted a study on the interactions between education, employment and the economy and found various linkages and relations. In the study of the relationship and linkages between higher education and economic growth in South Africa, the authors found that education from University institutions contribute to economic growth, while other post-secondary education including TVET colleges "do not productively contribute to economic growth" (Bhorat et al., 2016: 313). This means that there is an increase of skills opportunities for employment towards degree holders, rather than certificate-holders. Bhorat et al., (2016) adds that the issue is the South African labor market, which has an increasing number of youth with educational qualifications (Bhorat et al., 2016: 318).

Bhorat et al., (2016) find two factors to high unemployment in South Africa. Firstly, that the labour market is overfilled with peoples with very low levels of education, and meanwhile the economy is biased towards skilled positions (Bhorat., 2017: 314-315). Secondly, that the poor quality of education and schooling has a detrimental effect to accessing of effective employment opportunities (Bhorat et al., 2016: 314-315). This literature confirms the findings from 2013, 2019 and 2020 by Stats SA on the comparative attendance figures from Higher education university institutions, TVET Colleges and Other Colleges, as shown in the introduction of this research study.

2.4 Good governance framework

The concept of good governance is of importance to this discussion, as it prescribes what is pertinent within effective implementation of policies such as the SAIVCET. Furthermore, the concept of good governance supports and is arguably a platform to achieving skills, economic development and the effective realization of a developmental state. Within the context of educational organisations, Khanna (2016), defines good governance as "the most important factor in promoting development and eradicating deficiencies existing in the overall working of the organization, as such it relates mainly to achieving the assigned goals of development" (Khanna, 2016: 22). The author's claim thereby reiterates the importance of good governance towards the effectiveness of educational organizations such as the SAIVCET.

In the study of '*A conceptual framework for achieving good governance at open and distance learning institutions*', Khanna (2016) adopts a conceptual framework to attaining good governance within open and distance learning institutions (ODLIs). The paper explores seven good governance principles to which the author expands to the application of its conceptual framework. While Schacter's (2000) World Bank study on Sub-Saharan Africa finds effective managerial elements essential to good governance, as power, accountability and relationships, Addink (2012) holds that the elements to good governance are "properness, transparency, participation, effectiveness, accountability and (economic, social and cultural) human rights" (Addink, 2012, Khanna, 2016). Moreover, Khanna (2016) develops seven principles for good governance as "effective and efficient performance, transparency, accountability, participation, leadership, consensus orientation and fairness" (Khanna, 2016: 26).

Consolidated, the three authors' (Schacter, 2000, Addink, 2012, Khanna, 2016) elements and principals to good governance are applicable to this research and its examination of the extent to which the SAIVCET accomplished its primary roles in supporting TVET colleges. Particularly as the concept of good governance prescribes principles and elements of what is necessary for effective implementation of policies such as the SAIVCET. For the purposes of this research, the seven basic principles adopted by Khanna (2016) will be explored and applied in assessing the role of the SAIVCET. Although the author expands the seven basic principles to the good governance framework into eight good governance practices, the focus for the conceptual analysis will be through the seven basic principles. Albeit the seven basic principles will be discussed at length, the inclusion of the eight good governance practices will not be overlooked in the discussion and conceptual analysis, as they present evidence that can be used in the assessment and examination of the SAIVCET. The eight good governance practices include, "Focusing on organisations' purposes and outcomes; performing effectively well-defined functions and roles; promoting values for the organization and demonstrating the values of good governance through behavior. Furthermore, the practices include making well-informed and transparent decisions with full information, advice and support; managing effectively – the risks, the conflicts and the conflicts of interest; enhancing capacity and capability of all players of governance in

the organization; assigning clear responsibilities and accountability; improving integrity while working faithfully with loyalty and devotion" (Khanna, 2016: 25).

It is noteworthy that although Khanna's (2016) study assesses open and distance learning institutions, the good governance basic principles presented can be widely applied to the assessments of other studies within the higher education organisations. The study holds validity and credibility for this research as it draws its findings within the context of good governance in educational organisations (Khanna, 2016: 22). Furthermore, this is motivated by the relative findings of challenges that are presented by the author. The challenges include, "lack of an appropriate business and educational model, making the study material or open contents developed difficult to follow. The second challenge is the lack of any clear quality assurance mechanism, which results in unclear standards and by consequence, poor quality of distance education; and the final challenge is the lack of support from the relevant governing bodies which are exhibiting poor participation brought about by a lack of appropriate human and infrastructure capacity" (Khanna, 2016: 24).

The challenges observed to the ODLIs by Khanna (2016), present similar experiences to the challenges observed by the SAIVCET. Moreover, educational systems across the globe are confronted by challenges of a comparable nature, through an interconnected and interrelated world, thus it becomes constructive to conduct regional as well as international comparisons in the effort of drawing assessments and applying lessons, solutions and recommendations. As in the case of the three challenges confronted by the ODLIs in India (Khanna, 2016), this research has found through the data collected that the SAIVCET alike experienced challenges of lacking appropriate business, educational and governance model, additionally, lacking clear monitoring and evaluation mechanisms and, lastly of lacking the funding support from relevant government bodies and stakeholders. Thus the applicability, validity and credibility of the study by Khanna (2016) to this conceptual framework analysis.

2.5 Education policy implementation framework

In the Organisation for Economic Co-operation and Development (OECD) '*Education Policy Implementation: A literature review and proposed framework*' working paper, Viennet and Pont (2017) provide analytical support for the effective education policy implementation processes for education systems. The OECD is an international body comprising of 38 countries committed to democracy and the market economy (OECD, 2023).

As the paper (Viennet & Pont, 2017) is meant for education policy makers, practitioners as well as their cabinets at their various levels it becomes applicable, valid and credible to this research, and the examination of the SAIVCET, its policy implementation and role towards TVET colleges in South Africa. The OECD paper becomes more applicable to South Africa, as the country became one of five key partners to the OECD in 2007, along with Brazil, China, India and Indonesia (OECD, 2023). Key partners play a significant role in the OECD's work ensuring sustained and comprehensive partnership. Additionally, more recently, in 2023,

South Africa's Minister of Finance, Enoch Godongwana and OECD Secretary General Mathias Cormann signed the Memorandum of Understanding for Co-operative Activities and Joint Work Programme. The agreement will focus on the development of small, micro ad medium enterprises, the promotion of trade and investment as well as to improve skills of workers in South Africa (OECD, 2023). As South Africa deepens its collaboration with the OECD, policy makers in the country gain access and expertise to the good policy practices and recommendations by the OECD, which in turn, benefit from the exposure into South Africa's policy perspectives (OECD, 2023). It is found further that no less than 450 education reforms have been adopted by OECD countries between 2008 and 2014 (OECD, 2015, Viennet & Pont, 2017), which presents a platform of practical policy teachings and lessons, from planning to implementation.

The authors' explain the complexities in implementing policies within education systems, building on literature and country case studies, and further recommendations to education policy implementation, which is defined "as a purposeful and multidirectional change process aiming to put a specific policy into practice and which affects an education system on several levels" (Viennet & Pont, 2017: 3). The assessment (Viennet & Pont, 2017) presents a strong conceptual framework to this research and its objectives to examine the SAIVCET, its primary roles in supporting TVET colleges in South Africa, and to explore and present expert findings and solutions to challenges met by the SAIVCET. The Education policy implementation framework thereby contributes extensively to this research conceptual analysis.

The OECD paper further presents the broader context to which education policy implementation needs to be understood, in order to appreciate that it is not simply or merely a matter of strictly implementing decisions, but rather that contextual analysis needs to be considered. It is held that "implementation is purposeful only to the extent that the process is supposed to change education according to some policy objectives; secondly, that it is multidirectional because it can be influenced by actors at various points of the education system. And lastly that it is contextualized in that institutions and societal shocks and trends, such as in culture, demography, politics and economy – affect the education system and the ways in which a policy is shaped and translates in the education sector" (Viennet & Pont, 2017: 6). That requires the understanding that various considerations need to be made to the context of the implementation process, understanding the numerous factors, which may influence its interruptions, delays and or failures.

Education policy implementation is a complex, evolving process involving a number of stakeholders, and thus "can result in failure if not well targeted" (Viennet & Pont, 2017: 6). In fact, the authors sternly and fundamentally reflect on the range of reasons that can prevent effective implementation. The reasons include: "a lack of focus on the implementation processes when defining policies at the system level; a lack of recognition that the core of change processes require engaging people; and the fact that the implantation process need to be revised to adapt to new complex governance systems" (Viennet & Pont, 2017: 6). This presents fundamental knowledge contribution to the assessment of the SAIVCET and its implementation

challenges, particularly as it remains presently projected in the DHET 2020-2025 Strategic Plan, even though it was established through the Green Paper for Post-School Education and Training in 2012. Eleven years later, the SAIVCET is still yet to be formerly established. The challenges experienced and expert solutions sought within SAIVCET, are guided by key elements within good governance frameworks and Education policy implementation frameworks, and will be discussed further within the conceptual analysis of this research.

Drawing to actionable solutions to the varying factors that hinder effective implementation, the authors propose a generic framework, which places four dimensions that should be taken into account to ensure an effective education policy implementation. The four dimensions for education policy implementation are, "smart policy design; inclusive stakeholder engagement; a conducive institutional, policy and societal context; and a coherent implementation strategy to reach schools" (Viennet & Pont, 2017: 6-7).

The first dimension for education policy implementation of smart policy refers to policies which are justifiable and offer a solution to an existing problem, and it must be within the means of the organization to implement the policy and establish concrete steps as to how the policy will be implemented. The OECD report cautions of how policies fail if there are no considered plans to how they can be achieved. This is done using the example of a policy requesting the adoption of new high technology equipment in schools, which however falls outside of the budgets of the schools, as they are unable to afford the upgrades. This policy is therefore under threat to fail in implementation, unless there is national or local level or stakeholder support to fund the initiative. The second dimension for education policy implementation of inclusive stakeholder engagement refers to an important aspect within policy implementation, which is the crucial engagement of stakeholder partners to ensure the effective implementation of the policy. When this is achieved, the policy process is guaranteed a solid implementation and long-term benefits. The third dimension for education policy implementation is of a conducive institutional, policy and social context. This refers to the recognition of the "existing policy environment, the education governance and institutional settings and external context" (Viennet & Pont, 2017: 7). Moreover, it is crucial to ensure that policies are not redundant to existing policies, that they meet the governance of the education sector and all external contexts are considered. The final dimension for education policy is of "a coherent implementation strategy to reach schools "(Viennet & Pont, 2017: 6-7). This refers to ensuring that all concrete steps and measures are taken to bring about all aspects of the policy coherently across all schools. In the case of the SAIVCET, this would be the effective operationalization of the institute to support all TVETs in South Africa. The four dimensions are discussed in their applicability to the SAIVCET under the conceptual analysis in Chapter 5 of this research.

2.6 International comparisons of TVET policies and support institutes

This section will discuss the comparable TVET support institutes from a global spectrum, assessing eight countries to draw out key lessons from each. Since the understanding of the SAIVCET is limited in existing literature, drawing lessons from long standing international TVET support institutes fills the existing knowledge gap in this area. This study will further explore lessons from the international TVET support institutes to understand the challenges faced by SAIVCET. The TVET support institutes assessed include the BIBB support institute in Germany, notable also that Germany is supporting South Africa in its initiation of SAIVCET. Also included is the CIVTE of China, the NITTTR of India; the SFIVET of Switzerland; the CEDEFOP of the European Union; the KRIVET of South Korea; SENCE of Chile; and the NCVER of Australia. Some of the findings from the international study and country comparisons is borrowed from the Task Team on SAIVCET (2012) as they provide support to advance the implementation of vocational education and training support institute in South Africa. The criteria used by the Task Team on SAIVCET, is of support institutes which are organized and may be located outside of a central national government department; provide support and capacity building of staff, curriculum development, monitoring and evaluation, research, and data analysis, and that which have been in operation for at least five years (DHET, 2012: 26). The Task Team notes it assessed 17 support institutes across the world, where seven were specifically detailed for their signifying factors and relevance to South Africa. The seven countries to which the Task Team assessed the TVET support institutes are Germany, India, Switzerland, the European Union, South Korea, Chile and Australia. The assessment of China's TVET institute is included in this research for purposes of further comparative analysis, noting the role of China on the global economies and African nations, within its Forum on China-Africa Cooperation (FOCAC), BRICS, and other bilateral and multilateral groupings. Drawing comparative assessments on international TVET institutions is sufficient to inform the grounds to which the SAIVCET could establish in order to be successful in fulfilling its primary roles to TVETs. However, as the purpose of this research is to examine the extent to which the SAIVCET has supported the TVETs, only a top layer assessment of the international institutes is drawn. This realizes the opportunity for a global in-depth comparative study of governance and policy frameworks of international TVET institutes.

2.6.1 BIBB support institute in Germany

The South African model of higher education has distinct similarities to that of Germany, particularly in three cases. Firstly, the German higher education system is entrenched in the tradition of universities held up as the preferred higher education learning institutions (Deissinger, 2000: 607) much like South Africa where the general standard and culture of higher education and success is embedded in the universities.

Secondly, there is a national distinction between higher education institutions or universities, and TVET colleges. In Germany there is a clear distinction between universities and polytechnics, which refers to institutions that emerged from specializing in practice related education (Deissinger, 2000: 608), in South

Africa, polytechnics would be the equivalent of technical and vocational colleges or otherwise TVETs. Dessinger (2000) argues that as a result, the vocational institutions are affected by the differentiation in the status and denomination of higher education institutions. Graduates entering the civil service from vocational institutions are presented with a lower entrance salary and are "normally barred from the highest career positions in public institutions" (Deissinger, 2000: 608). Thirdly, and significantly, only one-third of higher education institutions in Germany are recognized as universities, while others bear titles such as "polytechnics including public administration colleges; theological colleges; colleges of art and music; colleges of education; and vocational academies" (Deissinger, 2000: 608).

The German Federal Institute for Vocational Education and Training (BIBB) is a research institution, which works to address challenges faced by TVET, stimulate innovation in national and international systems of TVET, and develop new practice-oriented solutions for initial and continuing vocational education and training (DHET, 2012, 32). BIBB is highly regarded for its dual system of secondary schooling, which operates on both an academic track and on a vocational track. The vocational track takes up the largest group of learners in the upper secondary level at approximately 53 percent trained for training occupation. After the dual system, most participants take up employment opportunities as skilled workers (DHET, 2012: 320). That is where the success of the dual system correlates to the economic growth of Germany.

BIBB actively participates in academic research dedicated to vocational education and training and contributes to inform the system in theoretical development (DHET, 2012: 32). The research generated by BIBB's is interdisciplinary and cooperates with institutions of higher education and enables the field of academic research to access its research output and data while cooperating with international partners and consulting worldwide (DHET, 2012: 32).

Furthermore, beyond research activities, BIBB advances in development and continuing training occupations, management, and supervision of national and international TVET programmes, supporting in-company vocational training materials and concepts for qualifying company trainers (DHET, 2012: 33). BIBB works with federal and state ministries, employer organizations, trade unions, professional associations, and chambers responsible for vocational training, where BIBB is also significant for its policy formulation and advice.

Germany TVET system has been at the center of international recognition due to its contribution to boosting its economy. Notably, the UNESCO-UNEVOC International Centre, is located at the United Nations Campus, in Bonn, Germany and is financed by UNESCO and the German government. The UNESCO-UNEVOC is the global network for TVET institutions, otherwise known as the International Centre for Technical and Vocational Education and Training, and is one of seven UNESCO institutes and centres working in the field of education.

2.6.2 CIVTE institute in China

The Central Institute for Vocational and Technical Education, Ministry of Education of China (CIVTE), is a national research institution that specializes in the field of TVETs. The institute was established in 1990 in collaboration between the governments of Germany and China in the TVET sector. The institute is run on a "consistent engagement in policy-making consultancy, coordinating curriculum development and relevant research programmes among Chinese TVET institutions and practitioners" (UNESCO-UNEVOC, 2023). Furthermore, the institute aims to conduct research on improvements to TVET teaching capacity and to deliver TVET teachers training and leadership training programmes nationwide (UNESCO-UNEVOC, 2023).

China's education sector has not been boastful for a long time, for decades, China has held a population lacking skills, and the country lacked an educated workforce. The Chinese government recognized this as a significant bottleneck for its transition to an innovative power. Recently, in 2021, the Chinese government initiated rigid policies to reform the education system, and in 2023, China made its vocational education reform a major part of its national goals (Shuo, 2023). Other literature points this reform to the noticeable outcomes of the German education system (Antje, Sui & Robert, 2009). Scholars, Antje et al., (2009) note that German and Chinese scientists and critical development agencies have since 1997 worked in collaboration to introduce new schools and training programmes according to the German model, with the exception of the dual system of Germany – which has not taken hold in some parts of China (Antjie et al., 2009: 5-8). In 2022, the Communist Party of China Central Committee and the State Council, China's Cabinet, issued a new guideline on TVET education sector with a newly revised vocational education law (Shuo, 2023; CIVTE, 2022). The guideline is set to boost the capacity of "vocational schools and increase the quality, adaptability, and appeal of the education" (Shuo, 2023). The Vocational Education Law of the People's Republic of China was revised and passed at the 34th meeting of the Standing Committee of the Thirteenth National People's Congress on April 20, 2022, and came into effect in May 1, 2022 (CIVTE, 2022). The guideline was further recognized by Congress, which made it the first to be issued by central authorities on vocational education since the 20th Communist Party of China National Congress in October 2022, this according to Chen Ziji, director of the Ministry of Education's Department of Vocational Education (Shuo, 2023). The Congress thereby placed significant emphasis on the importance of vocational education. Noting further how it had been given less regard in the overall education system. Chen held in a news conference that, "since the Congress also stressed the importance of education, technology and talent in building a powerful country, deepening the reform of modern vocational education is an ever more challenging and important task" (Shuo, 2023).

2.6.3 NITTTR support institute in India

The National Institute for Technical Teacher Training and Research (NITTTR) was established in 1966 and leads India's professional development of TVET teachers and trainers (DHET, 2012: 29). The institute's primary focus is supporting TVET's engineering sector by developing lecturers within the sector and trainers at

350 colleges, 850 polytechnics and numerous universities (DHET, 2012: 29). The institute conducts research, assists in the building of teaching and learning materials, and develops curriculum to meet the demands of employers. The private sector has representation in the governing body of the NITTTR sector while the All-India Council for Technical Education (AICTE) provides support for employers on inputs to quality assurance, curriculum, and accreditation to the TVET and engineering qualification in India (DHET, 2012: 30).

A World Bank study (2000/5) warned that India's scientific and technical manpower development system has deficiencies in fulfilling the potential for economic prosperity, some of which resonate in South Africa (DHET, 2012: 29). The study found deficiencies in the physical infrastructure, over-centralisation, lack of autonomy and accountability of institutions, whereby most have limited autonomy on appointments and admissions, curriculum programmes and student evaluation and financial management, all which hinder quality provisioning (World Bank, 2005: 54 in DHET, 2012: 29).

2.6.4 SFIVET support institute in Switzerland

The Swiss Federal Institute for Vocational Education and Training (SFIVET) is characterized by three factors: it has acquired participation at high levels by the private sector, where 30 percent - which is deemed as a higher employer rate than in most countries - of all companies in Switzerland are employing apprentices (DHET, 2012: 27). Secondly, the SFIVET, maintains high quality participation to the economy, whereby more than 80 percent of youth after completing the compulsory basic education, undergo apprenticeships. This leads to a youth employment rate of 95 percent, which is significant and has maintained Switzerland's position within the World Economic Forum's annual Competitiveness Index in the top three of the biannual World Skills contests (DHET, 2012: 27). Third characteristic to Switzerland's TVET system is a sophisticated level of articulation between training programmes and qualifications, with multiple exit and re-entry points whereby qualifications can easily be portable from different institutions and programmes (DHET, 2012: 28). Furthermore, the SFIVET is significant for its professional development of TVET teachers and trainers, as its responsible for initial and continuing training of TVET educators and conducts research and development to the institutions, influenced by policy development, the institution often serves a channel to input into curriculum and training programmes for industry and professional bodies (DHET, 2012: 28).

2.6.5 CEDEFOP support institute in the European Union

The European Centre for the Development of Vocational Training (CEDEFOP) is significant for its support to the development of coherent and compatible vocational education and training policies across European Union (EU) member countries. CEDEFOP primarily operates as a research and advisory body to governments to assist in the policy development on TVET providing research reports, policy papers, comparative studies of qualifications, national statistical data; the CEDEFOP has an overarching function over all EU member states. The SAIVCET Task Team found this function to be lacking in South Africa; "the provision of consistent policy

advice based on a strategic, long-term system-wide view" (DHET, 2012: 34). The differences that can be understood from this function in terms of structure and governance, CEDEFOP is autonomous and governed by government representatives, employees, and the state whom each are members of the European Union.

