



# TVET COUNTRY PROFILE SOUTH AFRICA



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## Introduction

The Technical Vocational Education and Training (TVET) system in South Africa, also referred to as Further Education and Training (FET), is administered by the Department of Higher Education and Training (DHET). All TVET related actions are centralized in the DHET. The South African government's vision for this system is to provide the youth with high-level skills to facilitate the transition from school to work and to promote the integration of education and training.

TVET plays a highly valuable role by offering a wide variety of skills to improve employability thereby contributing to the productive capacity of business organizations and industries. This paper highlights a country-level overview of the TVET system in South Africa, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

## Policies

South African TVET/FET institutions are governed by legislation to improve the skills of the work force, to regulate employment services, to improve access to occupations in high demand and to support employment creation for the youth. The legislation also makes provision to provide funding resources for skills acquisition initiatives in the higher education and training sector.

The policy or policies guiding TVET legislations is the Skills Development Act No. 97 of 1998 which was further amended in 2008. In addition to the legislation, is the Continuing Education and Training Act No. 16 Of 2006 and the National Qualifications Framework Act No. 67 Of 2008, which aims to establish a national coordinated continuing education and training system.

The following documents provide contextual information on the education system and economic indicators in

South Africa as they relate to the TVET implementation and policy.

- **Continuing education and training act no. 16 Of 2006 as amended/ national qualifications framework act no. 67 Of 2008, as amended** -
  - To provide for the regulation of continuing education and training.
  - To provide for the establishment, governance and funding of public technical and vocational education and training colleges and public community education and training colleges.
  - To provide for the employment of staff at those colleges.
  - To provide for the registration of private colleges that offer continuing education and training qualifications and part-qualifications.
  - To provide for the establishment of the South African Institute for Vocational and Continuing Education and Training; to provide for the promotion of quality in continuing education and training.
  - To provide for transitional arrangements and the repeal or amendment of laws; and to provide for matters connected therewith.
- **Skills Development Act, 1998 (Act No. 97 of 1998) (amended in 2008)** - provides an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of young South Africans.
- **South Africa Qualifications Authority Act, 2008 (Act No. 67 of 2008) (SAQA)** - establishes the SAQA to provide for the development and implementation of a national qualifications framework (NQF).
- **The National Qualifications Framework Amendment Act 12 (2019)** intends to amend the **National Qualifications Framework Act, 2008 (Act No. 67 of 2008)** – responsible for the management of the NQF, and provides for the qualifications and quality assurance of the system. The purpose of this



legislation is to establish a national coordinated TVET/FET system which promotes cooperative governance and provides for programme-based higher education and training.

- **Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)** - provides for the regulation of FET, the registration of private FET institutions and for the establishment, governance, funding, and employment of public FET staff.
- **General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)** - provides for quality assurance in general and further education and training and establishes **UMALUSI** as the quality council for TVET.
- **Further Education and Training Act, 1998 (Act No.98 of 1998)** - plays a critical role in regulating, governing, establishing, and funding of FET/TVET institutions in South Africa.
- **Higher Education Act, 1997 (Act No. 101 of 1997)** - provides for the registration of private higher education institutions and ensures quality assurance and promotion in higher education. The following laws regulate TVET at different Ministry levels.
- **National Education Policy Act, 1996 (Act No. 27 of 1996)** - articulates the policy for education and determination of policy and employment conditions of educators

## Governance

The governance landscape of the TVET system in South Africa is based on industrial participation as well as partnerships between government, corporates, and communities. The TVET system is steered by the government under the Department of Higher Education and Training (DHET). The Sector Education and Training (SETA) forms part of the governance landscape of TVET and acts as the body responsible for overseeing skills

development and training within a particular industry sector. DHET cooperates with the **UMALUSI** and Quality Council for Trades and Occupations (QCTO) to maintain credible standards for the workplace.

## Implementing structures

SETAs are responsible for providing information on the supply and demand for the skills. SETAs are implementing structures that are accredited by the South African Qualifications Authority (SAQA) as the Education and Training Assurance Authority (ETQA), allowing them to accredit training providers offering education and training in particular sectors. SETAs administer the funds for purposes of upgrading skills in the workforce, promote the creation of learnerships within the sectors, perform quality assurance and maintain applicable standards. SETAs are established in terms of Section 9 of the Skills Development Act.

UMALUSI accredits private providers of education and training as well as private assessment bodies to offer tuition and/or assessment for qualification(s) on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF).

