TECHNICAL & VOCATIONAL EDUCATION
TRAINING COLLEGES GOVERNORS' COUNCIL

TVET COLLEGES GOVERNORS' COUNCIL

STRATEGIC PLAN

2026-2030

Strengthening Governance • Building Capability • Advancing the Nation

Planning Period:	2026 - 2030 (Five-Year Strategic Cycle)
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LIST OF ABBREVIATIONS

CET Act	Continuing Education and Training Act (Act No. 16 of 2006)
CPD	Continuing Professional Development
DHET	Department of Higher Education and Training
KPA	Key Performance Area
MEL	Monitoring, Evaluation and Learning
NDP	National Development Plan 2030
NPPSET	National Plan for Post-School Education and Training 2021-2030
PSET	Post-School Education and Training
QCTO	Quality Council for Trades and Occupations
SETA	Sector Education and Training Authority
SDG	Sustainable Development Goal
TVET	Technical and Vocational Education and Training
TVETCGC	TVET Colleges Governors' Council

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FOREWORD BY THE PRESIDENT

The TVET Colleges Governors' Council enters the 2026-2030 strategic cycle at a defining moment for South Africa's post-school education and training system. The completion of our 2020-2025 Strategic Plan marks not an end, but a critical transition point: one that demands both honest reflection on the journey travelled and courageous commitment to the road ahead.

South Africa's most urgent socio-economic challenges, including persistent youth unemployment, entrenched inequality, and structural poverty, remain unresolved. The TVET sector occupies a central position in the national effort to address these challenges. The 50 public TVET colleges and their governance structures, working in alignment with the Department of Higher Education and Training (DHET), have an irreplaceable responsibility to ensure that vocational education translates into genuine economic participation and human dignity.

This Strategic Plan was not designed in isolation. It was co-created through a rigorous, evidence-driven process that brought together representatives from all 50 public TVET colleges, senior officials from DHET, two national government ministers, SETA partners, and industry collaborators during our National Strategic Planning Session held at the College of Cape Town from 13-15 February 2026. That session was structured deliberately as a decision-and-design sprint rather than a consultative forum. Participants were asked not what they hoped the strategy would say, but what the system is actually experiencing. The evidence that emerged is both sobering and galvanising.

Eighty-two per cent of participants indicated that the primary outcome of our strategic session must be clear, implementable strategic and operational priorities: not a vision statement, not a list of programmes. That signal has been heard and honoured. This plan is designed as an operating system, not as a policy document. It establishes five interlocking pillars, an explicit governance and accountability architecture, a phased implementation roadmap, and a monitoring framework that links every commitment to a measurable outcome.

The Council commits to executing this plan with discipline, transparency, and collective accountability. We commit to naming who is responsible for what, sequencing our priorities with realism, and measuring our progress against outcomes that matter: improved employability, strengthened governance, modernised infrastructure, and a lecturer corps that is professionally capable and industry-aligned. We commit to being a governance and sector coordination body that adds genuine value to the broader PSET ecosystem, without duplicating the operational responsibilities of individual colleges or the regulatory authority of the Department.

I extend my gratitude to every participant who contributed to the development of this plan, to our two strategic facilitation partners, to the DHET officials who provided policy anchoring, and to the Principals, Council Chairs, and sector leaders whose honesty and commitment shaped the architecture of this document. The work of design is complete. The work of disciplined implementation now begins.

Mr. Sthembiso Khanyile

President

TVET Colleges Governors' Council

March 2026

STRATEGIC OVERVIEW BY THE SECRETARY GENERAL

The 2026-2030 Strategic Plan of the TVET Colleges Governors' Council represents a decisive shift in how this institution understands its own mandate and measures its own performance. For too long, strategic planning in the TVET sector has been characterised by the production of well-written documents that too rarely translate into operational change at college level. The participants in our February 2026 strategic session rated the current translation of strategy into practical, lived impact at college level at only 2.8 out of 5. That assessment is an honest one, and it demands an honest response.

The methodology underpinning this plan was designed to break that cycle. Two Slido engagement sessions captured quantitative and qualitative evidence in real time from representatives across all 50 public TVET colleges. Six structured breakout laboratories moved participants from diagnosis to design, requiring specific 90-day commitments, named ownership anchors, and measurable performance artefacts. Policy stress-testing ensured alignment with the DHET Revised Strategic Plan 2025-2030, the National Plan for Post-School Education and Training 2021-2030, the National Development Plan 2030, and the Sustainable Development Goals timeline.