2.6.6 NCVER support institute in Australia

The National Centre for Vocational Education and Research (NCVER) was established in 1981 and significant for its applied research as one of the premier research centres on TVET globally, as it funds research, builds capacity for research, disseminates research findings, and holds briefing sessions widely (DHET, 2012: 31). The NCVER provides information and research to a wide scope of stakeholders, federal, state and Commonwealth departments of education and training, international agencies, institutions of research and education, councils for industrial skills, employment employer-employee and community organisations (DHET, 2012:31). The Australian TVET system is regarded as one of the most sophisticated globally due to three aspects: that it is industry led as employers and industry members define the required outcomes from training; that it is integrated with the system and jointly managed by state and federal governments; and that is flexible to the needs of clients (DHET, 2012: 31). The South African Task Team on SAIVCET found that the Australian NCVER an example of "how an institute can support national TVET system by enabling government to make evidence-based policy decisions and create well-informed policies and regulatory environments" (DHET, 2012: 32).

2.6.7 SENCE support institute in Chile

The Chilean National Council for Vocational Education and Training (SENCE) is significant for its systemic coordination as both "apex and support" entity for TVETs in Chile. The defining features of the institute are its decentralized set-up and how it is based in a highly privatized TVET system that is dominated by private market needs for employer training (DHET, 2012: 33). Different from other institutes in other countries, SENCE is a regulatory, administrative, and financial body, which manages the national training system (DHET, 2012: 33). SENCE expands entrepreneur training programmes and activities, and through private agencies allocates funding for training courses.

The SENCE is a tripartite body that represents government, employers and unions, which seek to advance the economy towards development and towards the "knowledge economy" (DHET, 2012: 33). The challenge within the Chilean TVET sector is in identifying a single unit or entity that will be inclusive of all the work needed to promote and develop the TVET sector (DHET, 2012: 33). Notwithstanding also advances in curriculum quality assurance and provides information and data about the TVET system.

2.6.8 KRIVET support institute in South Korea

The Korean Institute for Vocational Education and Training (KRIVET) was established in 1997 to focus on the employability of TVET graduate and address the industry labour shortages (DHET, 2012: 30). It collaborates with the Prime Minister's office and the ministries of Education, Science and Technology and Labour. The functions of the institute change with the demands of the economy. At the time of the report, the institute was focused on five main elements. The first element is to support policies that lead to knowledge-based society. Followed by the element to support demand-driven vocational development competency system, which maintains linkages between education, training and employment. Thirdly, to support establishment of organizational, individual and social learning networks for social integration. Followed by the element to provide for the development and dissemination of career learning information. Lastly, to act as a global hub for projects on research on human resource development (DHET, 2012: 31).

The South African Task Team on SAIVCET found the Korean institute of particular importance because of its engagement between the public TVET system and employers to maintain the chain between education, training institutions, and employing companies. Furthermore, because KRIVET was instrumental in the transition of South Korea from an industrialized manufacturing economy to a knowledge-based economy, it has contributed to the government's objectives of building a 'development state' (DHET, 2012: 31).

Table 2.4.1 below presents the international TVET institutes and their primary roles. The table is taken from the DHET Ministerial Task Team report on the establishment of the SAIVCET, published in 2012. The report was assessing and motivating for the establishment of the SAIVCET to support TVETs in South Africa. Thereby doing so, the report took analysis of existing international institutions and their effectiveness within their economies. The primary roles presented in this table are of the international institutes and do not specifically speak to the six primary roles of the SAIVCET, however, there is an interrelatedness which can be seen within the international primary roles and the SAIVCET primary roles. It must be noted, that as this report was compiled in 2012, some of the data on these institutes and their primary may have changed and been updated.

Table 2.4.1 International TVET Institutes and their Primary Roles (DHET, 2012: 37)

Apex Body (if separate from government department)	Support Institute	Primary Roles											Structure	
		Professional devmt of teachers	Research	TVET training and regulation	Curriculum (to meet industry needs)	Quality assurance	Develop teaching materials and resources	Collaboration and interface between role-players	Qualifications	Advisory role to government	Develop policy frameworks and inform policy	National planning	Under government department	Autonomous
Switzerland														
OPET				yes						yes			yes	
	SFIVET	**yes**	**yes**					**yes**						**yes**
India														
IAMR												yes		
AICTE				yes	yes	yes			yes					
CIVE		yes	yes		yes		yes			yes	yes		yes	
	NITTTR	**yes**	**yes**		**yes**		**yes**	**yes**		**yes**				**yes**
Australia														
MCVTE				yes							yes			
MCEETYA											yes			
Skills Australia										yes				
	NCVER		**yes**					**yes**						**yes**
South Korea														
	KRIVET		**yes**				**yes**	**yes**	**yes**	**yes**			**yes**	
Germany														
	BIBB		**yes**	**yes**	**yes**			**yes**		**yes**	**yes**			**yes**
Chile														
CNFP														
Chilecalifica											yes			
	SENCE			**yes**				**yes**					**yes**	
European Union														
	CEDEFOP		**yes**					**yes**		**yes**	**yes**			**yes**

The purpose of presenting the above table is to present the primary roles by way of comparison, which were achieved by international institutes at the time which the SAIVCET was being assessed for feasible implementation in South Africa. What is evident from the table is that the most successful institutes in terms of the number of primary roles achieved, is the German BIBB and the India NITTTR, which both attained six scores of 'yes', in achieving their primary roles. This is followed by the South Korean KRIVET which attained

five counts of 'yes' in achieving its primary roles. This table will be discussed further in Chapter 5 of analysis of data and the SAIVCET Six Primary roles.

2.7 Regional (AU 2063) and international (BRICS) TVET objectives to skills development

Studies reveal that international best practices on the development and transformation of the TVET institutions have influenced many national efforts. In fact, Akojee (2016) shows that South Africa's education and skills development trajectory has been highly influenced by the international community (Akojee, 2016: 3). He adds that although South Africa may be presented favorably on the international front, it is still faces many implementation challenges. In addition to adhering to the NDP, South Africa's TVET objectives are also aligned with regional and international institutional policy objectives, including the African Union (AU) Agenda 2063, the continental BRICS cooperation targets and the global UN's Agenda 2030.

The African Union's AU Agenda 2063 makes reference to skills development, education and the TVET system to realize the objective of 'inclusive growth and sustainable development (African Union, 2015). This is confirmed by Objective 1.2 of a "well educated citizens and skills revolution underpinned by science, technology and innovation", and Objective 1.2.1 of "education and science, technology and innovation driven skills revolution" (African Union, 2015). In reference to the TVET system, Akojee (2016) questions the recommendation that "all secondary school students without access to education have free access to TVET education by 2063" (African Union, 2015: 135). The author positions this as a problematic, in that it could pose dangers than the desired solution where other options have failed. This desired solution, according to Akojee (2016), ignores the challenges of the TVET system which is operated on a supply-driven basis, but invariably undermines its position as an institution of choice rather than last resort (Akojee, 2016: 4). Notwithstanding this clause, the document has underlined the significance of TVET for development and alignment with the labour market in the promotion of skills and entrepreneurship (African Union, 2015: 135).

South Africa plays a major developmental role in Africa and the emerging economies. Following the 6th BRICS Summit, Fortaleza, Brazil, July 2014, the BRICS adopted the *Building Education for the Future: Recommendations for cooperation* that underscored the role of TVET's and skills development in four of the 12 recommendations (Akojee, 2016: 3). These recommendations relate to the need to develop labour market information systems and capacity for skills analysis and forecasting and strengthen the links between companies and TVET institutions; and facilitate workplace learning at the secondary level (UNESCO, 2015: 3-4). Furthermore, the documents emphasizes the need to gather data which would be crucial to the labour market under the TVET/LM Observatory; and the recognition of the relationship between the TVET and the labour market (Akojee, 2016: 4).

In terms of the UN's Agenda 2030 objectives to skills development, within the 17 Sustainable Development Goals (SDGs) and 169 associated targets are objectives towards TVET systems. The objective of SDG 4 is to

promote lifelong learning. More specifically, SDG 4.3-4 affirms that by 2030, members will ensure the "equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university; and by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship" (UN, 2015: 12).

2.8 Conclusion

This chapter presented the literature reviewed in this research, which contributes to the assessment and analysis of the role of the SAIVCET in supporting TVET colleges. The literature discussed, assessed the concept of development, and the development state as adopted in the NDP (2012), the HRDCSA Report (2014) along arguments from authors, Lin (2011), Akojee (2010), and Gumede (2018). The understanding of development in the context of South Africa is discussed, as well as its linkages to the nations NDP policy aims to establishing a developmental state that is capable to reduce poverty and eradicate inequality. The HRDCSA (2014) maintains the requirements in establishing TVET at the centre of economic growth and development, as the report requests for a TVET system located within a developmental state, aimed at producing opportunities for youth and adult to acquire skills, knowledge and values to secure sustainable livelihoods. Lin (2011) is used to discuss the evolution of development thinking, while Akojee (2010) finds the linkages in the successes of the development state, to that of skills development. Gumede (2018) discusses the shortfalls of South Africa in becoming a developmental state. Bhorat, et al.,(2016) is discussed within the historical understanding of South Africa and their relevance to the current realities. Further, the authors are discussed in the understandings of concepts of skills, unemployment, access and equity. The chapter further breaks down theoretical meanings and understanding to the concept of skills and skills development. Winch (2011) argues that the concept of skills explains a mastering of a performance of a task or work, while Lolwana et al., (2015) link this understanding to work which is performed in employment, learnership or internship programmes, and in transition from schooling to employment. Mayhew and Keep (2010) discuss the concept of skills as an end to a means, to gain knowledge or expertise in order to navigate society. The co-existence of various theories to the concept of skills is found to have diminishing effects to researchers, statisticians, labour, and bargaining for remuneration, and data sorting by McGrath (2002). While Motala et al., (2011) highlight the paralysis brought by the focus of skills shortage to skills development. Literature by Deissinger (2000), Kuehn (2019), DHET (2012)

The literature further assesses development to skills development, where studies by Lolwana, Ngcwangu, Jacinto, Millenaar, and Martin (2015), Winch (2011), Mayhew and Keep (2010) and Motala, Vally and Spreen (2011) are used in discussion. In addition, the literature discusses the concept of good governance under the good governance framework, and the elements and principles which can be applied to the assessment of the SAIVCET, using findings by Schacter (2000), Addink (2012), and Khanna (2016). The Education policy implementation framework is also discussed, using Viennet and Pont (2017) where elements to effective policy

implementation and factors to policy hindrances and failures are discussed. Furthermore, the literature draws comparisons from studies of TVET support entities in international countries, including Germany, India, Switzerland, the European Union, South Korea, Chile and Australia. Studies by Deissinger (2000), Kuehn (2019), Shuo (2023), Antje, Sui & Robert (2009) and Akojee (2016) is used to discuss the comparative analysis and assessments of international TVET institutions to inform international experiences to the examination of the SAIVCET. Lastly, regional and international bodies such as the AU, BRICS, and the UN are discussed in their aligned objectives to skills development and education. This literature will be analysed further in Chapter 5, together with the primary data findings from the semi-structured interviews and questionnaires.

Chapter 3: Research Methodology

3.1 Introduction

This chapter presents the methods taken to conduct the research and provides the findings that support the research questions and problem statement in Chapter 1, and the literature reviewed in Chapter 2. This chapter presents the selected research approach, which is the qualitative survey research approach. The qualitative survey research approach is the most effective for this study as it makes use of questionnaires or interviews to gather and assess data. Further, this chapter presents the research tools of semi-structured interviews and questionnaires, which are adopted in the study and their implementation. The purposive sampling of the participants is also explained, and the phases of the data collection and analysis process are presented. This chapter further presents the process of analysis, explaining the thematic analysis taken in this research, as well as the conceptual analysis. The impact and limitations of the global COVID-19 pandemic, feasibility and positionality of the research is discussed. Furthermore, the discussion confirms the validity, reliability and dependability of the research study.

3.2 Research Approach

This research adopts a qualitative survey research approach to examine the extent to which the SAIVCET attained its primary roles in supporting TVET colleges in South Africa. Wagner, Kaulich and Garner (2012) write that "surveys are used to gather data from large groups of people in a relatively short period of time using questionnaires or interviews" (Wagner, Kaulich, Garner, 2012: 22). This is the most suitable research design for this research as it will assess data and capture responses from respondents who will provide information on the role of SAIVCET in supporting TVET colleges, and how they are positioned to support skills development.

3.3 Research tools and their application

The research tools used in conducting this study are semi-structured interviews (Annexure 2) and questionnaires (Annexure 3). The data from these tools informs the primary findings of this study. Secondary data is generated from desktop research using existing literature, national databases, national policy strategy documents and reports on education and skills development, higher education departmental databases, and frameworks such as Statistics SA presented in Chapter 2 of the literature review. The literature further presents the conceptual framework, which is used in the data analysis. A triangulation approach is thus realised in this research, as the assessment and discussion of the primary and secondary data findings confirm and validate the information collected.

The participants chosen to contribute to this research are senior high-level officers with expert knowledge on the functions and mandates of the SAIVCET. Fifteen participants were approached for the purpose of this research; relevant past and present members from the Department of Higher Education and Training (DHET)

were approached. In addition, members of the Task Team on the establishment of the SAIVCET as endorsed by the DHET, which submitted a final report and recommendations on the establishment of SAIVCET to the Minister on 15 December 2012 were also approached to contribute to this study. Further, members from the National Planning Commission of the NDP were approached to speak to the relevant national policy objectives of the NDP towards TVETs and the SAIVCET. And lastly, policy experts and officials who could speak on the establishment of the NSDP 2030 and skills development and economic growth were approached to contribute to the research study.

Of the 15 research participants who were approached to contribute to the study, five senior expert respondents were available to contribute to the research. An informed consent form (Annexure 1) was presented and agreed to by each participant. The findings were drawn significantly from members selected from the Department of Higher Education, which collated the research questions and questionnaires to the selected members in the relevant offices. One of the respondents who contributed to the research findings is a former President of South Africa, and contributed as a high-level expert to educational, national policymaking and governance.

Two interviews were held and recorded via the online Zoom platform. The remainder of the interviews received written responses and submitted via email using Microsoft Outlook, and in Microsoft Word documents. Four questionnaires received written responses and were submitted via email using Microsoft Word and PDF Adobe Reader. The fifth questionnaire was received verbally during the online Zoom interview recording. All recorded interviews were transcribed and codified using personal notes and themes.

3.4 Sampling

The sample taken in this research is of high-level officials in national policy, the Department of Higher Education and Training, and governance institutions, who were selected to participate in this research because they could speak specifically and directly to the understanding of SAIVCET and its contribution towards TVET colleges in South Africa. Purposive sampling was therefore used in the selection of five participants who are most suitable in their expert knowledge and experience. Theoretical sampling is used in the assessment of secondary data which is explored in depth within the literature review.

Table 3.4.1: Phases in the data collection and analysis process

Data Collection and Analysis	Steps in the Process	Phases of Data Collection and Analysis
Phase 1: Qualitative – Semi-structured Interviews	**Step 1**	Identification of relevant interview respondents to the research questions
	Step 2	Contact, requests and permission for interviews to selected respondents is made

	Step 3	Semi-structured interviews are held with individual respondents via the online Zoom platform while other respondents select to provide written responses, which are submitted on Microsoft Word documents, to the researcher via email. Interviews held on Zoom are recorded, and transcribed for the data analysis process.
Phase 2: Qualitative Questionnaires	**Step 4**	Following the semi-structured interviews, the questionnaire is presented to the respondents to complete.
	Step 5	The Questionnaires are verbally completed by some of the respondents via the online Zoom platform and captured into Microsoft Excel. Meanwhile other respondents complete the Questionnaires on the Word document and submit to the researcher via email.
Phase 3: Data Analysis Process	**Step 6**	Transcribing and analysis of both semi-structured interviews and questionnaires is conducted. Coding is adopted to identify and assess some of the themes and patterns in the data collected, for discussion, recommendations and conclusions.

3.5 Process of analysis

Once the data collection process was complete, the data and information was compiled, sorted and stored into a password-protected computer, in order to be assessed and analyzed. The data is stored only on the researcher's password protected computer; no public computers are used, and this is to prevent any loss or theft of information. The data is also stored on back up in the researcher's Google-drive that is only accessible to the researcher, and all information is being kept private indefinitely. There are three types of data which have been collected in this research; primary data of semi-structured interviews; questionnaires; and the secondary data of literature and desk research. Interviews are presented in discussion and in quotations during data analysis, and questionnaire results are sorted using Microsoft Word and Microsoft Excel Spreadsheet and presented in a table and a graph for visual discussion. The data and information collected from interviews is assessed contextually to present the knowledge, expertise and recommendations of high-level research participants, informing the role of SAIVCET and contribution towards TVET colleges in South Africa. Triangulation is achieved, as the primary data findings and the secondary data findings and sources validate the information collected.

Since the sample in this research is purposive, there has been no risk of 'data overload' and data cleaning was not required. Further, having categorized the questions in the data collection phase, made data sorting and analysis orderly and seamless**.** The findings of this research is drawn from the analysis, assessment, and recommendations from the primary and secondary information. The research findings and recommendations from this study can be adopted into a journal article, a policy brief, and can further be presented at academic workshops, seminars, and conferences.

3.5.1 Thematic analysis of data

A thematic approach is taken to analyze and examine the data collected. "Thematic analysis is a general approach to analyzing qualitative data that involves identifying themes or patters in the data" (Wagner, Kaulich, Garner, 2012: 231). For the purposes of this research study, the thematic analysis of data is used for the "purpose of understanding some phenomenon by looking at how various participants experience that phenomenon" and to answer the research questions which are guiding the study (Wagner, Kaulich, Garner, 2012: 231). In addition, Michelle E. Kiger and Lara Varpio (2020) note that thematic analysis is the most widely accepted framework, and that its distinction is "its flexibility to be used within a wide range of theoretical and epistemological frameworks, and to be applied to a wide range of study questions, designs, and sample sizes" (Michelle E. Kiger & Lara Varpio, 2020: 2). Braun V. and Clarke V (2006) refer thematic analysis as a method, instead of a more strictly prescribed methodology, because of this flexibility (2006: 77-101).

The authors find that the thematic analysis involves a six-step process: 1) familiarizing yourself with the data, 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes, and 6) producing the report (Braun V. and Clark V, (2006: 77-101). The six-step process to the thematic analysis is applied in Chapter 5 of this research of analysis of data findings.

Table 3.5.1.1 of the six-step process to thematic analysis by Braun V & Clarke V. (2006)

Six-step Process to Thematic Analysis	
Step 1	Familiarizing Yourself with the Data
Step 2	Generating Initial Codes
Step 3	Searching for Themes
Step 4	Reviewing Themes
Step 5	Defining and Naming Themes
Step 6	Producing the Report/Manuscript

3.6 Limitations, feasibility, and positionality

The global pandemic of the COVID-19 led to some significant delays in conducting the fieldwork and collecting the primary data for this research. South Africa's lockdown measures to curb the spread of the Coronavirus had implications on the running of the economy, as non-essential businesses and services had to be closed or run with limitations from 2020. Even as the lock-down measures were later eased, the operations of several offices, particularly government offices were highly limited. Furthermore, government officials were inundated with a backlog of tasks and duties. The efforts for commencement of data collection on a person-to-person interaction were exhausted, several of the participants who were approached and asked to participate in

the research study became unresponsive to the requests as protocols to proceed within the impact of the pandemic had not yet been established. The implications of the pandemic resulted in several offices and structures in the country to undertake interviews and calls over online platforms such as Zoom, Google Meet, Skype or Microsoft Teams. As an alternative to the fears and implications inherited by the global COVID-19 pandemic, primary data collection of findings to interviews and questionnaires was collected using phone call, email, and digital written responses, audio, and online video Zoom recordings. Although the COVID-19 pandemic presented some exceptional delays and limitations, the alternative tools taken confirm the feasibly of the research.

The position and views of the researcher do not factor in the primary or secondary data collected in this research, thus no limitations are placed to this research as the analysis is drawn using the primary and secondary data collected.

There exists the understanding that using qualitative research approach limits the results of the research from being generalizable; the scope of education and skills development cannot be generalized to reflect the entirety of the policy strategies, as the different priorities are administered distinctively. The scope of the research may arguably present limitations to generalization since it assesses the policy, objectives, and strategies of higher education and the SAIVCET. This, however, also presents an opportunity for further academic research to be conducted focusing on other priority areas within education policy economic strategies of South Africa.