This means that Umalusi accredits the following institutions:

- Independent schools.
- Private Further Education and Training Colleges (FET Colleges).
- Private Adult Education and Training providers.
- Private assessment bodies that assess the qualifications Umalusi certifies.

In accrediting institutions Umalusi is guided by policy documents that contain criteria for accreditation for each institutional type. UMALUSI does not accredit public providers.

The following is a list of implementing structures (SETAs) in the Ministry of Higher Education and Training which are considered to be the authoritative voice on skills for industry sectors:



- **Agri SETA - Agricultural Sector Education and Training Authority** - Agri SETA creates and promotes opportunities for social, economic and employment growth for Agri-enterprises through relevant, quality, and accessible education, training, and development in both primary and secondary agriculture, in conjunction with other stakeholders in agriculture.
- **BANKSETA - Banking Sector Education and Training Authority** - the BANKSETA is as such an agent of transformation and seeks to promote employment equity and broad-based black economic empowerment through skills development.
- **CETA - Construction Education and Training Authority** - The CETA provides skills development services to the construction sector, to implement the objectives of the National Skills Development Strategy (NSDS III) and to ensure that people obtain the critical or scarce skills that are needed to build the capacity of the construction sector to become economically sustainable and globally competitive.
- **CATHSSETA - Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority** - facilitate skills development within sub-sectors through the disbursement of grants for learning programmes and monitoring. It operates in culture, art, tourism, hospitality, and sport sector education.
- **FASSET - Sector Education and Training Authority** (Seta) - is for the Finance, Accounting, Management Consulting and Other Financial Services sector.
- **CHIETA - Chemical Industries Sector Education and Training Authority** - SETA is to facilitate skills development in the chemical industries sector and to ensure that skills needs are identified and addressed through a number of initiatives by the SETA and the sector.
- **EWSETA - Energy & Water Sector Education Training Authority** - is a skills development authority serving the energy and water sectors.
- **ETDP - Education, Training and Development Practices Sector Education and Training Authority** - is mandated to promote and facilitate the delivery of education, training, and development in order to enhance the skills profile of the Education, Training and Development (ETD) sector and contribute to the creation of employment opportunities especially for those previously disadvantaged.
- **FOODBEV - Food and Beverage Manufacturing Industry Sector Education and Training Authority** - function is to promote, facilitate and incentivise skills development in the Food and Beverage Manufacturing Sector.
- **FP&MSETA - Fibre Processing and Manufacturing Sector Education and Training Authority** - The Fibre Processing and Manufacturing SETA (FP&M SETA) is a public entity that is mandated to provide skills development services to the clothing, footwear, forestry, furniture, general goods, leather, packaging, printing, print media, publishing, pulp and paper, textiles and wood products sector.
- **HWSETA - Health and Welfare Sector Education and Training Authority** - The Health and Welfare Sector Education and Training Authority (HWSETA) is responsible for the education, training and skills development requirements of the health, social development, and veterinary sectors.
- **INSETA - Insurance Sector Education and Training Authority** - primary purpose is to grow the pool and quality of critical and scarce skills within the insurance sector.
- **LGSETA - Local Government Sector Education and Training Authority** - provides an environment to facilitate the training and up skilling of various employees and people involved in local government structures, as well as unemployed South Africans.
- **MERSETA - Manufacturing, Engineering and Related Services Sector Education and Training Authority** - The Mer SETA encompasses



Manufacturing, Engineering and Related Services.

- **MICT - Media, Information and Communication Technologies Sector Education and Training Authority** - The MICT SETA plays a pivotal role in achieving South Africa’s skills development and economic growth within the sub-sectors it operates namely, Advertising, Film and Electronic Media, Electronics, Information Technology and Telecommunications.
- **MQA - Mining Qualifications Authority** - is a registered Sector Education and Training Authority (SETA) for the mining and minerals sector in terms of the Skills Development Act No 97 of 1998 as amended.
- **PSETA - Public Service Sector Education and Training Authority** - The focus and emphasis of PSETA is primarily on transversal skills which are dubbed the ‘business of government’ – functions of administration, management, planning, legislation, policy development, etc.
- **SASSETA - Safety and Security Sector Education and Training Authority** - provides an institutional framework to the organisation for the development and implementation of national, sectoral and workplace strategies that improve the skills of the South African work force.
- **SERVICES SETA - Services Sector Education and Training Authority** - facilitate skills development by establishing learning programmes such as learnerships, skills programmes, internships, and other strategic learning initiatives.
- **TETA - Transport Sector Education and Training Authority** – is mandated to facilitate skills development and training in rail, aerospace, maritime, road freight, road passenger, taxi, freight handling, and forwarding and clearing subsectors.
- **W&RSETA - Wholesale and Retail Sector Education and Training Authority** - aims to facilitate

the skills development needs of the Wholesale and Retail (W&R) Sector through the implementation of learning programmes, disbursement of grants and monitoring of education and training as outlined in the National Skills Development Plan (NSDP).