The consolidated diagnostic that emerged from this process is unambiguous. The TVET sector does not primarily suffer from a lack of policy alignment. It suffers from a deficit of operational translation. Governance ambiguity, capability variability, infrastructure constraints, weak employer integration, and fragmented monitoring systems are the structural fault lines that this plan directly addresses. The five strategic pillars, the phased roadmap, the governance framework, and the monitoring architecture in this document are structured responses to these real-world constraints, not aspirational declarations.

This plan also resolves a question that has created friction across the sector: what is the TVETCGC for? The evidence from our strategic session was unequivocal. Only 7 per cent of participants described the Council's mandate as 'very clear' in practice. That ambiguity must be resolved, and this plan resolves it. The TVETCGC is a governance and sector coordination body. It strengthens strategic coherence across college councils, enables sector-wide accountability, and ensures that the national governance architecture of the TVET system functions as a coherent whole. It does not manage colleges, duplicate departmental regulatory functions, or substitute for the operational leadership of Principals and management teams.

Implementation discipline will be the true measure of this plan's credibility. The monitoring, evaluation and learning framework ensures that reporting feeds decision-making rather than compliance archives. The phased roadmap specifies what must happen within 90 days, what must be enabled within six months, what must be integrated by 18 months, and what consolidated outcomes must be achieved by 2030. This document is a living strategic contract between the Council, its member institutions, the Department, and the nation.

Mr. Sanele Zondi

Secretary General

TVET Colleges Governors' Council

March 2026

01 EXECUTIVE SUMMARY

1.1 National Strategic Proposition

South Africa continues to confront deep structural economic and social challenges that demand coordinated, evidence-based responses across the post-school education and training system. Persistent youth unemployment, entrenched inequality, and structural skills mismatches remain among the most significant constraints on inclusive growth and social mobility. Within this context, Technical and Vocational Education and Training has been identified as a central pillar of the country's long-term development trajectory across every major national policy framework.

The TVET Colleges Governors' Council operates within this broader national context as the governance coordination body through which the councils of public TVET colleges collectively engage on matters of institutional oversight, strategic direction, and sector development. College councils carry statutory responsibility for the governance of public TVET institutions under the Continuing Education and Training Act No. 16 of 2006, ensuring sound stewardship of public resources, compliance with regulatory frameworks, and alignment with national development priorities.

The 2026-2030 Strategic Plan represents the next phase in the institutional development of the Council. Building on the experience and lessons of the 2020-2025 strategic cycle, and co-created through a rigorous three-day National Strategic Planning Session in February 2026, this plan establishes a structured governance framework through which the Council will strengthen collaboration among college councils, promote governance excellence, and support coordinated responses to emerging sector challenges. Critically, this plan is designed as an operating system, not merely as a policy document, with explicit accountability anchors, measurable KPAs, and an embedded monitoring architecture.

1.2 Strategic Architecture: Five Interlocking Pillars

The strategic direction of the Council over the 2026-2030 period is organised around five interlocking pillars, each grounded in empirical diagnostic evidence and aligned to national priorities:

No.	Pillar	Strategic Intent
I	**Governance and Accountability**	Clarify mandate, codify decision rights, embed consequence management and performance monitoring across the governance architecture.
II	**Capability and Professionalisation**	Strengthen lecturer competence and leadership capability through professional standards, structured development pathways, and industry alignment.
III	**Infrastructure and Modernisation**	Align training facilities and equipment with current industry requirements and digital transformation imperatives through coordinated masterplanning.
IV	**Employer Integration and Labour Market Responsiveness**	Deepen structured employer partnerships, formalise compact mechanisms, and improve graduate absorption into productive employment.
V	**Data, Monitoring and Evaluation Architecture**	Convert fragmented compliance reporting into integrated, decision-useful performance intelligence that drives accountability and learning.

1.3 Evidence Base and Diagnostic Mandate

This plan was developed through an unusually rigorous evidence-gathering process. Key findings from the February 2026 National Strategic Planning Session include:

Critical Session Evidence
• 82% of participants indicated the primary outcome must be 'clear strategic and operational priorities that can be implemented'
• Only 7% described the TVETCGC mandate as 'very clear' in practice; 43% as 'partially clear'; 25% as 'unclear'
• Current programme translation to practical college-level impact rated at 2.8 out of 5
• Biggest sector constraint: Funding and resource constraints (38%), Leadership and governance capability (20%), Institutional culture (20%)
• Most critical external pressure: Digital transformation and AI (37%), Industry skills mismatch (29%), Youth unemployment (25%)
• Biggest TVETCGC capability gap: Communication and stakeholder engagement (34%), Strategic leadership (25%)
• 73% of participants demanded 'clear decisions now, with named accountability'
• #1 organisational issue: Weak accountability for performance and outcomes
• #1 operational barrier: Plans that do not translate clearly into day-to-day action