3.7 Ethics

The School of Governance at the University of the Witwatersrand, Johannesburg, provided the ethical clearance to conduct this research, as seen in Annexure 4 of this research report. Permission was sought from the participants to take part in the research. The agreement between the researcher and the participants is marked by the informed consent form (Annexure 1), and the DHET Research Approval seen in Annexure 5 of this research report. Further consent was sought during email and cellphone correspondence agreements, and the online video Zoom meeting recordings. The participants were informed of the contents and objectives of the research, and the researcher ensured that it is understood by asking and responding to any questions or concerns that the participant raised to ensure that no harm, invasion, or deception is brought to the participants. All proceedings to the data collection process were explained to the participants. Privacy and confidentiality of participant's information will always be maintained, and the safe and secure storage of the data collected will be upheld, and all transcribed material and recordings will be stored securely in permission-only Google Drive folder, where only the researcher has access. All the data collected will be used for the academic purposes of this research only, once the research is published, the study will maintain the confidentiality agreed upon to ensure that there is no invasion of privacy brought to the participants.

3.8 Validity, reliability, dependability

The research design adopted in this research ensures that the results and findings of this research are valid, reliable, and dependable, as the research concept, design and methodology is well founded. While reliability and validity measures are used to establish the extent that the research concept, results, experiments are well founded, they are quite distinct concepts (Bless *et al.*, 2018). Reliability asks; "how accurate and consistent is this instrument?" while validity poses; "what does this instrument actually measure?" and what do the results mean?'" (Bless *et al.*, 2018: 229). Since the process of triangulation is adopted in this research for the data collected by combining the primary and secondary data sources of information, the data collection is validated, reliable and dependable.

3.9 Conclusion

Chapter 3 presents the methods taken to conduct the research and explains the use of the qualitative survey research approach. Further, this chapter explains the research tools of semi-structured interviews and questionnaires used in the study. The sampling of the participants is explained, and the six phases of the data collection and analysis process are tabled. This chapter presents the process of analysis implanted to the data collected, and further tables and explains the six-step process to thematic analysis. The limitations and positionality to the research study are discussed, as well as to the research feasibility, validity, reliability and dependability.

Chapter 4: Data presentation

4.1 Introduction

This chapter presents the data collected during the fieldwork. This includes semi-structured interview questions (Annexure 2) and questionnaires (Annexures 3, 6 and 7), which were presented to high-level past and current government officials and experts, and relevant selected members from the DHET.

Annexure 6 presents the Data findings from the Participant Questionnaires. Ordinal variables were collected from the questionnaires. Ordinal variables refer to the categories with the obvious ordering of the categories whether in ascending or descending order, the participants indicated their assessments in scores from 0-10, meaning; Very Good [10]; Good [7]; Average [5]; Poor [3]; and Very poor [0]. As there is an implicit order between the categories, ranging from very good to very poor, the variables present an ordinal categorical variable (Duquia RP, Bastos JL, Bonamigo RR, González-Chica DA, Martínez-Mesa J., 2014).

For the purposes of this study and the ease of interpretation, the questionnaire results are presented in percentages. With values from 0-100%, meaning Very Good [100%]; Good [70%]; Average [50%]; Poor [30%]; and Very poor [0%]. The results are further presented in a bar chart, under Annexure 7 titled Participant Questionnaire Results Chart. Additional tables and charts will be used within each context of the thematic data presentation.

The themes listed below are used to analyze the data;

Theme 1: Development and the Development State

Theme 2: Skills and Skills Development

Theme 3: The Governance of the SAIVCET

Theme 4: International and regional institutes

Theme 5: The Six SAIVCET Primary Roles

The themes are founded from the primary and secondary sources where data which informs the study is presented.

4.2 Thematic Analysis

Theme 1: Development and the Development State

The National Development Plan is the national policy document that underpins the strategies for the Department of Higher Education, and its mandate towards higher education institutions, particularly TVETs. The DHET Revised Strategic Plan (2020-2025) lists "building a capable, ethical and developmental state" as the first of seven priority areas. The seven government priority areas were presented by current President Cyril Ramaphosa during his State of the Nation Address in 2019, as key to the achievement of NDP targets, as set out in the Medium-Term Strategic Framework of 2019-2024 (DHET, 2020-2025). The rest of the seven

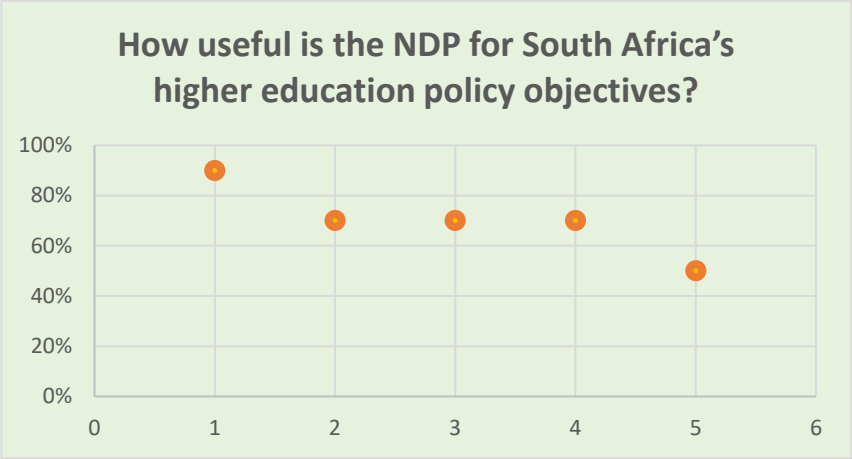
priority areas are; Economic transformation and job creation; Education, skills and health; Consolidating the social wage through reliable and quality basic services; Spatial integration, human settlements and local government; Social cohesion and safe communities; A better Africa and world (2020-2025). The DHET's focus is on Priority 3 of Education, skills and health, with some support of implementing Priority 2 of Economic transformation and job creation through the development of a Priority Skills Plan from 2022 (DHET, 2020-2025). The themes of development and development state are embodied within this research, within the NDP, DHET and in the literature (HRDCSA, 2014; Lin, 2011; Akojee, 2010; Gumede, 2018). Although the National Development Plan 2030 (NDP) has been arguably stated as the most inclusive and holistic plan for South Africa's economic and social development (NDP, 2012: 14), the findings from the questionnaires challenge this assertion.

Table 4.2.1 Questionnaire results on questions of the NDP

Data Findings: Participant Questionnaire Results					
Category 1: The National Development Plan					
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
How useful is the NDP for South Africa's higher education policy objectives?	90%	70%	70%	70%	50%
How adequately is the NDP policy strategies implemented in SA, for TVET colleges?	50%	70%	70%	50%	50%

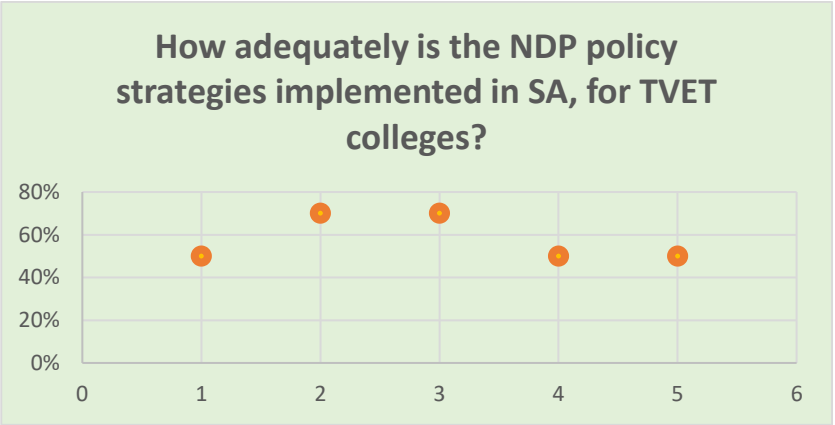
The Participants were asked two questions in the questionnaire (Annexure 6) related to the NDP, as shown in Table 4.2.1 above, and Charts 4.2.1 and 4.2.2 below; 1) how useful is the NDP for South Africa's higher education policy objectives. In addition, question 2), how adequately the NDP policy strategy is implemented in SA, for TVET colleges. In response to the first question, Participant 1 presented a strong sense of assessment towards the NDP policy by giving the score of 90 percent which is just short of 10% of scoring it as being very good. Meanwhile Participants 2, 3 and 4 gave a moderate score of 70 percent, which means 'good'. Participant 5 gave the score of 50 percent which means that they found the usefulness of the NDP to be average. This is a significant indication of the observations on South Africa's national policy towards higher education objectives. What this data indicates is that the majority of the participants, which is 60 percent, gave the scores of 70 percent each on the usefulness of the NDP, indicating that the NDP is of good use for South Africa's higher education objectives. While the remaining minority participants presented contrasting scores of 90 percent and 50 percent.

Chart 4.2.1 Questionnaire results to Category 1 Question 1



On the second question of how adequately is the NDP policy strategies are implemented in South Africa, for TVET colleges, ranging responses were presented. The data drawn from Annexure 6 in Table 4.1.1 above, and Chart 4.2.2 below, indicates that Participant 1, 4 and 5 gave the majority average score of 50 percent while participant 2 and 3 gave the score of 70 percent to assert that the NDP had been good in implementing the policy strategies for TVET colleges. However, the majority of the participants scored the level of implementation by the NDP of policy strategies for TVET colleges at an average of 50 percent. This indicates that 60 percent of the participants are neutral of the NDP's implementation of policies for TVET colleges, they do not believe it is strong nor is it weak, as they gave it the average score of 50 percent.

Chart 4.2.2 Questionnaire results to Category 1 Question 2



The HRDCSA Report (2014) calls for a TVET system which is located within a developmental state, that is aimed at creating opportunities for sustainable livelihoods (HRDCSA, 2014). The Report was conducted by a Technical Task Team to contribute to the work of the HRDCSA Technical Working Group and Council, to reconceptualise the role and purpose of TVETs, and bring in international comparisons for best practices for South Africa. The report argues for the need for TVET colleges to go beyond the rigidly narrow economic development approach and to adopt a broader developmental agenda (HRDCSA, 2014).

The secondary data of the literature, discusses the NDP, providing firstly that since its adoption, the plan has placed emphasis on TVET colleges as major institutions to fulfil the objective of improving education and develop skills. The national policy document envisions South Africa's economic transformation by focusing particularly on higher education and skills development as the driving force for growth and employment.

The concept of the development state in South Africa is linked to the national strategies and objectives for TVETs with the NDP (2012) and the HRDCSA (2014). Further discussion can be drawn from literature from Lin (2011), Akojee (2010) and Gumede (2018). The development state, as presented in the NDP is a state which is capable of reducing poverty and inequality. The NDP however finds that the public service delivery is at a risk and that the country's developmental agenda could fail because the "state is incapable of implementing it" (NDP, 2012, 44). The NDP further emphasizes the importance of capability within a development state. That alongside hard work and effort, opportunities must enhance capabilities that flow from development, so that individuals can live the lives they aspire. Therefore, the developmental state would enable and build capabilities of individuals to improve their own lives, while it is intervening to correct historical inequalities (NDP, 2012: 17).

The NDP was discussed broadly in the semi-structured interviews. Participant 5 for instance, mentioned the NDP in recognizing it as a long-term national policy, noting that the country is suffering from "short-termism" when it comes to policies, which implicates the adoption and implementation of certain policies within the short political terms governments serve and set targets to. He added,

> "You see, and so there is very little room for transforming the education system, which would take a bit of long-ish time than the life of an administration, as it were."

The NDP speaks to this notion of short-termism, in the discussion of the development state, adding that capability is crucial to a development state being able to fulfil its objectives. Further, the plan notes the importance of consensus building for long-term and sustainable national objectives over the short-term "sectional" matters. The Commission cautions of policy instability which is a disruptive challenge; noting that "while there are cases where policy must change, government often underestimates the disruptive effect of major policy adjustments on service delivery" (NDP, 2012: 44). The NDP provides that the public service needs to be fully focused on the developmental agenda and "insulated from undue political interference" (NDP, 2012, 407). Furthermore, the document provides that the relations between national, provincial and local government require "proactive approach to resolving coordination of problems" (NDP, 2012: 407), this is a crucial point which should be resurfaced when it comes to the implementation of the SAIVCET. The NDP further emphasizes the needed rigor in a developmental state, to constantly strive to improve the quality of lives of its people, to build their own capacity (NDP, 2012: 409).

Gumede (2018) argues that South Africa has performed poorly in terms of inclusive development, holding that the performance "remains elusive" (Gumede, 2018, 200). Gumede reasons this state of the nation to the history of the country and the legacies of colonialism and the 'neo-imperial' order (Gumede, 2018: 200). The author further relates to the dangers of the private sector increasingly being prioritized at the expense of human development. The author proposes a re-conceptualization of the concept of development in order to suit and fit the needs of the country.

The Ministerial Committee on the review of the funding frameworks of TVETs and CETs (2017) finds that while the role of education in South Africa is acknowledged for its potential toward economic growth, there are still insufficient policies on the role of post-secondary education and training to enhance development in the country. It stated that, "while the role of education in development is generally acknowledged by policymakers, there is at best a lack of clarity about the role of post-secondary education and training (PSET) in particular in enhancing development" (DHET, 2017: 9).

The Ministerial Committee report further notes that the South African education system is perpetuating the socioeconomic structures which reinforce inequality and poverty, rather than to bring social justice. It adds that "South Africa's poor educational distribution is not attributable to the lack of initial access to schools, but partly to high and more rapid drop out rates among the poor" (DHET, 2017: 9). This is a powerful assessment by the Ministerial committee as it indicates the most significant factor to the crippling state of TVET and CET education, which further undermines the motivation for efforts towards institutes such as SAIVCET.

Lin (2011) argues that the driving force for poverty reduction in developing countries is long-term sustainable and inclusive growth (Lin, 2011, 194). The author presents an evolution of development thinking from a post-World War II global perspective, to suggest a framework, which enables developing economies "sustainable growth, elimination of poverty, and narrowing the income gap with developed countries" (Lin, 2011: 194). These values coincide with those of the NDP, NGP and the NSDP.

The importance of understanding TVETs in the context of South Africa's history and economic transformation and developmental path is held in the HRDCSA report. It is explained that TVET colleges were borne out of the demand for technical education for white youth, and then in the 1800s became the product of industrial development, and the "expansion of mining, railways, harbors and small engineering workshops in urban centers" (HRDCSA, 2014: 33). The report presents the move to focusing on apprenticeship training, and the effect of the establishment of the SETAs to the TVETs in the 2000s.

The NDP proposes eight areas of action in order to focus on building a capable and developmental state. The eight targets are; "to ensure the stabilizing of the political-administrative interface for professionalism in public services. Secondly, to make the public service and local government administration careers of choice; to develop technical and specialist professional skills; to strengthen delegation, accountability and oversight; to

improve interdepartmental coordination; to take a proactive approach to improving relations between national, provincial and local government; to strengthen local government; and to clarify the governance of SOEs" (NDP, 2012, 410).

Theme 2: Skills and Skills Development

The theme of skills and skills development is apparent in this research. The SAIVCET was established for the purpose of supporting "public further education and training colleges and the wider skills development system" (DHET, 2012, 6). The NDP however, finds there are shortfalls within the education and skills sector, particularly when it comes to TVET colleges. The national policy document argues that "the TVET system is not effective, it is too small and the output quality is poor" (NDP, 2012, 40).

Data from the national statistics database; StatsSA speaks further to this observation. Figures from 2013, 2019 and 2020 that compare the attendance percentages from higher educational institutions, TVET (FET) Colleges, and other colleges is presented in the table below.

Table 4.2.2: Discussion of attendance figures from StatsSA, 2013, 2019 and 2020

	Higher education institutions	**TVET and FET**	**Other colleges**
2013	4,7%	2,4%	0,8%
2019	5,8%	2,8%	1,8%
2020	6,2%	2,0%	1,2%

The data indicates a lower attendance turn out of TVET colleges in comparison to higher education institutions in South Africa. In 2020, TVET attendance decreased by 8 percentage points compared to 2019. The indication of the significantly lower attendance attained by TVET Colleges, in comparison to Higher education institutions is of the poor and weak impact of the colleges. This indication further maintains the need for a support institute such as SAIVCET to support TVETs to play a more dynamic role in the country. The attendance gap between TVET colleges and Higher education institutions was 2,3 percent in 2013 (4,7 percent minus 2,4 percent), and in 2019 the gap grew by 7 percentage points. The data further indicates that in the year 2020, TVET attendance decreased by 8 percentage points compared to 2019, this was also exacerbated by the COVID-19 pandemic. The pandemic had a huge impact, disrupting teaching and learning, and educational institutions, where a number of students dropped out of school due to the challenges experiences and the limitations met to the required processes of adaptation, mainly within urban and rural livelihoods (UNICEF, 2021).

The data results from questionnaire (Annexure 6) present this low outlook on TVET colleges in South Africa. The questionnaire presents two questions under the category of TVET colleges in South Africa. The first question is: How effective are TVET colleges in supporting skills development in South Africa? The second question is: How effective is DHET support for TVET colleges in South Africa? As shown in the table below.

Table 4.2.3 Questionnaire results on questions of the NDP

Data Findings: Participant Questionnaire Results					
Category 2: TVET Colleges in South Africa					
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
How effective are TVET colleges in supporting skills development in South Africa?	60%	70%	50%	50%	60%
How effective is DHET support for TVET colleges in South Africa?	60%	70%	50%	50%	50%

In response to the first question, most responses were on average, with Participant 3 and 4 giving a score of 50 percent, Participants 1 and 5 giving the score of 60 percent which is nearly good, and only Participant 2 giving the higher score of 70 percent to indicate that the effectiveness is good. Chart 4.2.1 indicates below the percentage responses from question 1 of the questionnaire. Forty percent of the participants gave the neutral average score of 50 percent on the effectiveness of TVET colleges in supporting skills development in South Africa. While another 40 percent of the participants gave the score of 60 percent in assessing the effectiveness of the colleges. This shows that there is an indication of average to partially good towards the effectiveness of TVET colleges in supporting and driving skills development in South Africa.

Chart 4.2.3 Questionnaire results to Category 2 Question 1

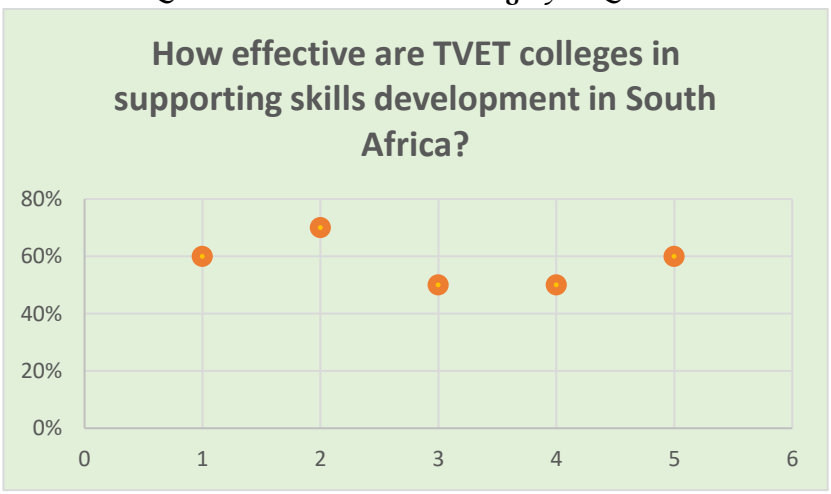


Chart 4.2.4 Questionnaire results to Category 2 Question 2

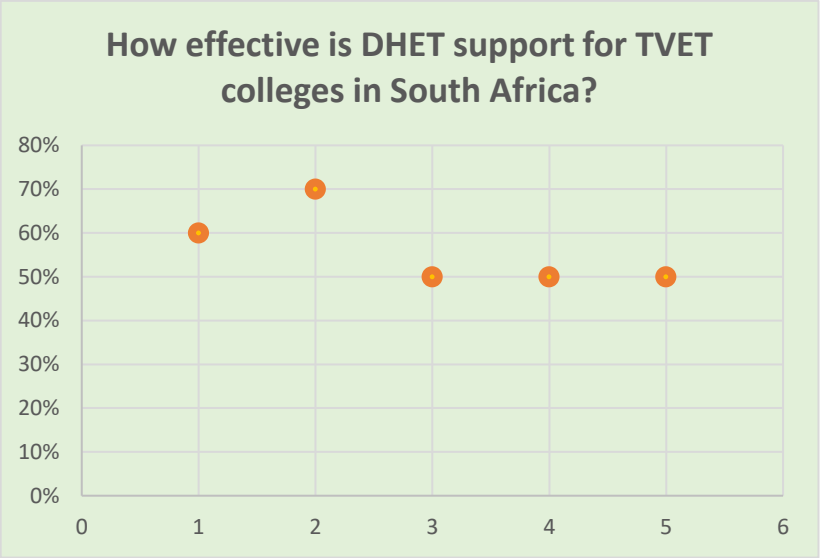


Chart 4.2.4 presents the data results from the second question of the questionnaire, on the effectiveness of the DHET towards TVET colleges in South Africa. Participants 3, 4, and 5 gave the average score of 50 percent, while participant 1 gave the score of 60 percent and Participant 2 giving the score of 70 percent. The indication of this is that the majority of the participants gave the average score of 50 percent in assessing the effectiveness of DHET in supporting TVET colleges in South Africa. While the remainder gave the scores of 60 and 70 percent. This shows that the majority of the participants did not believe strongly of the effectiveness of DHET as they rated it at an average standard.

