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**Comments on the Report of the Ministerial Task Team  
on the Establishment of the South African Institute for  
Vocational and Continuing Education and Training  
(SAIVCET)**

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## Comments on the Report of the Ministerial Task Team on the Establishment of the South African Institute for Vocational and Continuing Education and Training (SAIVCET)

Thank you very much for the opportunity to respond to the content of the report. The objective of my contribution is to:

- Highlight the connections that can be established between the rationale for a SAIVCET described in the report and career development, even though the report addresses career development marginally.
- Share a proposal on how to include career development in SAIVCET.

- 1. Career development, career guidance, career information or career advice are not mentioned in the recommended roles, functions, structure and governance of SAIVCET. However, “facilitate the opening of viable pathways into vocational education and training for Grade 9 graduates” is considered one of the priorities of the Institute.**

The report states that the Green Paper for Post-School Education and Training (DHET, 2012: 34-35) proposed the institute should develop materials for career guidance. The report also acknowledges (page 50) that career advice in schools is needed to raise the profile of VET. Lastly, page 58 states that one of the points generally agreed upon in the submissions on the Green Paper relating to the establishment of SAIVCET is that colleges should offer effective career advisory services to students. These three of the four occasions in which career guidance, career information, career advice or career development are mentioned in the four chapters of the document. The fourth one is in page 31, when *provide for the development and dissemination of career information* is mentioned as one of the focus of the Korean Research Institute for Vocational Education and Training (KRIVET). However, *facilitate the opening of viable pathways into vocational education and training for Grade 9 graduates* is considered one of the priorities of the Institute. Career development is not the only way to achieve this priority, yet it is one of them, as it is in its core to empower learners to map viable education and training pathways.

2. Even though career development is not considered within the roles, functions, structure and governance of SAIVCET, the rationale for the institute is closely connected with career development role and functions.

Rationale for a SAIVCET	Connections with career development
<p>1. <i>Technical and vocational education and training (TVET) (...) [should] provide a range of accessible alternatives for young people and adults alike. Prospective students will be able to choose a path appropriately pitched to their entering with either a Grade 12 or a Grade 9 school certificate (pg. 15).</i></p>	<p>1. Career development is key to help prospective learners not only to choose, but to endure an appropriate path and to support it. Thus, career development is needed to be able to accomplish the vision for vocational and continuing education and training.</p>
<p>2. <i>The bold goal of DHET is to accommodate 4,000,000 learners in public education and training institutions, excluding universities, by 2030. This should significantly benefit the poor, who make up the bulk of those who struggle to complete school, who do not attain university entrance, who drop out of college and who thereafter find it difficult to access skilled employment (pg. 16).</i></p>	<p>2. <i>In the budget speech of the Minister of Higher Education and Training in 2010, the Minister referred to (...) career development (...) as follows: The absence of adequate career guidance and information contributes to high dropout rates in post-schooling career choices. (DBE et al, 2012:23). Again, and according the Minister of Higher Education, career development is needed to accomplish DHET goal and by doing so contribute to social justice.</i></p>
<p>3. <i>Most college teaching faculties lack (...) any form of academic self-development (pg. 17).</i></p>	<p>3. Career development in its broader sense does not only address learners' career paths; it is lifelong learning approach, it is also one of its functions to contribute to foster faculty's professional development.</p>
<p>4. <i>High failure rates constitute a huge waste of public funds on subsidies to unsuccessful students as well as an indefensible human</i></p>	<p>4. Career development, by helping learners to take an appropriate career choice that meets their interests and capabilities, also</p>

<p><i>toll in the form of shattered hopes (pg. 17).</i></p> <p>5. <i>The colleges should therefore have systems in place to address these 'readiness-deficits'. In most cases, they do not and students fail and drop out who might, with a little extra academic or personal support, have graduated comfortably (pg20).</i></p>	<p>plays a role in reducing failure rates; in a more efficient public funds distribution and in strengthening learners' hopes.</p> <p>5. Holistic career development role, is to offer the support the learner needs in order to successfully complete their education, and by doing so break the academic or social barriers that hinder educational achievement.</p>
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**3. The Korean Research Institute for Vocational Education and Training (KRIVET), the only comparable TVET-support institutes analysed which is considered especially interesting to South Africa, has career development in its core. The Chilean's case (SENCE) also include it:**

**KRIVET:**

- One of KRIVET's core functions is to provide for the development and dissemination of career information.
- The structure of the institute includes career development as one of its research themes and it has a Research and Development Centre for Career Development.
- *The Career Development Centre at KRIVET develops career information programmes. It also develops psychological tests and information packages on jobs and schools that are hosted on a web-based comprehensive career guidance system (pg. 136).*

**SENCE**

*SENCE has played an important role in developing a national system of career guidance. It has responsibilities for the design, monitoring and evaluation of the career guidance and employment counselling activities carried out by the municipal Labour Information Offices (OMILs) with no direct participation in the actual guidance activities (pg. 158).*

- 4. DHET is the department defining the framework for both the establishment of SAIVCET and for the provision of career guidance in the country. This is an opportunity to look for interrelations between both documents, which end result could be SAIVCET supporting career development services for vocational and continuing education and training.**

In 2010, (DBE et al, 2012:1), at the Cabinet Lekgotla of the South African government held from 20 to 22 January 2010, *government agreed on 12 outcomes that inter alia refer to issues of education and skills (...) Outcome 5 refers directly to skills for the country and requires the development of a skilled and capable workforce to support an inclusive growth path. The responsibility for Outcome 5 was given to the Minister of Higher Education and Training and one of the outputs for this outcome is the development and implementation of a standardised framework for cooperation on the provision of career guidance and information services in the country.* The fact that DHET is the department that defines a framework for both the establishment of SAIVCET and for the provision of career guidance in the country offers a good opportunity to look for interrelations and synergies between both frameworks. The end result of such search could be SAIVCET supporting career development services for vocational and continuing education and training.

**5. Proposal for the inclusion of career development in SAIVCET.**

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- Include career development as the seventh role SAIVCET should have. In practical terms, and in relation to the other roles proposed for the institute, the functions to be developed on career development would be:
  - action based research;
  - lecturers' professional development in its broader sense and specifically in career guidance for learners;
  - curriculum innovation through, e.g., the integration of career guidance in the curriculum;
  - monitoring and evaluation of career development practices at systemic level;
  - coordination and linkages on career development services offered by FET colleges, SETAs, CETCs, NGO's and in-company training centres;
  - advocacy aimed at raising the profile of VET through career development.
- To have one or two members of the board whose expertise would be career development. The members of the board could also be part of the National Career Development Forum that the Framework for Cooperation in the

Provision of Career Development Services in South Africa recommends to be established. In this way, synergies, collaboration and avoidance of overlapping between the two bodies could be achieved.

I sincerely hope my contribution can be useful. I thank you once again for the opportunity to share it with you. Kindly contact me at [cmr@ifihp.org](mailto:cmr@ifihp.org) or call me at 0792599244 should you have any query or concern.

### Literature

Department of Basic Education et al (2012) [on line]. Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa. [http://www.saga.org.za/docs/policy/career\\_development.pdf](http://www.saga.org.za/docs/policy/career_development.pdf) [Accessed on 09.07.2013]