## TVET Institutions

Public TVET institutions are registered and accredited by the Department of Higher Education and Training across all nine provinces of South Africa. The Director-General of the DHET (or his/her designate) is the Registrar of private colleges. Umalusi also accredits private providers of education and training.

To ensure that the TVET programmes are responsive to the commercial and industrial needs, the TVETs have partnered with SETAs which identify skills development needs within sectors and implement structures to meet the skills within those sectors. Partnerships between the DHET, SETA, businesses, commercial providers, and public TVET institutions enable the country to address industrial demands. SETA serve as a link between students and employers by developing interventions and solutions to skill demands in a specific industry. SETA is seen as a trustworthy and authoritative voice on skills since it is supported by both employers and workers.

## TVET Types

- **Public TVET/FET colleges** – (50)
- **Private TVET/FET colleges** – (279)
- Higher Education and Institutes (HEI) – (149)
- Community Education and Training (CET) Colleges – (9)

## Funding sources

Higher Education and Training (HET) is part of the essential long-term development goals of South Africa. Close to 20% of the government’s expenditure aims to provide the resources to fund skills acquisition initiatives in further education and training sector. Funding plays an essential role in TVET institutions by enhancing



performance and widening participation. The kinds of funding include TVET training programmes, funding for special occasions related to TVET, student financial support and private funding. South African TVET/FET are funded through:

- **National Skills Fund (NSF)** - funds projects identified in the National Skills Development Strategy Programme (**NSDSP**) and projects related to national good practice in skills development. The NSF targets those learners who have either completed their National Certificate or dropped out of the basic education system for learnership projects implemented in collaboration with SETAs.
- **Skills Development Levy (SDL) Grant Scheme** - refers to the levy that South African employers pay to the South African Revenue Services (SARS) for skills development of employees.
- **National Student Financial Aid Scheme (NSFAS)** - is a South African government student financial aid scheme which provides financial aid to undergraduate students to help pay for the cost of their tertiary education after finishing high school. It is funded by the Department of Higher Education and Training.
- Other funds originate from:
  - The government
  - Donations/contributions received by TVET institutions
  - Loans
  - Investments
  - Services rendered/provided
  - Fees for FET programmes
  - Accommodation

## Private sector engagement

One of the long-term goals of the DHET is to improve the demand of companies for TVET graduates and to strengthen the private sector involvement in TVET/FET institutions. An increasing number of private sector companies are entering into the partnerships with TVET

institutions to support the FET programmes offered at the colleges through learnerships. The private sector aims to increase employability by providing the youth with an industry-related occupational qualification.

Partnerships are being made to build relationships and networks between the TVETs and the industry. Sustainable TVET-industry relationships need looks at the benefits and long-term views of economic growth. In South Africa, several apex bodies are responsible for private sector engagements. They include:

### Private sector authorities

- **Business Unity South Africa (BUSA)** - plays an essential role in South Africa by creating an environment in which business organizations of all sizes and in all sectors can thrive, grow, and transform. It updates members on latest developments and reinforces employment. BUSA represents organized business interests and consists of organizational members representing corporate representatives, professional organizations and chambers of commerce and industry. BUSA focuses mainly on policies and represents all business organizations at National Economic Development and Labour Council (NEDLAC).
- **Business Leadership South Africa (BLSA)** - a member of BUSA with the primary purpose of building a business environment in which jobs can be created, working together with the government and labour to drive transformation, job creation and economic growth in South Africa. BLSA focuses mainly on project implementation and interventions.
- **The National Employers Association of South Africa (NAESA)** - an employers' association that provides all employers with access to labour related services and strives to create a secure working environment in which employees can grow and prosper. NAESA facilitate the implementation of employment equity and promotes youth and skills development in the workplace.



## Informal TVET systems

Most government interventions focus more on the formal sector than the informal sector. The informal sector receives little coverage. Extra support for investment in the informal sector is therefore one way to reduce unemployment through the promotion of newcomers, increasing the potential of established companies and encouraging transfers to the formal sector.

in South Africa, three in every ten of those who work are informally employed. Statistics South Africa's non-agricultural labour force data show that 4.5 million people are in informal employment. Analysis of the

supply of training to the informal economy suggests that SETAs have little incentive nor the expertise to service the specific needs of the informal economy (see Devey et al,2008).