Secondary data of literature, particularly that of Lolwana, Ngcwangu, Jacinto, Millenaar, and Martin (2015) contributes to understanding the concept of skills and skills development. They present skills development as technical and manual work, expert knowledge and the interval between gaining new knowledge and training, to becoming an expert and professional. Winch (2011) explains this concept as a mastering or a performance of a certain task. This is further attributed to work conducted during employment or internship or learnership programmes (Lolwana et al., 2015: 15). The concept of skills can also be seen as an end to a means, or a "social economic panacea" and a solution to the demands of the labor market, as Mayhew and Keep (2010) ascribe. A tool to be able to navigate through life and society.

Other than the descriptive understandings of the concept of skills and skills development, there are also analytical understandings to the concept. McGrath (2002) in Lolwana et al., (2015) argues that globalization has had diminishing effects for researchers, statisticians and data sorting, the labour market and bargaining for remuneration, as the term of "skills" has become highly polarized. Motala, Vally and Spreen (2011) held that the focus on skills shortage has caused paralysis for economic advancement, and affected the country's ability to compete on an international level with other economies (Motala et al., 2011, 251). Within the South African policy strategy documents: NDP 2030 (2012); the SAIVCET (2012); and the NGP (2011); the NSDP 2030,

the concept and definition of skills or skills development is not comprehensively analyzed. This presents an opportunity for further research and recommendations to new and existing national policy frameworks.

The Ministerial Committee on the review of the funding frameworks of TVETs and CETs (2017) discussions the concept of skills within the understanding of human capital. The report finds that education raises cognitive skills and that there needs to be reform in the education and economic system in order for past and current investments in skills to reflect accordingly. The issue of high income inequality has a ripple effect on infringing economic growth and reducing poverty, and the Report attributes this to influence the "limited and unequal access to human capital" (DHET, 2017: 9). Therefore, to advance skills and education requires advancing education equality. Worth noting further, that one of the findings of the report is that South Africa's continuous exhibition of poor distribution and low quality of human capital is due to systems that perpetuate histories of apartheid and colonial policy systems, which maintained divisions and social injustice, particularly within the education system. The report adds importantly that while there have been some successes seen in South Africa's education levels; they remain unaccompanied by adequate and effective distributions of education. In other words; "South Africa's poor education distribution is not attributable to the lack of initial access to schools (and skills), but partly to the high and rapid dropout rates among the poor (DHET, 2017: 9). This calls for a more rigid policy intervention in order to address the distribution of education and skills in the country. The PSET raises three challenges towards policy makers on these findings. Firstly, that the concepts of access and equity be assessed adequately in how they translate to education and skills development in South Africa. Secondly, that the trade-off which exists between quantity and quality be addressed, and thirdly, that the graduate qualifications and skills are more compatible with the needs of the labor market and of national development (DHET, 2017: 8-9).

Bhorat, Cassim & Tseng (2016) conducted a study on the relationship and linkages between higher education and economic growth in South Africa, and found that education from University institutions contribute to economic growth, while other post-secondary education including TVET colleges "do not productively contribute to economic growth". The study differenciated higher education between tertiary university education and vocational education and training. The study found further that the TVET graduates qualifications are insignificant, that TVET graduates are as likely to be employed, as school leavers who are without any qualification from higher education (Bhorat et al., 2016: 313). This means that there is an increase of skills opportunities for employment towards degree holders, rather than certificate-holders. Bhorat et al., (2016) adds that the issue is the South African labor market, which has an increasing number of youth with educational qualifications. That this "education inflation" or "qualification inflation" means that even though the graduates do not necessarily have expert level skills, the employers are biased to select those with the highest levels of education. The authors add, "it is not a case of university graduates are more skilled and

proactive, than certificate-holders, but that high degree filtering is taking place where employers screen according to individuals who may be less costly in terms of 'on-the-job' training (Bhorat et al., 2016: 318).

This is an indication of the poor resources provided towards the TVET colleges, which translates into the effectiveness and relevance of the graduates and the skills generated for sufficient employment and human development. More rigid policy interventions need to be in place within South Africa's education system, for adequate resources towards education to meet the skills need, and translate to economic growth and human development.

The findings from Bhorat et al., (2016) on the reasons to high unemployment in South Africa, point to two factors. Firstly, that the labour market is overwhelmed with populations who have attained very low levels of education while the economy is significantly biased towards skilled positions (Bhorat., 2017: 314-315). Secondly, that the poor quality of education and schooling has a detrimental effect to access effective employment (Bhorat et al., 2016: 314-315). This literature confirms the findings from 2013, 2019 and 2020 by Stats SA on the comparative attendance figures from Higher education university institutions, TVET Colleges and Other Colleges, as shown in Table 4.2.2 at the beginning of this section.

The Ministerial Committee report holds that quality of education needs to be improved in order to meet the quantity demands of education. Further, that improving only the quality of management systems on the macroeconomic level and the implementation of structural policies would not take the country far enough (DHET, 2017: 9). According to the report, currently, "the quality of education in South Africa, and the general skills development is low" (DHET, 2017: 9). The report found evidence of this assertion from studies on the Annual National Assessments (ANA) of the Department of Basic Education, and the regional and international comparisons of student learning, namely SACMEQ, PIRLS, and TIMSS (DHET, 2017:9).

In terms of the regional bodies, the African Union's Agenda 2063 refers to skills development and education, and for the TVET system to realize the objective of "inclusive growth and sustainable development (African Union, 2015). AU objective 1.2 of a "well educated citizens and skills revolution underpinned by science, technology and innovation", and further in Objective 1.2.1 of "education and science, technology and innovation driven skills revolution" (African Union, 2015) speaks to this.

Within the international groupings, the BRICS formation of Brazil, Russia, India, China and South Africa, refers the importance of skills. The BRICS Building Education for the Future: Recommendations for cooperation document, underscored the role of TVETs and skills development in four of the 12 listed recommendations (Akojee, 2016: 3). The recommendations relate to the need to develop labour market information systems for skills analysis and forecasting, to strengthen the links between companies and TVET institutions, and facilitate workplace learning, particularly within the secondary level of schooling (UNESCO, 2015: 3-4).

Theme 3: The Governance of the SAIVCET

As the objectives of this research are to examine the extent to which the SAIVCET has effectively implemented its primary roles, the governance structure of the SAIVCET is an apparent theme in this research. The literature provides that the SAIVCET was adopted by the DHET in 2012, to support the TVET colleges. The governance structure of the SAIVCET is to consist of a board, a chairperson and upto ten members, who are appointed by the Minister over four years, renewable from nominations by the institute (DHET, 2012:9). The first Board members were to be nominated by the public, and thereafter, the Board would nominate future Board members. Literature that is more recent states however that the Board was never constituted (DHET, 2016, 21). The Presidential Commission on Higher Education and Training in October 2016 created a Ministerial Committee Task Team to assess the progress of the SAIVCET and produce a report on the findings. The report notes the rationale for the SAIVCET which is to upskill existing staff in TVETs, promote professionalization of trainers, instructors and lecturers, and to promote excellence in research, enhance dialogue and linkages between higher education institutions, as well as monitoring and evaluation of the management of colleges and the performance of students (DHET, 2016: 19).

The primary data of interview results, find that the role of the SAIVCET is of high importance. As set out in the White Paper on Post School Education and Training, the Participants questioned the rationale and importance for the SAIVCET to strengthen the TVET and Continuing Education and Training (CET) sector.

The Ministerial Committee Task team of 2012 which was set to examine the possible functions of SAIVCET, and develop a draft framework for the establishment of SAIVCET, made recommendations to the requirement of the establishment of SAIVCET, which are key to note towards this research study. The task team found four motivations for the establishment of the SAIVCET (DHET, 2012: 7). The report held that the most pressing needs within the continuing and vocational education and training in South Africa are:

> "i) To improve teaching and learning in public FET colleges, primarily by improving the quality of teaching staff.
>
> ii)To stabilize the college sector, especially with regard to the occupational and vocational programmes and qualifications being offered.
>
> iii) To facilitate the opening of viable pathways into continuing and vocational education and training for Grade 9 graduates from the basic education system.
>
> iv) To raise the profile and status of blue collar work" (DHET, 2012: 7).

These priorities motivate for the role and function of the SAIVCET, which is said to have a "clear focus on post-basic education for skilled employment in formal economy" (DHET, 2012: 7).

The motivations of the establishment of the SAIVCET, align to the objectives presented in the OECD *Education Policy Implementation: A literature review and proposed framework* (Viennet & Pont, 2017). According to the literature, the considerations that need to be made when considering a policy for implementation include ensuring that the implementation is purposeful, or serves the purposes to bring about change in the education system. Cross-referencing the literature with the data, it becomes evident that the motivations for the establishment of the SAIVCET were considered for the development of the TVET sector.

The data from the semi-structured interview questions indicates that although the Continuing Education and Training Act of 2013 outlines the establishment of the SAIVCET, it has not yet been established. Participant 1 held that:

> "…it has not been possible to establish the institute for a number of reasons, including funding constraints from National Treasury and limitations on the staff establishment at the DHET"

Participant 4 held that:

> "The SAIVCET Project was established with the idea to create a unit in the DHET to "incubate" SAIVCET until it could be launched as an entity. The same route was followed by QCTO for example. However, this could not happen as stricter rules were put in place around staffing. We could not secure the staffing compliment to get this process underway".

Literature points to the complexities which come to the policy implementation process. Viennet and Pont (2017) identify that the process is evolving and because it involves a number of stakeholders, it can result in failure is it has not been well targeted (Viennet & Pont, 2017: 6). This literature points to the crisis that befalls the establishment of the SAIVCET. The literature further points to the various reasons which policies fail to be implemented. The reasons include a lack of focus on the process, particularly when defining the policies at the foundational level; a lack of establishment of the stakeholder and public engagement required in the change process; and a lack of recognizing that the policy needs to be adapted to be suited to the complex governance systems ((Viennet & Pont, 2017: 6). These reasons can be used to decipher the complexities that influenced the non-establishment of the SAIVCET.

It can be deduced that there was a lack of good governance principles followed in the establishment of the SAIVCET. Further literature by Khanna (2016) reflects on the good governance framework, and the challenges which are posed to good governance practices. The challenges include the lack of an appropriate business, educational and governance model which makes the initiative hard to follow. The second challenge identified is the lack of a clear quality assurance mechanism which results in

unclear standards, and the third challenge is the lack of "support from the relevant governing bodies which are exhibiting poor participation brought about by a lack of appropriate human and infrastructure capacity" (Khanna, 2016, 24).

The literature confirms the challenges that are confronted by the SAIVCET, which speak to the lack of good governance principles and lack of adequate education policy implementation elements.

From the literature, a 2020/21 DHET Annual Performance Plan still presents the SAIVCET as a planned initiative projected for implementation in the period 2020-2025 (DHET, 2020: 10). The plan maintains the importance of colleges evolving into producing skills demanded in the labour market.

The data from the interview questions indicates further, as presented in the secondary data, that a board was not appointed, and the legal opinion advised that while the entity does not formally exist it is not possible to appoint a board, however the 'SAIVCET Project' was magisterially approved.

Participant 1 provides that a detailed business case is currently being prepared together with a Socio-Economic Impact Assessment for submission to the National Treasury and the Department of Public Monitoring and Evaluation to again motivate for the formal establishment of the SAIVCET.

Based on the literature, it can be deduced that there are still good governance practices which need to be adopted in order to realised the effective establishment of the SAIVCET. Khanna (2016) provides eight good governance practices, namely: "focus on organizational purposes and outcomes; performing effectively well-defined functions and roles; promoting values for the organization and demonstrating values of good governance through behavior. Further, the fourth good governance practice is making well-informed and transparent decisions with full information, advice and support" (Khanna, 2016: 25).

Based on literature and the fourth good governance practice, it is evident that the SAIVCET lacks on this frontier, as it has been a challenge to make well-informed and transparent decisions with full information, advice and support, this is confirmed by the primary and secondary data.

What is evident from the interview responses, is that in the interim, the Department of Higher Education has established a project within the department, which is meant to fulfill some of the work of the SAIVCET, this interim project is identified as the "SAIVCET Project". There is no available public information to the governance and structural running of the 'SAIVCET Project', what can be understood from the interview findings is that the SAIVCET Project is an informal version of what the SAIVCET is meant to be and organized to meet some of the functions of the SAIVCET, where possible. Participant 1 held that:

> "Currently SAIVCET does not exist formally and the project (SAIVCET Project) within the DHET is funded through the NSF (National Skills Fund). In addition, some of the functions of SAIVCET are also supported through donor organisations".

The rest of the four good governance practices include; "managing risks and conflicts of interest effectively; enhancing capacity and capability of all players of governance in the organization; assigning clear responsibilities and accountability; and improving integrity while working faithfully with loyalty and devotion" (Khanna, 2016: 25). This literature provides an indication of the lacking good governance practices within the SAIVCET, which have arguably influenced its challenges. Particular attention needs to be placed to assigning clear responsibilities and accountability, this would enable progress within the establishment of the SAIVCET, although however currently lacking.

Further findings from interview participant 1 show several activities have been undertaken through the SAIVCET Project and were supported by international support agencies such as the GIZ, formerly known as the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH; a German development agency which provides services in international development cooperation and international educational work.

Funding issues are at the core of the implementation challenges of the SAIVCET. This is presented in the literature; that although the SAIVCET is mentioned in the White Paper on Post-School Education and Training (WP-PSET) in 2014, it faced formidable funding difficulties in the fiscal framework of 2014/15. Despite these challenges, the National Skills Fund (NSF) provided a grant to the institute (DHET, 2016: 21). In addition, even though the SAIVCET did not have a fully constituted Board and had not embarked on the recruitment processes, the Swiss and German governments signaled support for its establishment (DHET, 2016: 21).

While the Swiss government had previously committed to the unit, the recent 2020/21 DHET Performance Plan mentions that only the German government would be supporting the South African government in the implementation of SAIVCET (DHET, 2020: 10).

Participant 2 added that:

"Some activities related to the function of SAIVCET commenced. Much of this work has happened in conjunction with our German counterparts to transform the TVET system. The SAIVCET work was categorized into four key areas: curriculum development, lecturer development, partnerships and research."

Participant 3 draws on the funding challenges, in response to interview question 3 (Annexure 2) of 'What is the projected timeline for SAIVCET, and what is it reliant or dependent on?', the response was:

> "The need for SAIVCET is undisputed, however given the economic constraints currently experienced one must carefully consider the costs associated with the establishment of a

> new entity. Others would also argue that one must consider the cost of not having the institute which is of course correct".

The respondent continues that:

> "In the current business case that we are crafting we will set out three options for the establishment of SAIVCET. All of these options consider ways in which the establishment may be done in the most cost-effective way. This includes options of establishing SAIVCET as a unit within other entities. It also considers some fees for services and so on".

The responded explained that the three funding options which have been proposed are:

1) firstly, that SAIVCET should merge with a similar entity where there might be some overlap in functions, in order to eliminate potential duplication and to optimize some of the existing functions of the entity such as finance and HR;
2) the second option is for the SAIVCET to operate as a standalone entity but receiving fees for services;
3) and the third option is for SAIVCET to operate as a standalone entity which is receiving a fiscal allocation or combination of fiscal allocation and service fees. The respondent held further that:

It was presented further, that the proposals were being consulted with stakeholders before they could reach the Ministers office, to ensure that there is stakeholder "buy-in" beforehand.

The respondent added that the National Treasury would provide a clear direction on the three proposed options during the year 2022. The three options presented by the DHET stand as realistic recommendations to find resolve to constitute the support institute, noting the historical financial challenges, which have delayed the implementation of the institute. An opportunity for further research exists, to assess the merits of all three options presented by DHET. Particularly, option one recommendation proposes merging the SAIVCET with an existing and relevant entity, could be assessed against the 18 Functions of the Institute (In Section 43B of the CET Act) to determine whether the functions of the Institute are being duplicated elsewhere or if there are still gaps which exist to fulfill some of the functions. The opportunity for further research is to then assess the three options, and examine the selected option, for its impact on the sustainability and effectiveness of the SAIVCET. This research study can inform and present the foundation to that aspect.

The seven principles for good governance are essential to adopt to ensure that the SAIVCET is established accordingly, along with the eight good governance practices. The principles include "performance, transparency; accountability; participation; leadership; consensus orientation and fairness" (Khanna, 2016: 25). These principles each hold great weight and would contribute significantly to the SAIVCET if they were fully applied. Presently, the proceedings to the SAIVCET lack consensus orientation, participation, particularly of

the public, transparency – there is a lack of public information on the progress to the establishment of the SAIVCET, thus there is absence of accountability, and inherently of performance.

Theme 4: International and regional institutes

The Strategic Plan of the DHET (2020-2025) is not only set on local policy documents (NDP 2030, WPPSET, draft NPPSET and the MTSF (2019-2024), but it is also guided by international commitments such as the UN Sustainable Development Goals (SDGs), the Southern African Development Community, and the African Union Agenda 2023 among others (DHET, 2020-2025). Thus the appearance of international and regional institutes as a theme in this research study.

Literature shows that international best practices bare influence on national efforts towards development and transformative objectives of the TVETs. Akojee (2016) writes that South Africa's education and skills development trajectory has been influenced by the international community (2016: 3). And that although South Africa fares favorably on some fronts of the international community, it still is confronted with many implementation challenges.

Although the SAIVCET has not yet been formerly established, what is evident from the responses from the secondary data research and primary data sources of interviews and questionnaires is that in the interim, the Department of Higher Education has established a project meant to fulfill some of the work of the SAIVCET, known as the "SAIVCET Project".

The adoption of the SAIVCET was motivated by the international standards of support institutes for TVET colleges. Evident from the literature review, is the international study and country comparisons that was undertaken by the Task Team on SAIVCET (2012). The task team assessed 17 support institutes across the world, where the seven were closely assessed based on their signifying factors. The TVET support institutes, include the BIBB support institute in Germany, notable as Germany is supporting South Africa in its initiation of SAIVCET. Also included in the assessment, is the NITTTR of India; the SFIVET of Switzerland; the CEDEFOP of the European Union; the KRIVET of South Korea; SENCE of Chile; and the NCVER of Australia, and the CIVTE of China is brought in as an additional component to this research study. Most of the international institutes are organized and may be located outside of a central national government department; provide support and capacity building of staff, curriculum development, monitoring and evaluation, research, and data analysis, and have been operational for at least five years (DHET, 2012: 26).

In answering question 2 of the semi-structured interview question: '*What influenced the establishment of SAIVCET?*' Participant 2 referred to the influence of global practices in TVET structures. The respondent wrote:

> "A comprehensive research study was undertaken to understand global practices around coordinating structures in TVET. This research focused on numerous countries across the

> world to understand various practices. It was found that a coordinating structure for TVET is a common feature of many of the systems globally. The roles and functions vary considerably across various countries it was important to structure an institution which would fulfil our (South Africa's) specific mandate. One can therefore say that the need to strengthen the sector was the primary motivation for the inclusion of SAIVCET in the CET act and international benchmarking supported the crafting of the roles and functions of the SAIVCET".

This is indicative of the influence international education systems have on the motive for the establishment of the SAIVCET. However, when it comes to the formal implementation and sustainability of the institute, it is reliant on the national ministry to see the institute actualized.

Participant 5 mentioned the need to find new approaches to the education system as a whole, particularly basic education, in order for there to be a more effective development of young people when they progress to higher education. He said:

> "SAIVCET is a necessary institute, however, our real problem does not rest there. Our real problem is in the national approach to basic education".

He added that the national education system assumes that all children should become academics, and places TVET colleges as a last resort. Adding that the education system in South Africa does not adequately support children who could be more suited with pursuing artisanal skills, as done in countries such as Germany and Finland. He said:

> "We basically assume that all children should, would become academics. So we have one stream at primary and secondary and high school, and that is to channel these children to the academic stream. It is only when they do not fare well in grade 9, 10, 11 or 12 that we then refer them to TVET colleges. Without, whereas, in other countries, certainly in Germany, certainly in Finland, the children are channeled into two streams".

The German education system has received much recognition for its impact on the economy, for adequately supporting and building young people and developing their skills. In Germany, only one-third of higher education institutions are recognized as universities, while the larger majority consists of 'polytechnics' (known as TVETs in South Africa), public administration colleges, theological colleges, colleges of art and music, colleges of education and vocational academies (Deissinger, 2000: 608).

