

South Africa's experience in the field of vocational training and challenges of employing human capital

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higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



VACCINATE TO SAVE SOUTH AFRICA

TOGETHER WE CAN BEAT CORONAVIRUS



Policy Framework

- National Development Plan (NDP 2030)
- White Paper on Post School Education (WP- PSET)
- Continuing Education and Training Act (2006)
- The National Plan for Further Education and Training Colleges in South Africa, 2008
- National Norms and Standards for Funding Technical and Vocational Education and Training Colleges, 2015
- National Skills Development Plan (NSDP)
- National Student Financial Aid Scheme Act, 1999
- Medium-Term Development Plan (MTDP 2024-2029)

TVET Colleges Landscape

- Technical and Vocational Education and Training (TVET) colleges form part of the post-school education and training (PSET) system
- **Mandate:** provide practical, vocational, and occupational training designed to prepare students for **skilled work, entrepreneurship, or further education in their fields**
- TVET colleges are governed under the ***Continuing Education and Training (CET) Act, 2006***
- There are 50 public TVET colleges with over 2800 campuses nationwide, located in urban, peri-urban, and rural areas
- TVET colleges offer the following Ministerially-approved programmes:
 - a) **Pre-Vocational Learning Programme (PLP):** a programme designed to provide a student with the appropriate foundational knowledge and skills to access entry level TVET qualifications/ programmes
 - b) **National Certificate (Vocational) (Levels 2 – 4):** 3-year programmes which combine general education with vocational

TVET Colleges Landscape ...cont.

c) **National Accredited Technical Education Diploma (NATED/Report 191 (N1–N6):** 3-year technical programmes which include work-integrated learning (WIL)

d) **Occupational Programmes:** mostly 3-year programmes aligned with industry needs and Sector Education and Training Authorities (SETA) partnerships

Funding:

- ✓ **government grants** (subsidized at 80% of the programme cost): college receive this subsidy for all students enrolled in one of the above Ministerially-approved programmes
- ✓ **student fees** (20% of the programme cost): paid by self-funded students or the National Student Financial Aid Scheme (NSFAS) for poor and working-class students which covers tuition and allowances
- ✓ **SETAs funding:** support workplace training and internships

Challenges

- TVET colleges are confronted with, amongst others, the following challenges:
 - ✓ Inadequate funding (under-investment in education, especially in rural and disadvantaged communities)
 - ✓ Low completion rates and high dropout rates
 - ✓ Insufficient workplace training opportunities
 - ✓ Mismatch between curricula and industry requirements
 - ✓ Underqualified or poorly trained lecturers in some colleges
 - ✓ Infrastructure and equipment limitations in rural campuses

Transition to Occupational Programmes

- The Department is making a long-overdue but **strategic shift from outdated, theory-heavy National Accredited Technical Education Diploma (NATED) programmes to modern, Occupational programmes**. This transformation hinges on robust **policy alignment**, institutional **readiness**, deep **industry collaboration**
- The value proposition of Occupational programmes is that they (are):
 - ✓ More **practical, relevant, and employment-oriented**;
 - ✓ Emphasize **modular, skills-based vocational training**;
 - ✓ Developed **with and for industry**; and
 - ✓ Better aligned with **national development goals** and **global trends**

Recent Reforms

1. Establishment Centres of Specialisation (CoS)

- Introduced to address the critical skills required for South Africa's Strategic Infrastructure Projects (SIPs)
- **Aligned with industry demands** and focus on developing priority trades in artisan training
- 26 CoS have been established focusing on trades such as carpentry, plumbing, welding, bricklaying, diesel mechanics, and electrical work

2. Increasing the Number of Trade Test Centres

- A strategic intervention to improve access to trade testing and certification, thus **increasing the capacity to produce more qualified artisans**
- To address the nation's critical demand for artisans, the DHET has significantly expanded Trade Test facilities from the single centre (pre-democracy) to 35 Trade Test Centres currently housed in TVET colleges

Recent Reforms ...cont.

- National Development Plan (NDP) aims to produce 30,000 artisans annually by 2030. Approximately 20,000 artisans are produced annually at present

3. Introduction of Quality Council for Trades and Occupations (QCTO)-Accredited Qualifications and Part Qualifications

- The introduction of QCTO-accredited qualifications and part-qualifications is a crucial reform that ensures TVET programmes are **competency-based and closely aligned with occupational standards**

4. Training and Capacity Building for TVET Lecturers

- The adoption of new Occupational programmes necessitates the **upskilling of TVET college lecturers to ensure quality delivery of curricula**. Over the past three years, significant investments have been made in training and capacity building initiatives

Recent Reforms ...cont.

5. Equipping Training Workshops with Advanced Technology

- To ensure the effective implementation of new occupational programmes, DHET has prioritized the refurbishment and modernization of training workshops at TVET colleges
- Notable advancements include the installation of digitally automated machinery and simulation tools in some TVET colleges, which expose students to the latest innovations across trades and occupations

6. Introduction of a Compulsory Key Performance Indicator on Establishment of Industry Partnerships

- TVET college Principals are required to incorporate in their annual performance agreements, a compulsory key performance indicator on establishment of partnerships with industry. In this regard, the assessment of Principals' performance takes into account the extent to which they are able to initiate partnerships with employers for placement of students and lecturers

Recent Reforms ...cont.

- Lecturers and students placed in workplaces with the support of **Sector Education and Training Authorities (SETAs)** which oversee skills development and workplace learning in specific **economic sectors**. Placement of lecturers ensures that they are updated on the latest workplace operations and practices, whereas placement of students is intended to **prepare them for the world of work, improve their employability, work-integrated learning (WIL)**

7. Introduction of the College Entrepreneurship Development Programme

- It is intended to consolidate all the work that is undertaken in the sector to strengthen and entrench entrepreneurship development, and to avert fragmentation. This critical programme is responsible for **raising funding to support implementation of entrepreneurship programmes, establishing entrepreneurship hubs through which aspiring entrepreneurs are produced, and capacity building of college managers and lecturers on entrepreneurial mindset**

Strategic Priorities

- Development and support of legislation, regulations, policies, guidelines that are engaged in implementing curriculum of Occupational qualifications at TVET colleges
- Planning and management of the transition from outdated NATED programmes to more responsive Occupational qualifications
- Support structures, processes, are in place for supporting and monitoring of quality teaching and learning (including assessments)
- Public-private partnerships: Industry input in curriculum design and workplace training
- Lobby for more funding to TVET colleges to support the curriculum transition/transformation

Thank You!

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