

## Strategic Objective 1: Governance

VET governance is widely recognised as an important aspect that contributes to – and may also inhibit – VET systems and reforms. The Torino Process<sup>1</sup> places emphasis on the importance of good governance and on the development of multilevel governance. In principle it is about Thus, one of the priorities it is ‘reinforcing anticipatory, inclusive and good multilevel governance through vocational educational training and business cooperation and enhanced social dialogue’.

This analysis is concerned with governance through all stages of the VET Strategy Cycle (agenda setting, policy formation, policy implementation and review). **This is intended to include initial and continuing vocational training, the public, private and third-sector provision, and VET provision in the informal economy as well as the formal.**

*Multilevel governance implementation is a dynamic process with horizontal and vertical dimensions which does not in any way dilute political responsibility. On the contrary, if the mechanisms and instruments are applied correctly, it helps to increase joint ownership and implementation. Consequently, multilevel governance represents a political ‘action blueprint’ rather than a legal instrument and cannot be understood solely through the lens of division of power*

VET in AFF operates as the interface between different sectors such as education, labor market, MMSE, farmers and farmers associations, public and private training providers. Involvement of all stakeholders from the early stages of policy discussion is key to building trust and ensuring their continued participation in the process of change.

Please provide, in a preliminary way, a view of the expected performance of the governance system, referring to the following principles and indicators.

Please score each indicator according to your professional assessment of the current overall situation:

- 1 – very weak performance;
- 2 – weak performance;
- 3 – neither good nor bad performance;
- 4 – good performance;
- 5 – very good performance.

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<sup>1</sup> The Torino Process Evidence-Based Policy Making For Vocational Education And Training-

		Ranking					
Principle	Indicator	1	2	3	4	5	Remarks
Relevance	Governance settings support the economic role of VET, e.g. by anticipating/matching skills needs and linking these to more competence-based curricula.						
	Governance settings support the innovative role of VET, e.g. by introducing sustainability skills or entrepreneurial skills and/or key competences.						
	Governance settings support the professional standards and professional development of VET teachers and trainers across settings						
	Governance settings respond to learner and labour market needs, e.g. by introducing more flexibility, linking formal/informal sectors, developing more outcomes-based approaches						
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Effectiveness	Feedback shows that current governance systems support VET provision and the implementation of reforms, particularly at the VET provider level.						
	Governance supports the achievement of national development goals and a range of broader policies, at national, intermediate and provider levels.						
	Goals are formulated in response to shared concerns and identified policy gaps, whilst taking into account feasibility of resources for implementation						
	Quality assurance mechanisms operate or are developing, and these help to improve quality and apply fit-for-purpose standards.						
Subsidiarity and proportionality	Decisions are taken at the most appropriate level and/or at the lowest level to optimise VET policy implementation						
	Roles and responsibilities of stakeholders do not conflict and do not leave gaps in the policy-making process						
	Both hard regulation (laws etc.) and soft regulation (recommendations, opinions etc.) apply to each stage and level in the policy cycle.						
Transparency	VET policy agenda setting, formulation, implementation and review are open processes that engage the identified stakeholders						
	Policy dialogue is coordinated and supported by relevant documentation, reports, guidelines etc.						
	Management information systems and other data meet the governance needs of the stakeholders.						

		Ranking					
Principle	Indicator	1	2	3	4	5	Remarks
	Formal and informal mechanisms for sharing information operate, so that information is used regularly by VET stakeholders.						
<b>Participation</b>	The Private Sector is fully involved in all aspects of governance of the VET system						
	Tripartite partnership exists involving government, employer and employee representatives during and beyond life of project						
	The appropriate range of stakeholders is engaged collaboratively throughout the VET policy cycle						
	Industry involvement in governance of training institutions.						
	Different government agencies (e.g. ministries) and the different levels of government (e.g. national/regional/local) are engaged actively.						
	Coordinated participation mechanisms (e.g. social dialogue, consultation, advisory bodies) enable stakeholders to participate at key points.						