During the interview responses, Participant 5 added that the two streams of education is conducted from the primary level of schooling in Germany. This would be the basic education level of schooling in South Africa. He added that:

> "In the German system for instance, the academic stream at primary, secondary and high school, the academic stream is 40% of the kids and the artisanal stream is 60%. And what that means is that from primary they start studying subjects which are relevant for a qualification or a diploma and so on".

In discussion of the South African basic education system, Participant 5 added that to fix the system, the country would need to re-structure basic education to accommodate the teaching of relevant subjects towards the artisanal stream of education. He added:

> "These children learn the subjects that they learn up to grade 12 when they don't obtain university entrance, only then are they referred to TVET colleges, and they start from scratch. Whereas in the twelve odd years they could have been learning subjects that are critical for the artisanal training offered by TVET colleges".

The former government official added that at the policy level, South Africa needed to take a decision of re-structuring the education system, from the basic education level – in order for it to adequately support higher education, and then to further invest in teacher training. He said:

> "So I am saying this because, you know the National Development Plan, highlights the importance of education. But as I said, our education system and approach is that every child would be an academic".

The German Federal Institute for Vocational Education and Training (BIBB) works to address challenges faced by TVETs in Germany and to stimulate innovation in the national and international systems of TVET, and to develop new practice-oriented solutions for initial and continuing vocational education and training (DHET, 2012: 32).

The South African Task Team on SAIVCET even recognized the BIBB as a strong initiative to which could present exemplary, the only challenge would be for the country to adopt the dual system from primary school level of teaching. The BIBB on the other hand is highly regarded for its dual system of secondary schooling, which operates both on academic and vocational tracks. The vocational track takes up the largest group of learners in the upper secondary level at approximately 53 percent who receive training for occupations (DHET, 2012, 320).

Participant 5 added that the rational behind TVETs in South Africa is problematic and needed to be re-framed, and not presented as a last resort option for students, he said:

> "And so, in a sense TVET's are for those who failed obtaining university entrance at a matric level. And so the motivation is completely incorrect, I mean it's as though this is an alternative, rather than an important stream of education. So, I think more than investing in the institute such as SAIVCET, we should invest in teacher training - And broaden the scope of basic education."

The African Union's framing of the TVET system as a 'last resort' is also problematized by Akojee (2016). The African Union (2015) wrote that "all secondary school students without access to education have free access to TVET education by 20163" (African Union, 2015: 135). Akojee (2016) argues that this undermines the role of TVETs which are operated on a supply-driven basis, and the challenges it faces, as it places them as an institution of last resort rather than an institution of choice. Aside from this clause, the AU document has underlined the significance of TVETs for development and alignment with the labour market in the promotion of skills and entrepreneurship (African Union, 2015: 135).

China's as an example, has taken considerable lessons from the German system of education, recognizing the limitations posed by unskilled young population, China has recently, in 2022 initiated rigid policies to reform its education system, making vocational education reform a major part of its national goals (Shuo, 2023). However, much like South Africa, the dual system has not yet taken hold in some parts of Chinese education (Antjie et al., 2009: 5-8). The Central Institute for Vocational and Technical Education, Ministry of Education of China (CIVTE), which is a national research institution that specializes in the field of TVETs, was even established in 1990 in collaboration between the governments of Germany and China in the TVET sector.

The Communist Party of China Central Committee and the State Council, China's Cabinet, issued the new guideline on TVET education sector with a newly revised Vocational Education Law which came into effect on May 1, 2022 (Shuo, 2023; CIVTE, 2022), set to boost the capacity of "vocational schools and increase the quality, adaptability, and appeal of the education" (Shuo, 2023). Chen Ziji, director of the Ministry of Education's Department of Vocational Education placed significant emphasis on the importance of vocational education. The Director presented the similar sentiments presented by Participant 5 in this research. Chen Ziji noted how TVETs had been given less regard in the overall education system, and said in a news conference, "since the Congress also stressed the importance of education, technology and talent in building a powerful country, deepening the reform of modern vocational education is an ever more challenging and important task" (Shuo, 2023).

Germany TVET system presents a model of international recognition due to its contribution to boosting its economy. Notably, the global network for TVET institutions, UNESCO-UNEVOC

International Centre, is located at the United Nations Campus, in Bonn, Germany and financed by UNESCO and the German government. The UNESCO-UNEVOC otherwise known as the International Centre for Technical, Vocational Education, and Training, is one of seven UNESCO institutes and centres working in the field of education, with over 220 UNVOC Centres situated in more than 140 UNESCO Member countries worldwide.

Table 4.2.1 below presents the findings conducted by the Ministerial Task Team, 2012 of the international institutes and their functions and structures. The table draws comparisons to the support institutes of Switzerland, India, Australia, South Korea, Germany, Chile and the European Union, and assesses the extent to which they achieved their primary roles. Although the primary roles detailed in this table figure are not exactly the same as those of the SAIVCET, it is worth noting that they are aligned and complementary. For instance, the international primary role of 'Quality assurance' and of 'TVET training and regulation' serves the same purpose as that of the SAIVCET's fourth primary role of 'Monitoring and evaluation from a system view'. The international primary role of 'Curriculum (to meet industry needs)' and of 'Develop teaching materials and resources', serves the same purpose of that of SAIVCET's third primary role of 'Curriculum innovation and design'. The international primary role of 'Research' serves the same purpose of that of SAIVCET's first primary role of 'Applied research'. The international primary role of 'Professional development of teachers' serves the same role as that of the SAIVCET's second primary role of 'Upskilling of TVET lecturers, instructors, and trainers'. The international primary role of 'Collaboration and interface between role players' serves the same purpose as the SAIVCET fifth primary role of 'Co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education'. The international primary role of 'Develop policy frameworks and inform policy', and of 'advisory role to government' serves the same purpose as that of the SAIVCET's primary role six of 'Advocacy', understanding that advocacy is to influence decisions to policy within political, economic, and social institutions.

Table 4.2.1 Type of International TVET Institution, Roles and Structure (DHET, 2012: 37)

Apex Body (if separate from government department)	Support Institute	Primary Roles											Structure	
		Professional devmt of teachers	Research	TVET training and regulation	Curriculum (to meet industry needs)	Quality assurance	Develop teaching materials and resources	Collaboration and interface between role-players	Qualifications	Advisory role to government	Develop policy frameworks and inform policy	National planning	Under government department	Autonomous
Switzerland														
OPET				yes						yes			yes	
	SFIVET	**yes**	**yes**					**yes**						**yes**
India														
IAMR												yes		
AICTE				yes	yes	yes			yes					
CIVE		yes	yes		yes		yes			yes	yes		yes	
	NITTTR	**yes**	**yes**		**yes**		**yes**	**yes**		**yes**				**yes**
Australia														
MCVTE				yes							yes			
MCEETYA											yes			
Skills Australia										yes				
	NCVER		**yes**					**yes**						**yes**
South Korea														
	KRIVET		**yes**				**yes**	**yes**	**yes**	**yes**			**yes**	
Germany														
	BIBB		**yes**	**yes**	**yes**			**yes**		**yes**	**yes**			**yes**
Chile														
CNFP														
Chilecalifica											yes			
	SENCE			**yes**				**yes**					**yes**	
European Union														
	CEDEFOP		**yes**					**yes**		**yes**	**yes**			**yes**

It is therein evident there is a key role to which the international institutes played in the establishment of the SAIVCET. And that all of the international primary roles are within the six primary roles of the SAIVCET. The remaining international primary roles are: 'National planning', and 'Qualifications'. These two international roles can be broadly aligned with the 13 responsibilities that expand on the six primary roles, which would be achieved by the SAIVCET, along with 12 additional functions adopted from the FET Colleges Amendment Bill, 30 May 2012 (DHET, 2012: 23). Therefore, the international primary role of 'National planning', although not strictly related, serves the similar purpose of the DHET's SAIVCET objective of

'Advise minister on vocational and continuing education at national level' (DHET, 2012, 22). Lastly, the international primary role of 'Qualifications', although it is broadly stated, can be understood to mean successful outcomes from studies taken by scholars and educators. This can therefore be understood to serve the same purpose as that of the DHET's SAIVCET objective of 'Assist and support the development of lifelong learning', since lifelong learning is a continuation of acquiring knowledge, after the successful completion of a previous qualification.

Theme 5: The Six SAIVCET Primary Roles

This section of the thematic analysis examines the SAIVCET six primary roles, and the extent to which the SAIVCET achieved each of the roles. The primary roles are at the core of the establishment and implementation of the TVET support institute. The Ministerial Committee Task team was set up in 2012 to examine the possible functions of SAIVCET, and to further develop a draft framework for the establishment of SAIVCET. The Task Team formed the roles and functions of SAIVCET, and set six primary roles to linked to the functions of the institute (DHET, 2012: 7-8). It is for this reason that this research examines the six primary roles and the extent to which they were achieved.

The data presented is from the results of the semi-structured interview questions (Annexure 2), the questionnaires (Annexure 6 and 7). As there is no existing published knowledge on the SAIVCET primary roles, there is no relevant literature pertaining to the six roles to add to the discussion. This research study is filling that knowledge gap from the primary data collected which informs on the SAIVCET primary roles and the 'SAIVCET Project'.

The six primary roles of the SAIVCET are applied research; upskilling of TVET lecturers, instructors and trainers; curriculum innovation and design; monitoring and evaluation from a systemic view; co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education; and advocacy (DHET, 2012: 7-8). To each of the six primary roles, two questions on the semi-structured interview questions (Annexure 2) were asked, firstly; what is necessary to achieve the SAIVCET primary role towards TVET colleges in South Africa, and secondly; how effective the SAIVCET has been in implementing the primary role. The questionnaire (Annexure 3) asked the participants to rate and score the effectiveness of each primary role from 0-10, meaning; Very Good [10]; Good [7]; Average [5]; Poor [3]; and Very poor [0]. For the purposes of this study for ease of interpretation, the questionnaire results are presented in percentages. With values from 0-100%, meaning Very Good [100%]; Good [70%]; Average [50%]; Poor [30%]; and Very poor [0%]. The results are further presented in a bar chart (Annexure 7) titled Participant Questionnaire Results Chart. The primary findings to the six primary roles are further tabled below and each presented in scatter charts for more thorough examination of the data findings.

Table 4.2.4 Questionnaire results on questions of the six Primary roles

Data Findings: Participant Questionnaire Results					
Category 3: SAIVCET in South Africa					
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
How effectively does SAIVCET function and fulfill its primary role 1 for TVET colleges in South Africa?	50%	50%	0%	50%	30%
How effectively does SAIVCET function and fulfill its primary role 2 for TVET colleges in South Africa?	50%	70%	0%	50%	30%
How effectively does SAIVCET function and fulfill its primary role 3 for TVET colleges in South Africa?	50%	50%	0%	50%	0%
How effectively does SAIVCET function and fulfill its primary role 4 for TVET colleges in South Africa?	50%	0%	0%	50%	0%
How effectively does SAIVCET function and fulfill its primary role 5 for TVET colleges in South Africa?	50%	50%	0%	50%	30%
How effectively does SAIVCET function and fulfill its primary role 6 for TVET colleges in South Africa?	50%	0%	0%	50%	20%

First Primary role: Applied Research

In regards to the first SAIVCET primary role of applied research, Participant 1 held that there were three types of research which the SAIVCET should be doing:

> "Firstly, research on the functioning of the system so as to inform general system improvements; secondly, research on skills supply and demand which will inform the programme offerings at colleges; and third, proof of concept of project of applied research to test various concepts for implementation".

Noting this, participant 1 added that research is costly and currently in the system there are certain duplications with the three categories listed above. The respondent added that the DHET research unit was conducting

general research as well as skills supply and demand to meet some of the purposes of the first primary role of applied research.

Participant 2 added that the SAIVCET Project has been keeping watch on these aspects and that independent research was being conducted with other entities such as the Institute for Post School Studies (IPSS) and Wits REAL. Furthermore, that the SAIVCET Project has been instrumental in some of the larger department projects such as the Dual System Pilot Project (DSPP) and the Centers of Specialization.

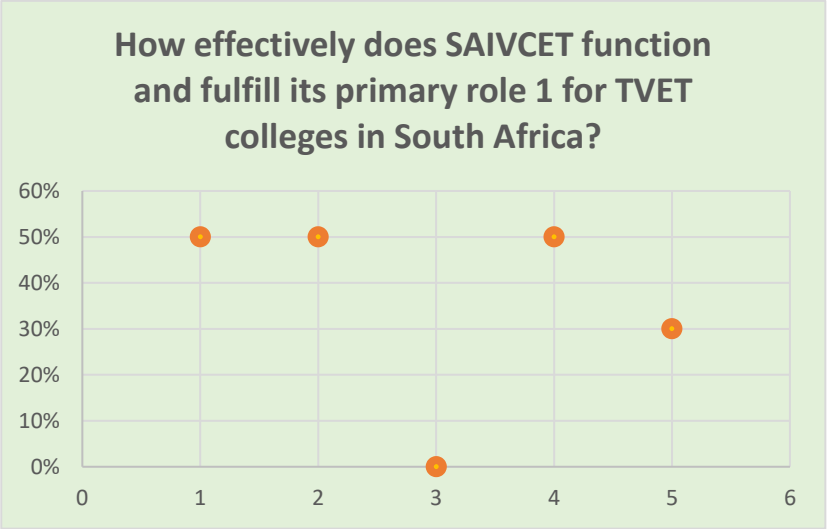
The participants from the DHET concurred that currently the consideration is that the SAIVCET Project must collaborate and coordinate much of the research done in the TVET system. This of course included a lot of research done in the SETA environment as well. Adding that unnecessary duplication should be avoided, to ensure that the SAIVCET role should be around interpreting research findings and using those to inform practice.

In terms of the effectiveness of the SAIVCET to achieve the first primary role of applied research, participants 1 to 4 held collectively that:

> "The 'SAIVCET Project' through its work has undertaken numerous proof of concept projects. These have been exceptionally useful to understand how to implement some priority projects. The Dual System Pilot Project (DSPP) and front runner of the Centre of Specialisation project are such examples. These aim at total system transformation and without the work of the 'SAIVCET Project' would have been difficult."

Findings from the questionnaire results (Annexure 6), Table 4.2.4 and Chart 4.2.5 indicate that participants 1, 2 and 4 found the SAIVCET to be average, giving 50 percent to score its effectiveness in fulfilling its primary role of applied research towards TVET colleges in South Africa. Noting that this is due to the role of the 'SAIVCET Project' in its efforts to fulfill some of the objectives of the SAIVCET. Participant 3 scored this question as zero percent, giving it a 'poor' assessment, while Participant 5 scored this question as 30 percent which is an indication of 'poor'.

Chart 4.2.5 Questionnaire results on Primary role 1



Second Primary role: Upskilling of TVET lecturers, instructors, and trainers

Findings from the semi-structured interviews on what is necessary to achieve the second SAIVCET primary role, the DHET note that:

> "Capacity development of staff to be critical to the transformation of the education sector."

Two main areas are given to this point, namely professional development and continuing professional development (CPD). Participants 1 and 3 held that they were currently working on the formalized CPD continuing professional development system.

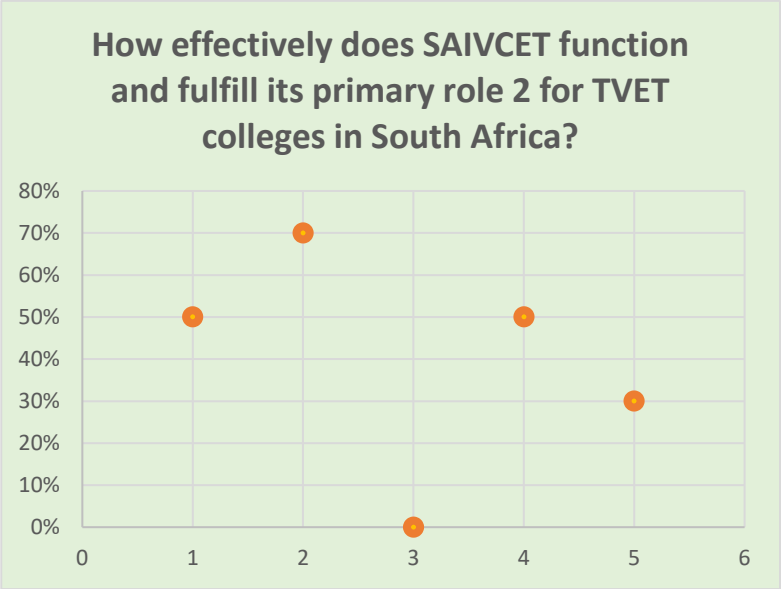
In response to the interview question of how effective the SAIVCET has been in achieving the second primary role, participant 1 held that:

> "To date, with the support of donor partners significant work has been done. Interventions aimed at lecturers include Digital literacy, Project based skills development (Practical skills in mechanical, electrical and automotive skills), to name a few".

Adding that, "for the management of the Colleges we have an initiative on leadership development programmes run in conjunction with the University of Pretoria. We have also embarked on lecturer placement in industry. The interventions generally have been very well received and successful in developing lecturers with modern skills". It must be noted that this input refers to the 'SAIVCET Project' which was established to meet some of the requirements of the SAIVCET.

Findings from the questionnaire results (Annexure 6), Table 4.2.4 and Chart 4.2.6 below indicate that Participants 1 and 4 scored the SAIVCET an average of 50 percent in terms of its effectiveness in fulfilling its second primary role of upskilling of TVET lecturers, instructors and trainers.

Chart 4.2.6 Questionnaire results on Primary role 2



This is mainly due to the efforts made by the 'SAIVCET Project', which was established to try to meet some of the objectives of the SAIVCET. Participant 2 scored the effectiveness of the SAIVCET in fulfilling the second primary role of upskilling TVET lecturers at 70 percent which is a 'good' indication. Meanwhile, Participant 5 presented this the 'poor' score of 30 percent, and Participant 3 provided a low 'very poor' score of zero percent on the basis that the SAIVCET had not yet been established, and not on the assessment of the 'SAIVCET Project' which was informally established to fulfill some of its objectives.

Third Primary role: Curriculum innovation and design

The findings from the interview responses on what is necessary to achieve the SAIVCET third primary role towards TVET colleges in South Africa, show Participants 1,2,4 agreed that Curriculum development for occupational programmes are done by the QCTO (Quality Council for Trades & Occupations). However, they add that "through the CoS (Centre of Specialization) project we have learnt that further detail is required for implementation at college level".

The following elements are presented as critical for future curriculum development:

> "A strong relationship with the QCTO in which we are assured of high demand for a particular skill before development; to effectively develop curriculum, it is critical that strong industry partnerships must exist; Implementation considerations must be discussed and workshopped with colleges; Assessment process and systems for implementation at college level must be formalized."

To answer the question of how effective the SAIVCET has been in achieving the third primary role, it was held that the 'SAIVCET Project' has been instrumental in the support to the CoS Project, and that 13 sets of curriculum and learning materials have been developed. Participants 1, 3,4 held that the CoS Project was considered the flag ship project of the DHET, adding further that:

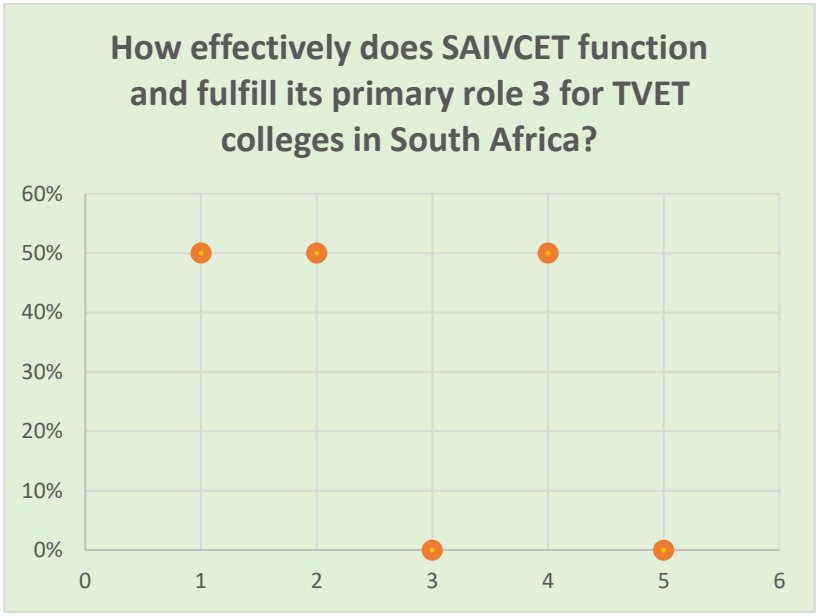
> "And (it) almost represents everything we wish to achieve with SAIVCET… the coordination of industry and colleges as well as the support functions that go with it such as curriculum development etc."

