COMMISSION SIX: INSTITUTIONAL ARRANGEMENTS

Improving institutional arrangements for a coherent and integrated post school education and training system

Four Presentations:

1. The Ministerial Task Team on the establishment of a South African Institute of Vocational and Continuing Education and Training (SAIVCET) by Ken Duncan

1.1. Establishment of SAIVCET

1.2. SAIVCET should:

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

1.3. Primary Roles:

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

2. Association of Colleges for South Africa (AoCoSA) by Maryna Marais

2.1. The Association of Colleges SA should be the legitimate home for all colleges as well as a preferred social partner with DHET in particular and government as a
whole in the general.

2.2. The Association would in future be the combined voice of colleges that would still recognize college groupings such as managers currently represented by SACPO, governors currently represented the employer platform FETCEO, inputs from students, etc to mention but a few.

2.3. As FET Colleges in South Africa had been placed in the centre of all skills development it would be through the Association as well that meaningful partnerships with the SETAs and Universities would be pursued.

2.4. Challenges
   - The current status of FET Colleges, the impact of the Turn-around strategy and the relation to other structures
   - The limited coherence between the sub-systems within the DHET and other organs of state
   - Lack of resources, specifically seed-funding, permanent staff, etc for the AoCSA to ensure that it is fully operational
   - The relation/roles/responsibilities of the AoCSA and the South African Institute for Vocational and Continuing Education and Training and other structures with regard to each other have not yet been fully clarified and agreed to.

3. Towards a coherent and integrated post-school Education, Training, and Development System by Botshabelo Maja

3.1. "The public sector should be brought in line with the private sector for comprehensive skills development purposes. Every public sector employer in the national, provincial, and local spheres of government must be compelled to budget and pay a skills development levy in a manner pre-determined by a national policy directive for the public sector”.

3.2. Establishment of the School of Government
   A Civil Service Training Institute that must:
   i. Develop a programme of monitoring and retraining for all those willing to serve loyally under a democratic government,
ii. Ensure that a cadre of public servants is developed to transform the public service,

iii. Must cater for four levels of training:
   - Lateral entry for progressive academics, activists, organisers, and NGO workers,
   - Top level management development,
   - Promotion within the public service, and
   - Retraining of present incumbents of posts.

3.3. Assess SETA performance
3.4. Disestablish NSA and establish national central body through which skills demands in the short, medium, long term are analysed

4. Quality Council for Occupations by S Mkhonza

4.1. The occupational qualifications development model is underpinned by the QCTO’s quality assurance focus on using standardised processes and systems for the development of occupational qualifications and assessment processes.

4.2. Out of the development process emanates the following deliverables
   - Occupational Qualifications Document-defines the learning required to be competent to practice an occupation or specialisation
   - Occupational Curriculum Document-enhances the quality and consistency of learning with respect to the national qualification

4.3. Development Quality Partner (DQP) is a body delegated by the QCTO to manage the process of developing specific occupational qualifications, curricula and assessment specifications

4.4. Assessment Quality Partner (AQP) is a body delegated by the QCTO to develop assessment instruments and manage other aspects of the quality assurance functions associated with all occupational qualifications

4.5. Community of Expert Practitioners (CEP) which is a group of people (educators, practitioners, members of professional bodies) qualified in the relevant occupation with a minimum of at least 5 years current relevant experience or are recognised by the practitioners of the occupation as experts
5. RECOMMENDATIONS/ RESOLUTIONS
1. Need for Quality Assurance Council to work as an integrated structure as envisaged in the NQF
   - Articulation is ‘a matter of attitude’
   - Avoid proliferation
2. Develop a framework for how SETAs relate to support FETs
3. Absence and invisibility of Universities and HESA: Include all stakeholders in Post School Education Environment to be in the same room/time to discuss PSET matters like the Minister’s invitation to Parliament in April 2013.
4. The Support of new Institutions must be properly costed prior setting up these institutions
5. Work of DHET should be mirrored in Provincial structures