## Statistics

This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in South Africa from 2017 to 2022. Youth in this publication refers to persons aged 15-24/34 years. All data presented here has been extracted from Statistics South Africa (StatsSA) and DHET.

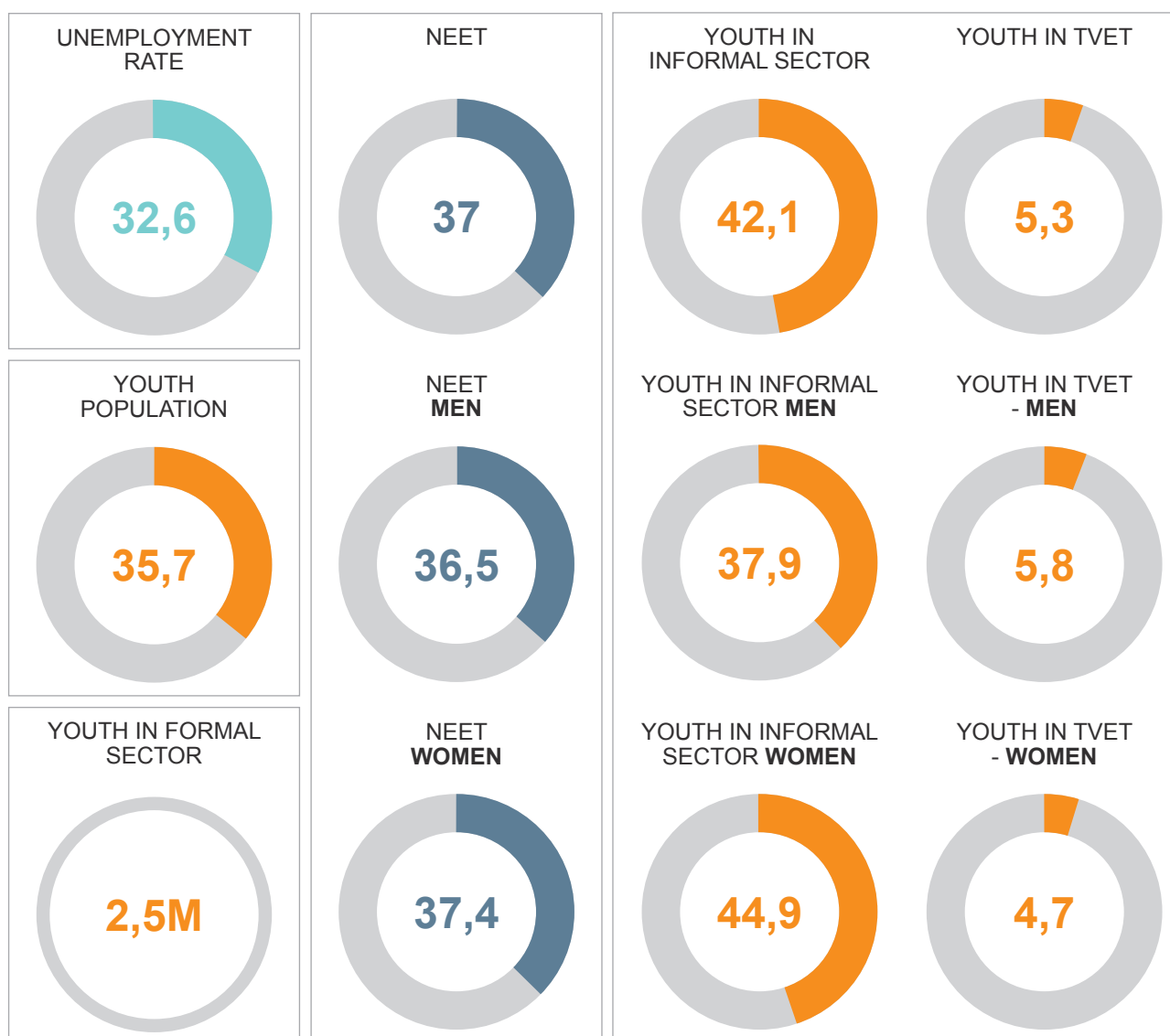




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# TVET-COUNTRY LEVEL OVERVIEW SOUTH AFRICA



**GOOD PRACTICES**

Lessons learnt, resources and skills associations  
<https://aspyee.org/page/good-practices>



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