They added that they anticipate that the 'SAIVCET Project' will play a big part of the Economic Reconstruction and Recovery Plan (ERRP) which was currently requesting the development of short skills programmes".

It is important to note that although the participants indicate the importance of the independent body of the SAIVCET, its establishment does not seem to be recognised to be urgent, as there are currently resources being placed into the operations of the 'SAIVCET Project'. Participant 4 held that the 'SAIVCET Project' is funded through the NSF and has been running for over 4 years, "but with little or no staff, it has been difficult".

Findings from the questionnaire results (Annexure 6), Table 4.2.4 and Chart 4.2.7 indicate that Participants 1,2 and 4 scored the effectiveness of the SAIVCET in fulfilling its third primary role of curriculum innovation and design with an average of 50 percent. While Participants 3 and 5 scored it the 'very poor' result of zero percent, holding that there was inadequate curriculum innovation from the SAIVCET and the 'SAIVCET Project' to TVET colleges.

Chart 4.2.7 Questionnaire results on Primary role 3



Fourth Primary role: Monitoring and evaluation from a systemic view

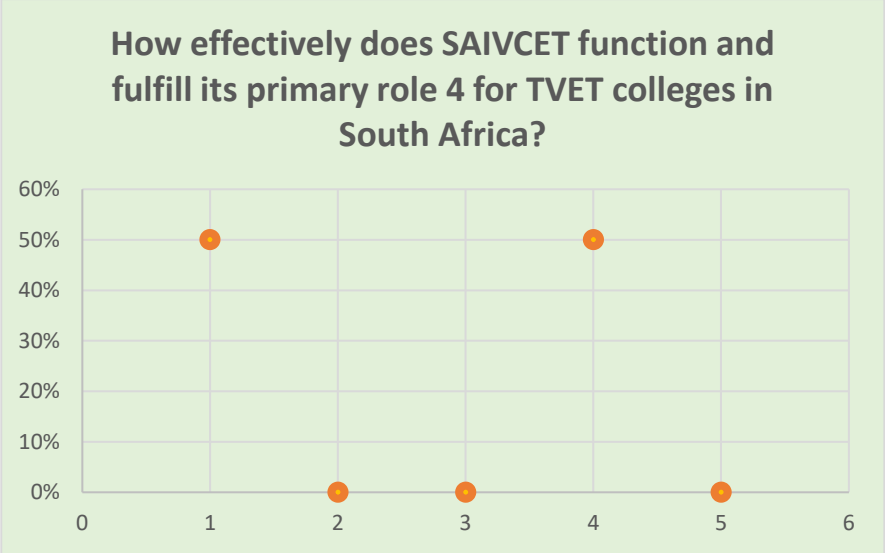
Findings from the semi-structured interview question on what is necessary to achieve the SAIVCET fourth primary role of monitoring and evaluation from a systemic view, find that no work had been undertaken in this area. Participant 3 held that:

"The 'SAIVCET Project' focused on several key roles of SAIVCET but not all. Within the 'SAIVCET Project' monitoring and evaluation was not one of the areas where work was undertaken. This role is firmly with the DHET".

Participants 1,2,3 agreed that "in order for SAIVCET in the future to have this role it would need to work closely with the DHET or alternatively have a mechanism for punitive action if there is non-performance".

Findings from the questionnaire results (Annexure 6), Table 4.2.4 and Chart 4.2.8 indicate that Participants 1 and 4 gave the average score of 50 percent in terms of the effectiveness of SAIVCET in fulfilling its fourth primary role of monitoring and evaluation from a systemic view. While, Participants 2,3 and 5 gave the 'very poor' score of zero percent, notably, on the basis that the SAIVCET had not been established and the 'SAIVCET Project' had not instituted monitoring and evaluation platforms.

Chart 4.2.8 Questionnaire results on Primary role 4



Fifth Primary role: Co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education

The findings from the semi-structured interview question on what is necessary to achieve the fifth SAIVCET primary role, and the importance of the role was that it was:

"…one of the key roles of SAIVCET and one that the DHET has struggled to achieve".

Participant 1 held that to effectively build linkages there are processes which are necessary at college level, regional level and national level, adding that "Colleges and regions must understand the employers in their areas and from linkages with them. They must also adapt their programme offerings to suit the industries in their vicinity. At national level, national relationships can be developed and policy decisions to incentivise employer participation".

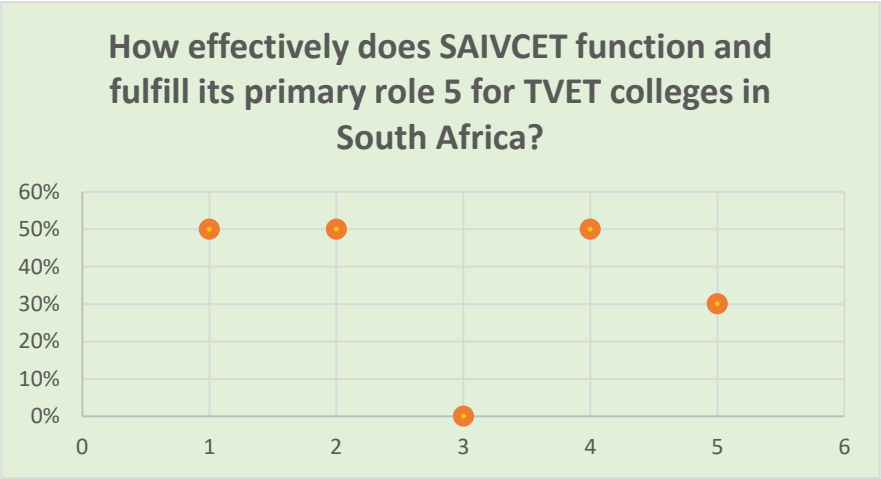
In terms of how effective the SAIVCET has been in achieving its fifth primary role, participant 1 held that:

> "Various research studies have been undertaken to set out the industries in college locations. A comprehensive Geolocation study was done to map colleges against industries in their areas. Although this was not a SAIVCET Project it is something in which the SAIVCET Project gave input and comments".

The Public Service Sector Education and Training Authority (PSETA) set out a Sector Skills Plan (SSP) (2018 – 2019) is an example of initiatives which have been adopted towards skills capacity building. This was mainly to embed skills development and organizational capabilities to improve service delivery in South Africa. The plan was "from general foundational learning delivered by TVET colleges and Higher Education Institutions, through job-specific learning delivered by state academies, and "bridging into work" interventions, to on-the job learning done within departments" (DHET PSETA, 2018-19: 2). The PSETA interventions outlined in the SSP aim to build "a skilled and capable workforce for an efficient, effective and development-oriented public service" (DHET PSETA, 2018-19: 2). Although the document was mainly focused on the public sector, it did contribute to knowledge on skills and skills development.

Findings from the questionnaire results (Annexure 6), Table 4.2.4 and Chart 4.2.9 indicate that Participants 1, 2, and 4 rated the effectiveness of the SAIVCET in fulfilling its fifth primary role of co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education, with the score of 50 percent. While Participant 5 scored this role at 30 percent, and Participant 3 maintaining their previous score of zero percent, due to not recognizing the SAIVCET Project and holding that SAIVCET had not yet been formerly established.

Chart 4.2.9 Questionnaire results on Primary role 5



Sixth Primary role: Advocacy

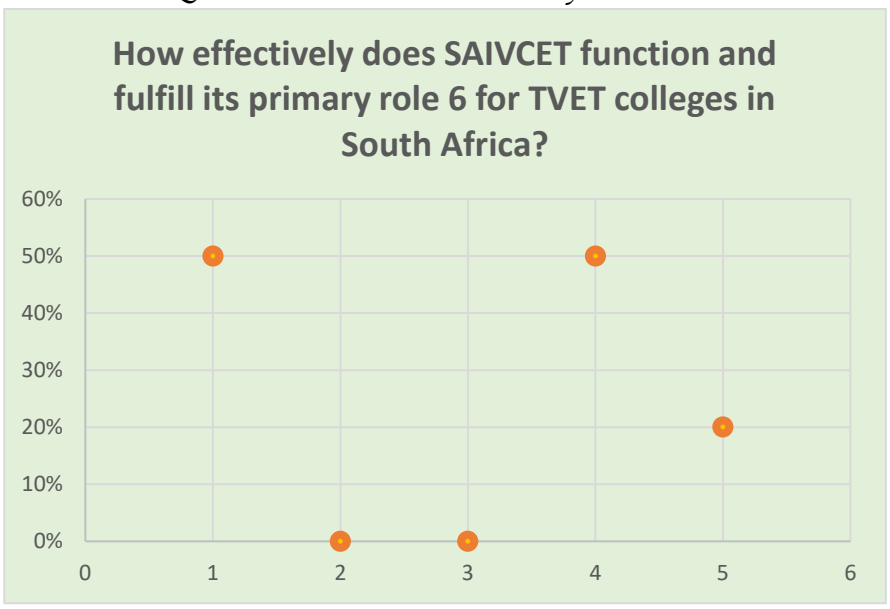
Addressing the semi-structured interview question on what is necessary in achieving the SAIVCET sixth primary role; participants generally agreed that to launch large advocacy campaigns, there needed to be confident of the systems and process that would support the "large influx of industry". They mentioned that through the CoS the processes have begun to be strengthened, further, that the national campaigns such as the 'Decade of the Artisan' programme was an example of strong advocacy. Furthermore, it was held that:

> "Word of mouth advocacy is very powerful, and this will increase once trust in the system is established. To a degree we are seeing this already happening. Finally, through the participation of industry associations further advocacy to members can happen. This is most desirable".

Addressing the question of how effective the SAIVCET has been in achieving the sixth primary role of advocacy, most of the participants held that the SAIVCET Project has not undertaken large advocacy campaigns.

Indications from the Questionnaires (Annexure 6), Table 4.2.4 and Chart 4.2.10 show that Participants 1 and 4 scored the 'SAIVCET Project' the average of 50 percent in terms of its effectiveness in providing advocacy to TVET Colleges. While Participant 2 and 3 gave the 'very poor' scores of zero percent, and participant 5 scored it at 20 percent which is also an indication of 'poor' effectiveness.

Chart 4.2.10 Questionnaire results on Primary role 6



Recommendations of SAIVCET provided by DHET, were that, the main objective of the DHET is to establish an entity that will be SAIVCET. That throughout the system a lot of transformative work was being done and SAIVCET must consider its role to be one of coordination. Further, it was held that CET colleges are also under the mandate of SAIVCET and little has been done in the SAIVCET project for CET, which is a further

priority. Lastly, that system transformation is a long process, and we must acknowledge and build on the incremental changes made".

4.4 Conclusion

This chapter presented the primary and secondary data collected in this research study. Findings from the semi-structured interview questions (Annexure 2), the questionnaires (Annexure 3, 6 and 7) which were broken down into tables and charts, and secondary data from literature and national databases is presented. The findings were categorised into five themes, namely: Development and Developmental State, Skills and Skills Development, the Governance of the SAIVCET where good governance and Education policy implementation policies were discussed, International and regional institutes, and the Six SAIVCET Primary roles. Literature and authors are discussed extensively within these themes exploring the relevance of development and the developmental state, the concepts of skills, skills development, unemployment, access and equity. As there is limited published knowledge on the SAIVCET primary roles, this research study relied on the primary data collected from the semi-structured interviews and the questionnaires, to inform on the effectiveness of the SAIVCET six primary roles. A comparative analysis of the SAIVCET primary roles to the 11 International primary roles was also conducted, as obtained from secondary data. This research study has filled the knowledge gap using the primary and secondary data collected, which informs on the SAIVCET primary roles, the 'SAIVCET Project' and the extent of their effectiveness.

Chapter 5: Analysis of data

5.1 Introduction

This chapter presents the analysis and discussion of the data findings from the semi-structured interviews, questionnaires, and desk research findings. A thematic approach is taken to analyse and examine the data presented by the interviewed participants, and the responses from the questionnaires. The Six SAIVCET Primary Roles are analysed against the research objectives, the purpose of the research and the research question. The objectives of this research have been met. The two research objectives are; to examine the primary roles one to six, of the SAIVCET in supporting TVET colleges in South Africa, and to explore and present expert findings and solutions to challenges met by SAIVCET in achieving its six primary roles.

5.2 Data analysis

The purpose of this research is to examine the extent to which the SAIVCET has managed to achieve primary roles one to six, in supporting the TVET colleges, as part of the NDP strategies toward economic growth. The research question is; to what extent has the SAIVCET managed to achieve its primary roles one to six, in supporting TVET colleges in South Africa? The discussion and analysis which follows addresses the research purpose and the research question.

It is of importance to note the relevance of the SAIVCET and the objectives for its establishment. In 2012, a Ministerial Committee Task team was set to examine the possible functions of SAIVCET to motivate for its establishment. The task team developed a draft framework for the establishment of SAIVCET, and drew recommendations to the requirement of the institute, which are key towards this research study. Four fundamental areas for the establishment of the SAIVCET were found (DHET, 2012: 7), namely to:

> "i) To improve teaching and learning in public FET colleges, primarily by improving the quality of teaching staff.
>
> ii) To stabilize the college sector, especially with regard to the occupational and vocational programmes and qualifications being offered.
>
> iii) To facilitate the opening of viable pathways into continuing and vocational education and training for Grade 9 graduates from the basic education system.
>
> iv) To raise the profile and status of blue collar work" (DHET, 2012: 7).

Although the NDP emphasizes the importance of expanding opportunities and resources to improve the role of education for a more rapid economic growth (NDP, 2012: 15), there are still shortfalls being met within the education and skills sector in South Africa, particularly within TVET colleges, as data has shown. The NDP

recognizes that there needs to be continuous quality improvement in order to expand the TVET system. In this way, graduates will become more employable and the demand for TVET services will increase. The national policy thus emphasizes improving the quality in order to meet growth and development.

The gap within TVET sector speaks to the need for the effective establishment of the SAIVCET. Policies and literature speak to the shortfalls of the TVET sector, however not filling the implementation gap sufficiently. The NDP and DHET identify there is needed improvements in expanding the system for an inclusive and enabling economy for learners and graduates. The NDP states, "The FET (TVET) system is not effective, it is too small and the output quality is poor" (NDP, 2012: 40). Literature identifies the shortfalls, and the importance of education and skills development in South Africa's economic development; however, very few studies speak and inform on the strategies set by the SAIVCET, in order to enhance its establishment for support towards TVET colleges. Thus the importance of this research study, to fill the existing knowledge gap and inform of the primary roles and the relevance of the SAIVCET in South Africa. Furthermore, within the South African policy strategies: NDP 2030 (2012); the SAIVCET (2012); and the NGP (2011); the NSDP 2030, there is limited exploration on the concept and understanding of skills or skills development. This presents an opportunity for further research and recommended for expansion in new and existing national policy frameworks. However, it is worth noting that there is research conducted to support this cause, and some which is adopted by the DHET, particularly the PSET study on 'Understanding the extent of alignment of Provincial Skills Plan to National Skills Development and HRD strategies, carried out in 2018 by the Public Affairs Research Institute (PARI) University of the Witwatersrand. As well as the PSETA Understanding the Skills Gaps in the Public Service Sector, carried out in 2017, the Dictionary on Skills Supply and Demand, and the PSETA Sector Skills update, among others that are listed in the DHET Key Research titles on Post-School Education and Training (PSET), which were planned by DHET and its entities (DHET, 2017).

The relevance of the SAIVCET is extended within the three objectives envisaged upon its implementation. The first objective is for cooperation and coordination of improving existing and building new initiatives in governance and policy-making frameworks, and within different institutions in the public and private sectors. Secondly, is to engage the private sector as an assisting partner to support organisations and to promote efficient dialogue among stakeholders (DHET, 2020: 10). The third objective is for the implementation of new TVET skills development to support and provide skills that are demand-driven to young people, and to promote work-based training opportunities such as internships. Furthermore, the third objective is for the implementation of training vocational teachers and trainers, in order to strengthen the quality of artisanal training (DHET, 2020: 10). The three objectives speak to the Six SAIVCET primary roles and the 13 responsibilities of the SAIVCET set by DHET in the Green Paper, along with the 12 additional functions adopted from the FET Colleges Amendment Bill, 30 May 2012. The responsibilities and functions which were prescribed, include; "developing long-term capacity curricula for FET (TVET) colleges and adult education

colleges and the continuous improvement of FET(TVET) programmes. Further, that the SAIVCET serves as a centre of excellence for research and innovation for FET (TVET) Colleges; and to advise the minister on vocational and continuing education at national level. In addition, that the SAIVCET functions to develop resource materials and training for programmes, guidance, and capacity building for teaching staff; to promote dialogues between colleges, employers and SETAs, councils and training institutions; to conduct and promote labour market research; and to publish a research journal on further education and training and skills development" (DHET, 2012: 23). Moreover, the ambitiously driven functions reflect on what is missing within supporting structures for TVETs in South Africa. The goals are therefore not ambitious, but rather a reality of the country's dire need for transformative educational institutes.

Funding and governance issues have remain the core limitations of the establishment of SAIVCET. Since its realization in 2012, limited literature or public information is available on the funding cycle of the institute. Two years into its formation in 2014, the SAIVCET faced funding challenges and was assisted with a grant from the National Skills Fund, which was dedicated to the "SAIVCET Project", in order to meet some of the primary roles of the SAIVCET in its objectives for TVETs in South Africa.

Thereafter, in 2016, the Presidential Commission on Higher Education and Training created a Ministerial Committee Task Team to assess the progress of the SAIVCET and produce a report on the findings. The report notes the rationale for the SAIVCET, which is to "upskill existing staff in TVETs, promote professionalization of trainers, instructors and lecturers, and to promote excellence in research, enhance dialogue and linkages between higher education institutions, as well as monitoring and evaluation of the management of colleges and the performance of students" (DHET, 2016: 19). Notably however, the SAIVCET had not been establishment yet, and the study was conducted towards the 'SAIVCET Project'.

And in the 2020/21 DHET Annual Performance Plan, the SAIVCET is still being presented as a planned initiative for 2020-2025 and further maintains that TVETs need to evolve to produce highly responsive skills demanded in the labour market (DHET, 2020). Thus, the importance of this research; to examine the extent to which the SAIVCET has been effective in achieving its primary roles from 2012, and to provide solutions and recommendations to its challenges.

The Six SAIVCET Primary Roles

In addressing the research purpose, and analyzing the extent to which the SAIVCET Primary roles were achieved, it can be deduced from the data provided in the semi-structured interview responses that the SAIVCET – 'SAIVCET Project' made efforts towards meeting the first, second, third, and fifth primary roles. However, although there were efforts made, the results are from average, poor to very poor as shown in Table 5.2.1 and Table 5.2.2. From the results provided by the participants within the questionnaires, the same analysis of the data can be found. In terms of the total scores of effectiveness of the SAIVCET primary roles,

the table below indicates that the participants find the second primary role of Upskilling of TVET lecturers, instructors, and trainers to have been met at the least, with a percentage of 40, which lies between the rate of poor and average. Followed by first primary role of Applied Research and the fifth primary role of Coordination and linkages, which is scored at 36 percent, just 6 percent over the assessment of being poor and ineffective. The lowest assessment is to primary role six of Advocacy at 24 percent, and primary role 4 of Monitoring and evaluation from a systemic view weighted at 20 percent in total by all participants.

Table 5.2.1: Total Primary Roles' Percentages by Questionnaire Participants

	Total Scores of 5 Participants	Total Scored Percentage of Primary role by all 5 Participants
How effectively does SAIVCET function and fulfil its primary role 1 for TVET colleges in South Africa?	180	36%
How effectively does SAIVCET function and fulfil its primary role 2 for TVET colleges in South Africa?	200	40%
How effectively does SAIVCET function and fulfil its primary role 3 for TVET colleges in South Africa?	150	30%
How effectively does SAIVCET function and fulfil its primary role 4 for TVET colleges in South Africa?	100	20%
How effectively does SAIVCET function and fulfil its primary role 5 for TVET colleges in South Africa?	180	36%
How effectively does SAIVCET function and fulfil its primary role 6 for TVET colleges in South Africa?	120	24%

It can be held in terms of the SAIVCET Primary roles, drawing from the findings from the semi-structured interview responses and the questionnaires, that although the SAIVCET is not formerly established, the "SAIVCET Project" made below average to low efforts towards the functions of the first, second, third, and fifth primary roles. With the fourth and sixth primary roles lagging poorly in terms of effectiveness. With consolidated scores of all the research participants out of 100 percent, the above table 5.2.1 indicates the scores generated from each SAIVCET primary role. The SAIVCET primary role 1 attained the score of 36 percent out of 100 percent in terms of its analyzed effectiveness by all participants combined. The second primary role attained the score of 40 percent, which is below average. The participants' assessment on the

third primary role resulted in the final score of 30 percent, which is an indication of poor effectiveness. Primary role four attained the final score of 20 percent, which is extremely low, and close to an indication of very poor effectiveness. The fifth primary role received the total score of 36 percent, which is below average, and the sixth primary role attained the score of 24 percent, indicating a poor level of effectiveness.