**Any other comments:**

## Strategic Objective 2: Relevant VET programmes

Innovative approaches for demand driven formal, non- formal and informal ATVET training and business development service delivery is a pre-requisite for reforming and improving VET delivery. Informal training activities, integrated into formal and non-formal VET, through recognition of prior learning should be the system approach for VET in South Africa; opening different pathways for more youth especially in the rural areas who have limited access to formal training to integrate into the system. **This can be approached through outcome – based, demand driven training modules with focus on value chains and delivered through cooperation and partnership with private sector actors (farmers, processing companies, marketing firms, etc).**

Agripreneurial and entrepreneurial training improves the commercial performance of trainees. Experiences have been widely tested in Africa and in many countries throughout the world. Different concepts are applied that can be used and implemented. To create sustainable employment strategies and programmes for rural development, skilling the youth as *agripreneurs* need to gather momentum and contribute to growth. By extension education and training institutions must respond to their constituency's need for developing these new competences

Topical area	1	2	3	4	5	Response/remark
Did you undertake or access current labour market information and consider skills needs, locally, regionally or internationally when choosing your ATVET programmes and qualifications?						
Does your ATVET training programme and qualification provide pathway for further education and training within the national qualification system?						
Are private sector/employers engaged in the design and delivery of your ATVET course/s and/or the assessment of student competency?						
Are your qualifications/programmes certified/accredited by relevant authorities and within the national qualification framework?						
Is your training delivery within the competency-based training (CBT) mode? If not have you considered that approach?						
Are you implementing programmes in formal, informal and/or non-formal mode? Are your curricula developed to recognise of prior learning (RPL)?						
Are you using the value chain approach in curriculum development?						
How are gender transformative approaches embedded in your training programmes and delivery?						

Topical area	1	2	3	4	5	Response/remark
Do you have sufficient facilities, equipment and staff available for training delivery and assessment?						

**Any other comments:**

Topical area	1	2	3	4	5	Response/remark
Do you have access to the necessary facilities and equipment to deliver your VET course, based on the requirements of the training package qualification or accredited course?						
Does the college or training provider understand what equipment and facilities are required to deliver and assess the VET qualifications, accredited course and/or units of competency.						
If the VET College does not have all the necessary equipment and facilities, does it have industry-standard equipment and facilities that can be accessed by students and meet the needs identified in the VET qualification or accredited course?						
Are existing equipment and facilities effectively utilised for delivery and assessment of the VET courses?						
<b>Staffing and trainers</b>						
The system understands what is required to deliver and assess the VET qualification, accredited course and/or units of competency and prepare trainers towards these deliverables.						
Training is delivered and assessed by qualified, industry-current trainers and assessors who can interpret the requirements of a VET qualification and develop learning and assessment appropriate to those requirements.						
The mode of delivery and assessment arrangements, including online, meet requirements in the VET qualification or accredited course and school assessment and attendance requirements.						
How does the college (Teachers) look for opportunities for linkages between curriculum content and the 'real life' context of VET?						
Teachers have opportunities to gain a good understanding of contemporary workplaces and practices.						
If using external trainers to deliver on a school site, have you considered the applicable requirements in your jurisdiction ( <i>such as teacher registration or working with vulnerable people checks</i> ).						
Do your trainers and assessors have the skills to engage with industry partners, organize work placements, provide support to partner employers, etc.?						
Are your trainers and assessors aware of changes in their industry that may impact on skills needs in the future?						

Additional Comments:

Student support is critical for the successful implementation of the strategic objective on the relevance of the VET Programs. Colleges should have systems in place to offer pre-entry, during training, and after training support for students to benefit effectively from the training offered. (Policy recommends Pre-entry support      On-course support      Exit support) It is imperative that VET Institutions have systems to reach out to potential learners or trainees to guide them in career and employment opportunities when pursuing VET courses. This should especially focus on entrepreneurship (self-employment and the creation on jobs) to support learners in developing business cases and projects, linking them to financial institutions and public funding sources.