1.4 National Outcome Framework

The following top-level outcomes define what success looks like for South Africa by 2030. These outcomes, visible immediately to Ministers, Parliament, and Treasury, represent the measurable national impact the TVETCGC commits to contributing to through the five-year strategic architecture:

National Outcome	Primary Indicator	2026 Baseline	2030 Commitment
Graduate Employability	% of TVET programme completers in employment or further education within 12 months of completion	Baseline to be established Q3 2026	15% improvement from baseline across the sector
TVET Governance Quality	% of sector stakeholders rating TVETCGC mandate as clear or very clear (annual survey)	7% (Feb 2026 diagnostic)	70% clarity rating across sector
Employer Confidence and Satisfaction	Annual employer satisfaction index with TVET graduate readiness	No consolidated data	Baseline established 2026; 20% improvement by 2030
Infrastructure and Programme Alignment	% of occupational programmes with confirmed industry-	Baseline from 2026 audit	70% of occupational programmes industry-aligned

	aligned infrastructure readiness		
Accountability and Execution Culture	% of agreed strategic milestones delivered on time within the phased roadmap	No measurement baseline	80% on-time delivery rate sustained from 2027

1.5 Implementation Approach

The Strategic Plan establishes a phased implementation roadmap that converts diagnostic evidence into disciplined execution. Five progressive phases, Stabilisation (0-90 days), Enablement (3-6 months), Integration (6-18 months), Standardisation (18-36 months), and Consolidation (36-60 months), progressively build the institutional foundations required for sustained strategic impact. Central to the credibility of this plan is a governance and accountability framework that names ownership, establishes reporting cadence, and embeds consequence management mechanisms across all five pillars.

1.6 Vision, Mission and Values

VISION	***A credible, capable, and performance-driven TVET governance body that strengthens the college sector as a central instrument of South Africa's socio-economic renewal.***
MISSION	To provide effective governance coordination and strategic oversight across public TVET college councils, promoting accountability, sector coherence, and alignment with national development priorities in order to advance quality, employability, and institutional excellence throughout the TVET system.
VALUES	**Accountability • Integrity • Collaboration • Excellence • Responsiveness • Transparency • Equity**

Figure 1.1: TVETCGC Strategic Framework Hierarchy: Mandate to Delivery

02 TVET SYSTEM TRANSFORMATION MODEL

Strategic plans succeed or fail not on the quality of their design, but on the clarity of their transformation logic. This section articulates the explicit theory of change through which the TVETCGC's five strategic pillars translate into measurable improvements in South Africa's TVET system and, ultimately, into national economic and social outcomes.

The model answers the question that policymakers, Treasury, and Parliament will inevitably ask: how, precisely, does the Council's governance work change the lived experience of colleges, lecturers, students, and employers? The answer is a five-stage transformation cascade:

Stage	Pillar	System Change	National Outcome Contribution
1	**Governance and Accountability (Pillar I)**	Mandate clarity removes institutional friction. Decision rights are codified. Consequence management is activated. Councils operate with shared strategic direction.	Governance coherence enables coordinated system-wide action. Political and institutional energy is focused on delivery rather than role contestation.
2	**Capability and Professionalisation (Pillar II)**	Lecturer professional standards are systematised. CPD pathways improve instructional quality and occupational relevance. Leadership capacity strengthens institutional culture.	Improved teaching quality produces graduates with skills that match employer demand. Leadership development reduces management failure rates.
3	**Infrastructure and Modernisation (Pillar III)**	Training environments are aligned to current industry standards. Digital infrastructure supports contemporary occupational programme delivery.	Students develop competencies that translate directly to workplace performance. Employer confidence in TVET outputs increases.
4	**Employer Integration and Labour Market Responsiveness (Pillar IV)**	Formal employer compacts create structured placement pipelines. Labour market intelligence shapes programme planning. Graduate absorption rates improve.	Youth unemployment is reduced through structured pathways from training to employment. Skills mismatch with industry narrows.
5	**Data, Monitoring and Evaluation Architecture (Pillar V)**	Integrated performance dashboards convert reporting into decision-useful intelligence. Consequence management is evidence-driven. Accountability loops are closed.	National investment in TVET is demonstrably linked to employability outcomes. Policy decisions are informed by reliable system-wide evidence.