The poor performance assessment of the SAIVCET primary roles also speaks to the overall low performance of the TVET sector. The Ministerial Committee on the review of funding strategies of TVET Colleges and CET colleges produced an Information Report for Minister of Higher Education and Training; Blade Nzimande in July 2017. The report confirms the low performances of TVET colleges in South Africa. According to the report, the poor performance within the TVET sector is due to the lack of resources required for capacity building (DHET, 2017: xi). Furthermore, the lack of teaching and learning support materials, student support services, irrelevant programmes and poor coordination of plans is listed as further contributions to poor performance of TVETs. The committee recommends that the government's efforts need to be supplemented with local government investment and investment from the private sector, furthermore, from the NSF and the SETAs.

The Chairperson of the Ministerial Committee on the review of the funding frameworks of TVETs and CETs, Dr Charles Sheppard, further added that although there was an increase in enrolments within the colleges, there was no funding allocations to meet the required access to the colleges (DHET, 2017: xi). The high levels of underfunding within the TVET and CET colleges is threatening the future sustainability of the sector, and Sheppard called for the achievement of balance in resource allocations and initiatives for development in post-school education and training. He said:

> "more resources have to be mobilized from more sectors of society to put these Colleges on a healthy growth trajectory offering relevant and high-quality programmes with much higher levels of student success rates" (DHET, 2017: xi).

The primary data confirms the findings from literature. Results of the semi-structured interviews indicate that DHET found that a coordinating structure such as SAIVCET, for TVET is a necessary and common feature of many of the systems globally, and is the support mechanism found to address the short falls and poor performance from TVET colleges. Participant 1 held that:

> "One can therefore say that the need to strengthen the sector was the primary motivation for the inclusion of SAIVCET in the CET act and international benchmarking supported the crafting of the roles and functions of SAIVCET".

Further data from the semi-structured interview responses from Participants 1 and 3 indicates that the DHET is preparing a business case together with a Socio Economic Impact Assessment, which will be submitted to National Treasury and the Department of Public Monitoring and Evaluation in

order to garner motivation towards the establishment of the SAIVCET. The Participants' input indicate that the costs and resources are a factor in the establishment of the SAIVCET, these factors – are also contributors to the poor performance of the sector, as shown above. It is necessary for government to run the risk of putting in more resources towards the Colleges, rather than to continue in the current trajectory of poorly performing education sectors which do not serve the requirements of the economy towards growth and transformation.

During the semi-structured interviews, Participant 3 indicated that the SAIVCET Project had been formed in order to meet some of the roles and duties of the SAIVCET, in supporting TVETs. They said:

> "The 'SAIVCET Project' focused on several key roles of SAIVCET but not all".

This evidence confirms why some of the primary roles are rated poorly while some participants rated others from poor to average to good. The participant added that, within the 'SAIVCET Project' monitoring and evaluation was not one of the areas where work was undertaken", and that this role is run by the DHET. These findings confirm the findings from the Ministerial Committee on the review of the funding frameworks of TVETs and CETs; there is a need for more resources towards the TVETs in order to improve and draw impactful change for economic growth and transformation in society. There also needs to be a balanced coordination of efforts in order to streamline growth and high performance. The poor resources within the TVET and CET sector translates into poor results not only within the Colleges, but within supporting mechanisms such as SAIVCET or the SAIVCET Project.

Table 5.2.2: Total Primary Roles' Percentages by Questionnaire Participants

Questionnaire questions to SAIVCET Primary Roles One to Six	**Total Scored Percentage of Primary role by all 5 Participants**
How effectively does SAIVCET function and fulfil its primary role 1: Applied Research, for TVET colleges in South Africa?	36%
How effectively does SAIVCET function and fulfil its primary role 2: Upskilling of TVET lecturers, instructors and trainers, for TVET colleges in South Africa?	40%
How effectively does SAIVCET function and fulfil its primary role 3: Curriculum Innovation and Design, for TVET colleges in South Africa?	30%

How effectively does SAIVCET function and fulfil its primary role 4: Monitoring and Evaluation from a Systemic View, for TVET colleges in South Africa?	20%
How effectively does SAIVCET function and fulfil its primary role 5: Co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education, for TVET colleges in South Africa?	36%
How effectively does SAIVCET function and fulfil its primary role 6: Advocacy, for TVET colleges in South Africa?	24%

Table 5.2.3 below presents the data findings of the comparative study of the 11 international primary roles and their achievement by the international TVET institutes. The table is restructured from that of the Task Team Report. Herein the level of achievement by each of the international institutes with the indication of 'yes' to each attained primary role is discussed. It is evident that the most successful institutes in terms of the number of primary roles achieved, with an indication of 'yes' under each primary role, is the German BIBB and the India NITTTR, which both attained six scores of 'yes' in their achieved primary roles. In third place, is the South Korea KRIVET, which attained five indications of 'yes' from the report (DHET, 2012: 37).

Table 5.2.3 Top 3 international TVET Institutes, SAIVCET and their Primary Roles (DHET, 2012: 37)

Primary Roles		**TVET Support Institutues**			
SAIVCET Primary Roles	**International Primary Roles**	**South Africa SAIVCET**	**German BIBB**	**India NITTTR**	**South Korea KRIVET**
Primary Role 1: Applied Research	Research	36%	yes	yes	yes
Primary Role 2: Upskilling of TVET lecturers, instructors and trainors	Professional development of teachers	40%		yes	
Primary Role 3: Curriculum innovation and design	Curriculum (to meet industry needs). Develop teaching materials and resources	30%	yes	Yes yes	 yes
Primary Role 4: Monitoring and evaluation from a systemic view	Quality assurance TVET training and regulation	20%			

Primary Role 5: Coordination and linkages…[3]	Collaboration and interface between role players	36%	yes	yes	yes
Primary Role 6: Advocacy	Advisory role to government. Develop policy frameworks and inform policy	24%	Yes	yes	
DHET objective: Advise minister on vocational and continuing education at national level	National planning	yes			
DHET objective: Assist and support the development of lifelong learning	Qualifications	yes			yes

The 11 international primary roles are; National planning; Develop policy frameworks and inform policy; Advisory role to government; Qualifications; Collaboration and interface between role players; Develop teaching materials and resources; Quality assurance; Curriculum (to meet industry needs); TVET training and regulation; Research; and Professional development of teachers. It is noted that since the table presents data which was collated in 2012, the findings may have since changed or been updated. However, since the assessment of the SAIVCET primary roles is based on 2012 data, the feasibility is applicable and reliable. The purpose of the comparative analysis of the SAIVCET primary roles to the international primary is to examine the extent to which the SAIVCET achieved its primary roles, and further extend the comparison against the international institutes, to which the institute draws stimulus.

The table draws comparisons to the support institutes of India, South Korea, and Germany, with South Africa, and assesses the extent to which they achieved their primary roles. Chapter 4 of this research study aligned the international primary roles to the SAIVCET primary roles in terms of the objectives. It is noted that although the phrasing to the international primary roles and the SAIVCET primary roles is not the same verbatim, the purpose and objectives could be aligned accordingly to achieve comparative study. For instance, the first SAIVCET primary role of 'Applied research' serves the same objective as the international primary role of 'Research'. The second SAIVCET primary role of 'Upskilling of TVET lecturers, instructors, and trainers' serves the same objective as the international primary role of 'Professional development of teachers'. The

[3] The full title of Primary role 5 is "Co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education" (DHET, 2012). The title is shortened to allow for space within the table.

third SAIVCET primary role of 'Curriculum innovation and design' serves the same objective of the international primary role of 'Curriculum (to meet industry needs)' and of the international primary role of 'Develop teaching materials and resources'. The fourth SAIVCET primary role of 'Monitoring and evaluation from a system view' serves the same objective of the international primary role of 'Quality assurance' and of 'TVET training and regulation'. The fifth SAIVCET primary role of 'Co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education' serves the same objective as the international primary role of 'Collaboration and interface between role players'. And the sixth SAIVCET primary role of 'Advocacy' serves the same objective as the international primary role of 'Develop policy frameworks and inform policy', and of 'advisory role to government', understanding that advocacy refers to the influence of policy decisions.

Primary and secondary data has confirmed the relevance and influence of international institutes in the establishment of SAIVCET, not only within the functions of the SAIVCET, but also within the governance and funding structure of the SAIVCET, noting the funding declarations made by Switzerland and Germany towards the establishment of SAIVCET. It is further evident that all of the six SAIVCET primary roles apply to the 11 international primary roles. Even the remaining international primary roles which have not been linked with the SAIVCET primary roles of 'National planning', and 'Qualifications' can be linked to the objectives of SAIVCET. These two international roles align with the 13 responsibilities that expand on the six primary roles, set to be achieved by the SAIVCET, along with 12 additional functions adopted from the FET Colleges Amendment Bill, 30 May 2012 (DHET, 2012: 23). The international primary role of 'National planning' serves the same purpose of the DHET SAIVCET objective of 'Advise minister on vocational and continuing education at national level' (DHET, 2012, 22). Lastly, the international primary role of 'Qualifications', although it could be broadly applied to most of the primary roles, can be understood to mean successful outcomes from studies taken by scholars and educators. This can therefore serves the same purpose as that of the DHET's SAIVCET objective of 'Assist and support the development of lifelong learning', since lifelong learning is a continuation of acquiring of skills and knowledge, after the successful completion of a previous qualification.

The German BIBB, the India NITTTR, and the South Korea KRIVET attained the highest indications of 'yes' in the attainment of the primary roles. The BIBB and NITTTR aboth attained six scores of 'yes' in their achieved primary roles, and the South Korea KRIVET attained five indications of 'yes' from the report (DHET, 2012: 37). Table 5.2.3 above presents the comparative attainment of the SAIVCET in its primary roles, against the international institute's attainment of their international primary roles. The top three international institutes are taken for purposes of this comparison against the SAIVCET. The scores used to assess the level of attainment in this research study of the extent of the SAIVCET attaining its primary roles is by values of percentages scored from the results totaled from the questionnaire inputs by the research participants. It is to

be noted, that the indication of 'yes' can be presumed as above average attainment of their primary roles, meaning that if they were presented in values, they would be scores from 50 percent and above. This is the hypothesis applied to this analysis. The values attained to each of the SAIVCET primary roles from the primary data are presented in their numerical values of percentages. As the report by the Task Team has no indications of 'no' in the table, this aspect will not be assumed into the analysis, however, it is noted that it offers a gap for further research study. It is evident that the international institutes although were successful overall, did not fulfill all of the international primary roles, as they each obtained six out of 11 of the international primary roles, in the case of the BIBB and the NITTTR, and five out of 11 of each of the international primary roles, in the case of the KRIVET. The SAIVCET, which can also be understood as the SAIVCET Project, can be recognized for efforts to meet all of its primary roles, even though the performance was below average and majorly poor in its percentage results.

Learning from the lessons of the international TVET institutes, the most effective institutes have autonomy over their functions, while working together with public and private sectors among other stakeholders and donor institutions. The German BIBB for instance, works with federal and state ministries, employer organizations, trade unions, professional associations, and chambers for vocational training. The only area it does not significantly serve is of policy formulation and advice. The India NITTTR is also dynamic, as it meets some of the primary roles and has representation of the private sector while being supported by the India Council for Technical Education (DHET, 2012: 30). The Switzerland SFIVET is also an example of dynamism, as it acquired participation by the private sector, and engages youth in apprenticeships which ensure adequate employment. The Australia NCVER is regarded as the globes most sophisticated due to three factors; it is defined by industry and employers on the required outcomes of training; it is integrated with and managed jointly by federal and state governments; and is flexible to the clients needs (DHET, 2012: 31). The SENCE in Chile also indicates the representation of various stakeholders, with the tripartite body of government, employers and unions. The South Korean institute shows relevance in its engagement with public TVET system and employers to ensure adequate correlation in education, training and employment companies. The findings show that there is effectiveness in institutes which show immense dynamism in their approaches and coordinate and collaborate with other stakeholders and parties to ensure effectiveness.

Guided by the literature, this research has shown that the education sector is upheld by the NDP as one of the crucial contributors to economic growth and obtaining the full objects of a developmental state. Furthermore, the literature has shown that TVET colleges in South Africa are not performing at their peak to impact economic transformation and development, and that there is a need for institutional support towards TVET colleges in South Africa. The literature has shown that the SAIVCET was created to serve the purpose of supporting and developing TVETs in the country, as shown from the six primary role and objectives to which it is guided. The findings in this research have shown that there is a need for the SAIVCET to support TVETs

in South Africa, and this is further indicated by the establishment of the 'SAIVCET Project' which is an informal body meant to fulfill some of the duties of the SAIVCET. Further, the findings have shown that inadequate resources and poor policy implementation has weakened comprehensive effectiveness of the SAIVCET, this is indicated from the results taken from the semi-structured interviews and questionnaire results presented by the research participants.

Akojee (2016) argues that there are missed opportunities in boosting the effectiveness of SAIVCET. The author adds in the policy brief that SAIVCET is less likely to achieve its intended purposes of "linking education, training and the world of work" (Akojee, 2016: 6). The author argues that the SAIVCET would not be able to be effective in the following ways. Firstly, he advises that as a purely advisory entity for TVET Colleges, the SAIVCET would not be able to achieve this purpose. Secondly, in the aspired establishment of a skills planning unit, that has responsibilities to collect data which informs skills development outlooks. Akojee also suggests that the opportunity to merge these entities into one holistic unit "that both defines what TVET should do, and its relationship with the economy has unfortunately been lost", adding that SAIVCET did not present a strong case of being effective (Akojee, 2016: 6). Hence the importance of this research study, to examine the extent to which the SAIVCET accomplished its primary roles and fulfilled the purpose behind its initiation. The research purpose, objectives and questions have thus been addressed accordingly in this research study; the extent to which the SAIVCET has achieved its primary roles one to six has been analysed and discussed. The SAIVCET, even acting through the SAIVCET Project has performed moderately well in efforts to meet the primary roles, however the level to which the attainment was reached is, according to primary data, below average and generally poor. This presents an opportunity for further policy intervention and implementation towards the SAIVCET, particularly since it is still forecasted for implementation within the 2020/21 DHET Annual Performance Plan, as a planned initiative for 2020-2025.

5.4 Conclusion

The analysis of the data enables addressing the purpose of the research, along with the research objectives and essentially addressing the research question. The purpose of this research is to examine the extent to which the SAIVCET has managed to achieve its primary roles in supporting the TVET colleges as part of the NDP's strategies towards economic growth. In examining the extent to which the SAIVCET has managed to achieve its primary roles, it has been found that although the SAIVCET, acting through the SAIVCET Project, has made considerable efforts in attaining the six primary goals, it has performed below average and poorly in its achievement in meeting the primary roles to support TVETs in South Africa. This presents an opportunity for further policy interventions in the establishment and effectiveness of the SAIVCET in the planned initiative for 2020-2025 to play a crucial impactful role toward economic growth and fulfilling the goals of a developmental state.

The two objectives of this research have been addressed. The first objective, which is to examine the primary roles of the SAIVCET in supporting TVET colleges in South Africa has been achieved. The six SAIVCET primary roles have been discussed in depth throughout this research paper, particularly in Chapters 4 and of the data presentation and this chapter on the analysis of the data, where the findings presented at the beginning

of this chapter were analysed. Further, in the analysis, the primary roles are discussed in comparative analysis against the international primary roles of international TVET institutes. This research has found that the performance and extent to which the SAIVCET achieved its primary roles, from primary and secondary data sources, is average to very poor.

More precisely, the first, second, third and fifth primary roles attained scores which fall below average to low. While the fourth and sixth primary role attained poor scores of their effectiveness. In this research study analysis of data, the individual scores provided by the research participants are consolidated and the sum score is converted to a score out of 100 percent for each of the primary roles. The SAIVCET primary role 1 of Applied Research attained the score of 36 percent out of 100 percent in terms of its analyzed effectiveness by all participants. The second primary role of Upskilling of TVET lecturers, instructors and trainers, attained the score of 40 percent which is below average in effectiveness. The participants' assessment on the third primary role of Curriculum innovation and design gave the final score of 30 percent which is an indication of poor effectiveness. Primary role four of Monitoring and evaluation from a systemic view attained the score of 20 percent, which is extremely low, and close to an indication of very poor effectiveness. The fifth primary role of Co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education, received the score of 36 percent, which is below average. And the sixth primary role of Advocacy attained the score of 24 percent, indicating a poor level of effectiveness. These scores are an indication of the resources needed to be invested within the TVET and SAIVCET in order to build capacity and impact growth, transformation and human development.

The second research objective to explore and present expert findings and solutions to the challenges met by SAIVCET in achieving its primary roles has also been achieved in this study. These expert findings and solutions were presented extensively in Chapter 4 of the data presentation, and were discussed and assessed further in this chapter of the data analysis. Key findings and solutions presented by the expert participants, and generated from the primary data, include the findings from the primary data of semi-structured interviews and questionnaires. Experts detailed the key role which the SAIVCET is meant to fulfil to TVETs in South Africa. It is without question that the role of the SAIVCET is necessary to support TVETs, particularly in evidence of secondary data sources from policy documents and national databases of Stats SA, which confirm the shortfalls within the TVET sector, and the need for strategic interventions.

Challenges experienced with SAIVCET include funding and governance issues. Expert participant provided three funding options, are proposed to guide and assist the implementation of SAIVCET. The three options are that SAIVCET merges with a similar entity which has some overlapping functions. The second option is of the SAIVCET sole and paid operation, and the third option is of the SAIVCET to operate solely as a standalone entity but to receive fiscal allocation or a combination of fiscal allocation and service fees. Based on the findings from the literature, particularly from the Chairperson of the Ministerial Committee on the review of

the funding frameworks of TVETs and CETs, Dr Charles Sheppard, who held that there was no funding allocations to meet the required access to the colleges, even if there was increased enrolment (DHET, 2017: xi). Importantly, he added that the high levels of underfunding within the TVET and CET colleges is threatening the future sustainability of the sector, and called for the achievement of balance in resource allocations and initiatives for development in post-school education and training (DHET, 2017: xi). Therefore, in analysis of the three options presented by the interview participant, it would be more effective to allow the SAIVCET to operate as a sole entity in receipt of fiscal or fiscal and service fees. Notably further, it can be learnt from the analysis of international TVET institutes and their engagements with government and private sectors, their dynamic functions and impact, that adequate quality needs to be ensured by putting in exceptional resources towards SAIVCET in order to support TVETs accordingly.

Essentially, the findings from this research, from the primary and secondary data and guided by the literature, wholly address the research question, which poses; to what extent has the SAIVCET managed to achieve its primary roles in supporting TVET colleges in South Africa? Findings show that the SAIVCET has poorly managed to achieve its primary roles in supporting TVET colleges in South Africa. This is further confirmed by the findings from the primary data sources and research participants. Even while the informal SAIVCET Project is formed to fulfil some of the duties of the SAIVCET, it has not been very effective, as the findings show, in supporting TVETs in South Africa it has performed from average to very poor when consolidating all the scores provided by the participants.

The establishment of the SAIVCET Project, which is an informal body meant to fulfil some of the functions of the SAIVCET, further confirms the key role that is meant to be fulfilled by the SAIVCET. The establishment of the SAIVCET Project, confirms that TVETs are in need of an institute such as SAIVCET. Therefore, the formal establishment of the SAIVCET is crucial to supporting TVETs, and this requires interventions to the governance structure, funding and resources of the SAIVCET and the TVET and CET sectors entirely.

Chapter 6: Conclusion and Recommendations

This final chapter reflects on the purpose of this paper, provides a summary of the research objectives and the research findings, gives the conclusion and offers recommendations. Chapter one of this research study introduced the research objectives and their relevance. The purpose of this research is to examine the extent

to which the SAIVCET has managed to achieve its primary roles in supporting the TVET colleges as part of the NDP's strategies towards economic growth. The research question poses; to what extent has the SAIVCET managed to achieve its primary roles in supporting TVET colleges in South Africa. The two objectives of this research are; to examine the primary roles of the SAIVCET in supporting TVET colleges in South Africa; and to explore and present expert findings and solutions to the challenges met by SAIVCET in achieving the primary roles. The first research objective has been addressed in this study. The primary roles have been examined extensively and the second objective of exploring and presenting expert findings and solutions has been achieved. Further recommendations will be drawn in this chapter. The findings in this study have thereby addressed the research question adequately.

The six SAIVCET primary roles are, applied research; upskilling of TVET lecturers, instructors and trainers; curriculum innovation and design; monitoring and evaluation from a systemic view; co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education; and advocacy (DHET, 2012: 7-8).