One of the most crucial activities in student support is a tracer system that allows Colleges to collect data on their learners, offer the necessary support for their integration into the world of work and also help them to provide feedback into the quality management of the VET programmes

Rate performance (5 Excellent; 4 Very Good; 3 Good; 2 Average; 1 Adequate; 0 Non-Existing)						
Indicator	1	2	3	4	5	Comment
Do you have a student affair (Student Support) unit in your ATC?						
Do you understand the aspirations, strengths and goals of your students?						
Do you conduct pre-counselling and assessment of students undertaking ATVET to help them determine how it fits in with their aims and career plans, in comparison to other courses in your system?						
Have your students had the opportunity to develop skills to manage their careers and help them make decisions about their future?						
Do you have processes in place to support the individual needs of students and provide access to support services necessary for the individual learner to meet the requirements of the VET qualification or accredited course?						
The school has provided teaching and training that prepares students for work placements (e.g. dress, punctuality, customer service, work safety in field training)?						
Arrangements are in place to support student-employer relationships especially during workplace learning?						
Business development unit to support students in entrepreneurship development, access to market information and piloting of prototypes (student farms, business etc.).						
A tracer system to collect and manage after training performance of students, to give feedback to trainers and support trainees in employment and workplace development.						

Any other comments:

**Strategic Objective 3: Institutionalised workplace-based learning**  
***Workplace-based learning is a formal part of all VET programmes***

Partnership with employers is one of the key prerequisites for taking the vocational education system for AFF to a modern level. It is of crucial importance to involve employers in the vocational education system as a key stakeholder, organize training of manpower in relevance to the employers' needs and implement a mechanism of public-private partnership in training. In view of this, integration of employers into VET system has been set as a very a strategic targets. This strategic target envisages building of different levels of partnership between VET institutions and largest employers from private and public sectors operating in diverse sectors of economy

**Partnership and Relationship**

Does the institution have a relationship with any professional association? 1=Yes 2=No	
a) If yes, specify the type of relationship 1=Formal (based on an existing agreement) 2=Informal	
b) Specify the type of partners involved : <ul style="list-style-type: none"><li>○ Public institutions</li><li>○ Professional organisations</li><li>○ Private companies</li><li>○ Civil society (NGO)</li><li>○ SMEs</li><li>○ Others _____</li></ul>	
c) Specify the purpose of the partnership: <ul style="list-style-type: none"><li>○ Financial assistance</li><li>○ Supply of equipment</li><li>○ Work-study programme</li><li>○ Internship</li><li>○ Seminar/conference</li><li>○ Technical projects with companies</li><li>○ On-going training of company personnel</li><li>○ Professionals in the management committee</li><li>○ Capacity building</li><li>○ Company visit</li><li>○ Others, specify _____</li></ul>	



Rate performance (5 Excellent; 4 Very Good; 3 Good; 2 Average; 1 Adequate; 0 Non-Existing)						
Indicator	1	2	3	4	5	Comment
Are your partnership arrangements underpinned by appropriate quality principles (for example, shared goals and decision-making, communication, commitment and investment, and review)?						
Strategies are in place to engage with employers to support VET Institutions; either directly or by partnering with the relevant SETA or interested partners						
You have mechanisms in place to source work placements for your students or assist them to source their own, and prepare employers for work placements to ensure the quality of learning and outcomes?						
Do you have arrangements with employers/industry players/private sector associations in the design and review of your VET curriculum?						
Did you undertake or access current labour market information and consider skills needs, locally, regionally or internationally when choosing your ATVET programmes and qualifications?						
Efficient school-based apprenticeships or traineeship arrangements have been formalised with employers?						
Formal partnership arrangements have been entered into where necessary, and are underpinned by appropriate partnership principles?						
Are all students offered the opportunity to complement their VET course with a quality work placement aligned to the units of competency being delivered?						
If the school does not have all the necessary equipment and facilities, does it have partnership with industry-standard equipment and facilities that can be accessed by students and meet the needs identified in the VET qualification or accredited course?						
Do your trainers and assessors have the skills to engage with industry partners, organize work placements, provide support to partner employers, etc.?						
Are your trainers and assessors aware of changes in their industry that may impact on skills needs in the future?						
Business development unit to support students in entrepreneurship development, access to market information and piloting of prototypes (student farms, business etc.).						
How often do you engage with employers and the private sector in your strategic planning process?						

**Any other comments:**