In examining the primary roles of the SAIVCET, this paper first assessed the governance structure and implementation of the SAIVCET. Findings from the primary and secondary data collection indicate that the SAIVCET has not been established, even though it was projected for implemented from 2012. This finding points to the concerning governance challenges within SAIVCET policy implementation and interventions.

Participant 1 held during the interview that it has not been possible to establish the SAIVCET due to numerous reasons, including funding limitations from National Treasury, and DHET staffing challenges. Instead, the department established the SAIVCET Project, an informal body meant to fulfil some of the objectives of SAIVCET. Participant 4 added that:

> "The SAIVCET Project was established with the idea to create a unit in the DHET to "incubate" SAIVCET until it could be launched as an entity. The same route was followed by QCTO for example. However, this could not happen as stricter rules were put in place around staffing. We could not secure the staffing compliment to get this process underway".

In examining the primary roles of the SAIVCET support institute for TVET colleges in South Africa, this research has found that, the extent to which the SAIVCET, even as acting through the SAIVCET Project, fulfilled its primary roles is poor. The findings indicate that the SAIVCET has attained average to poor results in the effectively fulfilling of its primary roles. Each of the primary roles received consolidated scores that are below average (below 50 percent) from the participants' primary data.

This research report introduced the objectives of this study, with a discussion of the role of the NDP and its outlook on the economy, particularly towards higher education and TVET Colleges. The problem statement

discussed the shortfalls seen within performance outputs from TVET colleges, and the impact of the SAIVCET. Chapter two of this study presents the literature review, to which contribution to the analysis and assessment on the role of the SAIVCET is brought. The literature draws on concepts of development, the motivations of the developmental state, the concept of skills and skills development, the good governance framework, the Education policy implementation framework, and further explores international comparisons of experiences of TVET institutes. Chapter 3 presents the methodology taken in conducting this research study, the research approach, research tools and data analysis is discussed. Chapter 4 of this study presents the data collected within the primary and secondary data collection stages, and the thematic approach taken. This includes primary semi-structured interviews and questionnaires, and secondary data of literature, research, policy frameworks, national databases and expert knowledge. Chapter 5 analyses the data findings of this research, the analysis explores the literature and the data collected in the study, to address the research purpose, question and objective. This final chapter concludes this research study and provides recommendations.

As the DHET Annual Performance Plan presents the SAIVCET as a planned initiative for the period 2020 – 2025, this research study is a significant contributor, as it fills the knowledge gap, by informing and advising knowledge and recommendations on the institute, its primary roles and TVETs in South Africa. This research study can be used to build on new and existing studies to assist the frameworks and understanding around TVETs in the context of South Africa's developmental state objectives. Furthermore, as public information on the SAIVCET and the SAIVCET Project is limited, this study recommends that the DHET uphold publishing annual reports to the functions and progress of the SAIVCET and SAIVCET Project, in order to enable public awareness and engagement on developments within higher education.

In addition to the establishment of the SAIVCET, once the institute has been formerly implemented, this research recommends that the DHET adopt a two-year progress review of the institute in order to assess its functions and objectives against its actual outputs. This progress review should be made public for further engagement and inputs from members of the private and public sector, trade unions, employers, local and national ministries, professional associations, higher education institutions and donors, and chambers for vocational training. This expansive engagement will allow for vast inputs into the adequacy of the SAIVCET in serving the community as vastly as possible, and in order to garner fundamental support in resources and expertise. It is crucial of the institute to take up opportunities that exist, particularly the structures that already exist within higher education institutions, such as research centers and donor relations, which would benefit support for the SAIVCET in various partnerships, collaborations and initiatives. The same applies with employers and companies that can expand opportunities of on-the-job training and apprenticeships. This would firmly solidify the establishment of the SAIVCET and mobilize solid and reputable partnerships.

South Africa's historical context is to be taken into account when assessing and coordinating structural and policy interventions to SAIVCET. Important to note is the findings from the Ministerial Committee on funding frameworks for TVET and CET colleges (2017), and its lessons for contextual policy reform. The disparities between the quality and output of higher education university institutions and of TVET colleges is highly problematic as it is stratified, and this requires reform at the national (basic and higher) education policy level. While the country can acknowledge the strides it has taken, it must also be bare to confront the socio-economic realities. South Africa's poor distribution of education is not a result of a lack of access to schools, but rather a result of the social injustices and the drop out rates among the poor. The COVID-19 pandemic exposed these social inequalities when schools had to adapt and maintain teaching and learning without making any physical contact. This research report thereby recommends that the SAIVCET, uphold considered policy reform to the margins of access versus equity among scholars, teachers and trainers.

Bhorat, Cassim & Tseng (2016) conducted a study on interactions in higher education, employment and economic growth and found that the TVET graduates qualifications are insignificant, that TVET graduates are as likely to be employed, as school leavers who are without any qualification from higher education (Bhorat et al., 2016: 313). This means that there is an increase of skills opportunities for employment towards degree holders, rather than certificate-holders. This research recommends that in establishing the SAIVCET, there be an institutional push for shifts in mindsets, particularly among employers, to select new candidates on merit rather than the highest level of education attained. This is a long-term plan, which will require shifts in thinking, contextualizing support and enabling economic transformation. It is worth noting that this relies on evidenced quality of TVET graduates.

This research study has further shown that there is basic knowledge of the shortfalls in the economy; however, there is needed proactive reform in policy for the adequate effective interventions to be applied. Based on the findings from the literature, particularly from the Chairperson of the Ministerial Committee on the review of the funding frameworks of TVETs and CETs, Dr Charles Sheppard, funding allocations are crucial to realize the establishment of an institute such as SAIVCET. Currently, the SAIVCET is not established due to funding limitations, and due to governance and staffing issues. This research recommends that the establishment of the SAIVCET is accorded without reservations to resources and funding, in order to meet its full potential and advance for impactful TVET training and support. The Chairperson cautions that the high levels of underfunding within the TVET and CET colleges is threatening the future sustainability of the sector, and called for the achievement of balance in resource allocations and initiatives for development in post-school education and training (DHET, 2017: xi).

This research study further recommends for policy that is more rigid in interventions to be in place within South Africa's education system, for adequate resources towards education to meet the skills need, and translate to economic growth and human development.

Annexures

Annexure 1: Informed consent form

INFORMED CONSENT FORM
Institution: Wits School of Governance **Researcher: Bongiwe Tutu** **Field: Masters of Management in the Field of Governance (Development and Economics), University of the Witwatersrand**
Contact details: Tel: 011 717 4965 e-mail: bongiwe.tutu@wits.ac.za
To what extent has the SAIVCET managed to achieve its primary goals 1-6, in supporting TVET colleges to promote skills development in South Africa?
INVITATION TO PARTICIPATE
You are being asked to participate in this research study because it investigates the role of TVET colleges in the support of skills development in South Africa.
PURPOSE
As a participant, you will be enrolled in the study and you will be provided a brief background and motivation to the study, an introduction to the researcher and institution to the study, and you will be expected to provide unbiased and accurate answers pertaining to your knowledge and experience related to the 6 primary roles of the SAIVCET in supporting TVET colleges in South Africa, to all the questions presented. All interviews and questionnaires will be recorded for data processing purposes, confidentiality to all participants will be upheld.
FINANCIAL COSTS
There are no financial costs which are directly or indirectly associated with your participation in this project. The forms of services from the support staff are provided without cost to you.
BENEFITS
There is no guarantee that you will benefit directly or indirectly from the study. However, the researcher believes that it is likely that participants may benefit from the findings of the research.
COMPENSATION
You will not receive any compensation for participating in this study.
CONFIDENTIALITY

Every attempt will be made by the researchers to keep all information collected in this study strictly confidential, except as may be required by court order or by law. If any publication results from this research, you will not be identified by name.
ADDITIONAL INFORMATION
You are encouraged to ask questions concerning the study at any time as they occur to you during the research process. Any significant new findings developed during the course of the study that may relate to your willingness to continue participation will be provided to you.
DISCLAIMER/WITHDRAWAL
You agree that your participation in this study is completely voluntary and that you may withdraw at any time without prejudicing your standing**.**
PARTICIPANT RIGHTS
If any questions related to this study come to you, please contact the Principal Researcher Bongiwe Tutu by telephoning 011 717 4965.
CONCLUSION
By signing below, you give indication and confirmation that you have read and understood the consent form and that you agree to participate in this research study.
…… ……   Participant's signature Date
…… ……   Researcher's signature Date

Annexure 2: Semi-structured interview questions

	Semi-structured interview questions: To what extent has the SAIVCET managed to achieve its primary roles 1-6, in supporting TVET colleges to promote skills development in South Africa?
1.	Please state your name, position, and department you work for, and the duration of your occupation
2.	What influenced the establishment of SAIVCET? Was it; a) to align SA policy interventions with international actors? or b) a customised South African policy intervention? C) Both? Please explain how.
3.	What is the projected timeline for SAIVCET, and what is it reliant or dependent on?
4.	What is the current and funding prospects of SAIVCET and will this affect it's continuation in supporting TVET colleges?
5.	**The 6 SAIVCET Primary roles:**
5.1	What is necessary to achieve the SAIVCET **primary role 1** towards TVET colleges in South Africa? **(PR 1: Applied research)**
5.2	How effective has the SAIVCET been in achieving **primary role 1**? Please detail.
5.3	What is necessary to achieve the SAIVCET **primary role 2** towards TVET colleges in South Africa? **(PR 2: Upskilling of TVET lecturers, instructors and trainers)**
5.4	How effective has the SAIVCET been in achieving **primary role 2**? Please detail.
5.5	What is necessary to achieve the SAIVCET **primary role 3** towards TVET colleges in South Africa? **(PR 3: Curriculum innovation and design)**
5.6	How effective has the SAIVCET been in achieving **primary role 3**? Please detail.
5.7	What is necessary to achieve the SAIVCET **primary role 4** towards TVET colleges in South Africa? **(PR 4: Monitoring and evaluation from a systemic view)**
5.8	How effective has the SAIVCET been in achieving **primary role 4**? Please detail.
5.9	What is necessary to achieve the SAIVCET primary role 5 towards TVET colleges in South Africa? **(PR 5: Co-ordination and linkages, especially between the public and private sectors and between the current FET (TVET) colleges, TVET providers and higher education)**
5.10	How effective has the SAIVCET been in achieving **primary role 5**? Please detail.
5.11	What is necessary in achieving the SAIVCET **primary role 6** towards TVET colleges in South Africa? **(PR 6: Advocacy)**

5.12	How effective has the SAIVCET been in achieving **primary role 6** and supporting TVET colleges in South Africa? Please detail.
6.	How effective have the implementation objectives of the SAIVCET for TVET's?
7.	What recommendations do you make towards the role of SAIVCET and its primary roles for supporting TVET colleges and skills development in South Africa?

Annexure 3: Questionnaire

QUESTIONNAIRE: To what extent has the SAIVCET managed to achieve its primary roles 1-6, in supporting TVET colleges to promote skills development in South Africa? **Wits School of Governance, Masters of Management in the Field of Governance (Development and Economics), University of the Witwatersrand**					
Please rate the questions below on a scale from Very good; 10 to Very poor; 0.	**Very Good [10]**	**Good [7]**	**Average [5]**	**Poor [3]**	**Very poor [0]**
Category 1: The National Development Plan					
How useful is the NDP for South Africa's higher education policy objectives?					
How adequately is NDP policy strategies implemented in SA, for TVET colleges?					
Category 2: TVET Colleges in South Africa					
How effective are TVET colleges in supporting skills development in South Africa?					
How effective is DHET support for TVET colleges in South Africa?					
Category 3: SAIVCET in South Africa					
How effectively does SAIVCET function and fulfil its primary role 1 for TVET colleges in South Africa?					
How effectively does SAIVCET function and fulfil its primary role 2 for TVET colleges in South Africa?					
How effectively does SAIVCET function and fulfil its primary role 3 for TVET colleges in South Africa?					
How effectively does SAIVCET function and fulfil its primary role 4 for TVET colleges in South Africa?					
How effectively does SAIVCET function and fulfil its primary role 5 for TVET colleges in South Africa?					
How effectively does SAIVCET function and fulfil its primary role 6 for TVET colleges in South Africa?					

Annexure 4: Wits Ethics Approval

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

WITS SCHOOL OF GOVERNANCE

Research Office:
Sithembile Xaba
Tel: 011 717 3133
Email: Sithembile.Xaba@wits.ac.za

Research Ethics Chair:
Rekgotsofetse Chikane
Tel: 0117173869
Email: rekgotsofetse.chikane@wits.ac.za

23 September 2021

Dear Bongiwe Tutu,

Title: Examining the primary roles of the SAIVCET support institute for TVET colleges in driving skills development in South Africa
Student Number: 754088
Degree: Master in Management in the field of Governance
Ethics Clearance Number: *WSG-2021-36*

All candidates must satisfy the University's ethical standards for research. Your ethics application has been received and reviewed by the Wits School of Governance Human Research Ethics Committee.

Your ethical clearance has been approved subject to you getting permission to conduct research from all sites where research is conducted. The letter(s) of permission to undertake research must be submitted to the WSG Research Office and kept on file with your final proposal and other ethics documents.

You may commence your data collection under the guidance of your supervisor. In the event that the scope, methodology or nature of the research changes, you are required to submit another ethics application reflecting the changes.

The onus is on you as the candidate, with support from your supervisor, to ensure your research complies with university human research ethics policies and protocols at all stages of the research process.

It is recommended that you keep this letter in a safe place as you are responsible for ensuring you have proof of ethics clearance and have lodged the ethics clearance / protocol number with Faculty before final submission of your research report. If you do not have an ethics clearance number, you are not permitted to graduate.

Please do not hesitate to contact me if you have any queries.

Yours sincerely
Rekgotsofetse Chikane
Rekgotsofetse Chikane
Research Ethics Chair

Annexure 5: Department of Higher Education and Training (DHET) Research Approval (names redacted to protect participants)

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Private Bag X174, PRETORIA, 0001. 123 Francis Baard Street PRETORIA, 0002, South Africa
Tel: (012) 312 5911, Fax: (012) 321 6770
Private Bag X9192, CAPE TOWN, 8000. 103 Plein Street, CAPE TOWN, 8001, South Africa
Tel: (021) 469 5175, Fax: (021) 461 4761

Enquiries: TJ Rachidi; Tel: (012) 312-5657; e-mail: Rachidi.J@dhet.gov.za

Ms B Tutu
209 Smit Street
Braamfontein
JOHANNESBURG
2001

By e-mail: bongiwe.tutu@gmail.com

Dear Ms Tutu

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING: EXAMINING THE PRIMARY ROLES OF THE SAIVCET SUPPORT INSTITUTE FOR TVET COLLEGES IN DRIVING SKILLS DEVELOPMENT IN SOUTH AFRICA

I acknowledge receipt of your request for permission to conduct research in the Department of Higher Education and Training (the Department) on the topic: "Examining the primary roles of the SAIVCET support institute for TVET colleges in driving skills development in South Africa".

The Department has evaluated your request and it is my pleasure to inform you that your request for permission to conduct the above research has been granted. As part of your research, it is noted that you will collect data through questionnaires and interviews with the:

a. [redacted]
b. [redacted]
c. [redacted]
d. [redacted]
e. [redacted]

You are advised to obtain further permission from participants before commencing with your study.

Please liaise further with the offices of the Deputy Minister and the Director-General. The contact details are as follows:

Office of the Deputy Minister of Higher Education and Training:

Mrs Christine Keabaitse Mashaba

Tel: 012 312 5536

Email: Mashaba.CK@dhet.gov.za

Office of the Director-General:

Ms Shumani Nelufule

Tel: 012 312 6349

Email: Nelufule.S@dhet.gov.za

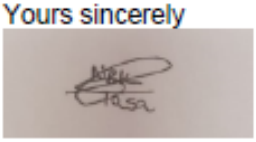
You are also requested to attach the following documents when communicating with participants:

a. Copy of this letter from the Department.
b. Copy of the "completed application form" to conduct research.
c. Ethical clearance certificate from the University of Witwatersrand.

The topic of your research is of great interest to the Department. It will therefore be appreciated if you could share the findings of your research with the Department upon completion of your research.

I wish you all of the best in your research study.

Yours sincerely

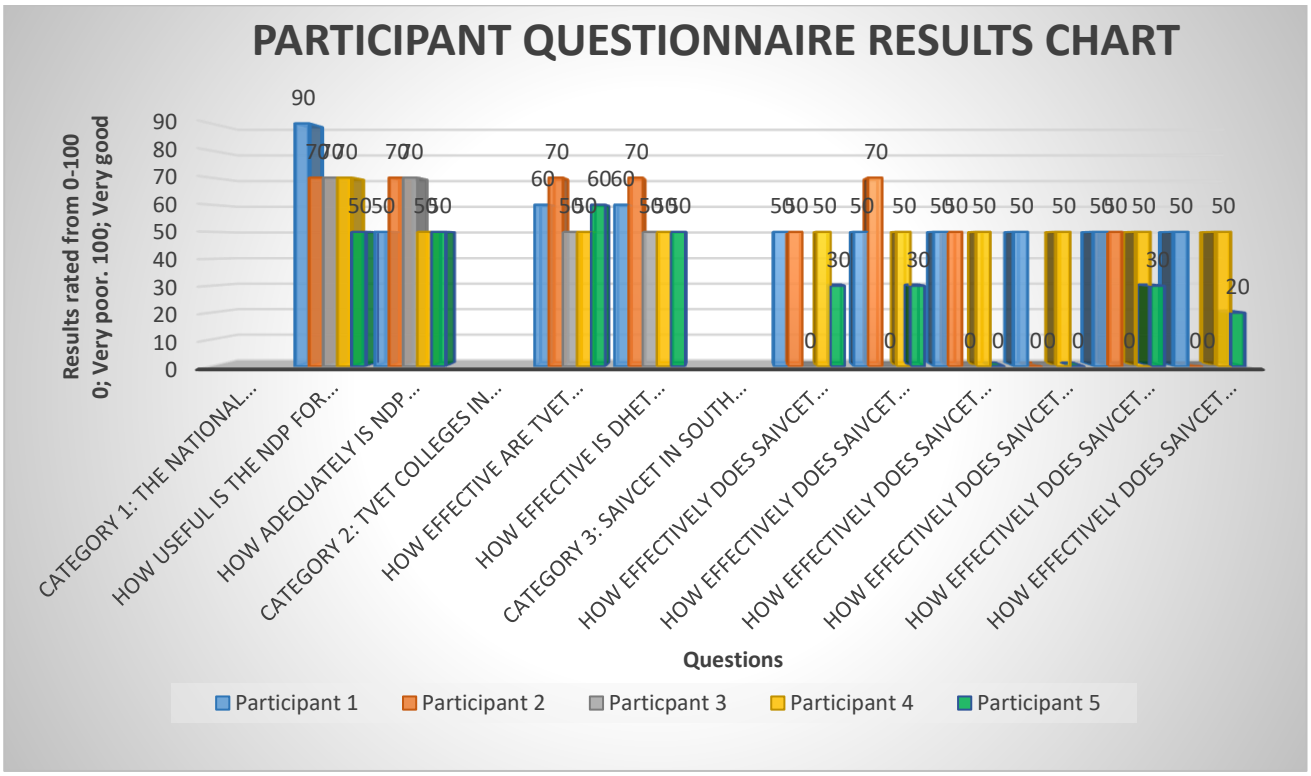


MS NOLWAZI BRIGHT KHANYISILE GASA
DEPUTY DIRECTOR-GENERAL
DATE: 27 JUNE 2022

Annexure 6: Data findings from the Participant Questionnaires

Data Findings: Participant Questionnaire Results	Participant 1	Participant 2	Particpant 3	Participant 4	Participant 5
Category 1: The National Development Plan					
How useful is the NDP for South Africa's higher education policy objectives?	90	70	70	70	50
How adequately is NDP policy strategies implemented in SA, for TVET colleges?	50	70	70	50	50
Category 2: TVET Colleges in South Africa					
How effective are TVET colleges in supporting skills development in South Africa?	60	70	50	50	60
How effective is DHET support for TVET colleges in South Africa?	60	70	50	50	50
Category 3: SAIVCET in South Africa					
How effectively does SAIVCET function and fulfil its primary role 1 for TVET colleges in South Africa?	50	50	0	50	30
How effectively does SAIVCET function and fulfil its primary role 2 for TVET colleges in South Africa?	50	70	0	50	30
How effectively does SAIVCET function and fulfil its primary role 3 for TVET colleges in South Africa?	50	50	0	50	0
How effectively does SAIVCET function and fulfil its primary role 4 for TVET colleges in South Africa?	50	0	0	50	0
How effectively does SAIVCET function and fulfil its primary role 5 for TVET colleges in South Africa?	50	50	0	50	30
How effectively does SAIVCET function and fulfil its primary role 6 for TVET colleges in South Africa?	50	0	0	50	20

Annexure 7: Participant Questionnaire Results Chart



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