2.1 The Chain of Change

The transformation cascade is cumulative, not parallel. Each stage creates the conditions for the next. Governance reform (Stage 1) is the foundation; without it, capability development has no enforcement architecture, infrastructure investment has no coordination logic, and employer compacts have no accountability framework. The five pillars are therefore not a menu of options; they are a sequenced transformation system.

TVETCGC THEORY OF CHANGE

Governance Reform

(Mandate clarity + accountability architecture)

v

Strengthened Institutional Capability

(Professionalised lecturers + capable leadership)

v

Modernised Training Environments

(Industry-aligned infrastructure + digital readiness)

v

Structured Employer Integration

(Formal compacts + labour market intelligence)

v

Evidence-Driven Accountability

(Integrated data + consequence management)

v

IMPROVED GRADUATE EMPLOYABILITY

v

ECONOMIC PARTICIPATION + REDUCED INEQUALITY

v

NDP 2030 TARGETS: POVERTY, UNEMPLOYMENT, INEQUALITY

2.2 What This Model Implies for Design and Sequencing

The transformation model has direct implications for the implementation roadmap. Because governance reform is the enabling condition for all other stages, Phase 1 (Stabilisation) concentrates on governance clarification and accountability architecture. Because capability and infrastructure depend on governance having clarity, they are Phase 2 and 3 priorities. Because employer integration requires capable lecturers and modern infrastructure, it scales in Phases 3 and 4. And because the full chain of change only becomes visible through measurement, data architecture is embedded from day one and runs through all five phases.

This model also makes the TVETCGC's contribution to national outcomes legible. Critics who question the value of a governance coordination body can be directed to this transformation logic. The TVETCGC does not teach students. It does not run colleges. But it creates and maintains the conditions under which colleges can teach well, employers can engage structurally, and graduates can find meaningful employment. That is a legitimate, measurable, and nationally significant contribution.

03 LEGISLATIVE AND POLICY MANDATE

3.1 Constitutional Mandate

The TVET Colleges Governors' Council derives its mandate from the constitutional commitment to education as a fundamental right and to the progressive realisation of access to post-school education and training. Section 29 of the Constitution of the Republic of South Africa, 1996, guarantees the right to further education, which the State must make progressively available and accessible. The Council's work is a direct contribution to this constitutional imperative.

3.2 Statutory Mandate under the CET Act

The primary legislative foundation of the TVETCGC is the Continuing Education and Training Act No. 16 of 2006 (as amended). The Act establishes the governance framework for public TVET colleges, including the statutory responsibilities and composition of college councils. The TVETCGC serves as the collective governance coordination body through which college councils exercise their statutory responsibilities. The CET Act is treated as the fixed non-negotiable anchor within the Council's governance architecture: immovable in what it prescribes, flexible in how it is implemented within the bounds of legislative intent.

Key statutory functions include oversight of institutional governance, accountability for public resource stewardship, compliance with regulatory requirements, and alignment of college strategy with national education objectives.

3.3 Alignment to the DHET Revised Strategic Plan 2025-2030

The TVETCGC's 2026-2030 Strategic Plan is explicitly aligned to the Department of Higher Education and Training (DHET) Revised Strategic Plan 2025-2030. The DHET Strategic Plan identifies five strategic outcomes to which the Council's pillars directly respond:

- Expanding access to and improving quality of post-school education and training (aligned to Pillars II, III, and IV)
- Building a capable and ethical state through strengthened governance (aligned to Pillar I)
- Advancing economic transformation through skills development (aligned to Pillars II and IV)
- Digitalisation and technology-enabled learning (aligned to Pillars III and V)
- Strengthened monitoring, accountability, and evidence use (aligned to Pillar V)

3.4 Alignment to the National Plan for Post-School Education and Training 2021-2030

The National Plan for Post-School Education and Training (NPPSET) 2021-2030 sets system-wide targets and priorities for expanding the PSET system. The TVETCGC's strategic architecture responds directly to the NPPSET's emphasis on expanding TVET college enrolment, improving programme quality and relevance, strengthening institutional governance, and increasing the employability and absorption of graduates.

3.5 Alignment to the National Development Plan 2030

The National Development Plan 2030 remains the overarching development vision to which this Strategic Plan is aligned. The NDP identifies vocational education as central to eliminating poverty, reducing inequality, and creating inclusive economic growth by 2030. The Council's commitment to measurable outcomes on employability, governance quality, and capability development is directly linked to the NDP targets of reducing unemployment, poverty, and inequality.

3.6 Alignment to the Sustainable Development Goals

The Council's Strategic Plan contributes to several Sustainable Development Goals (SDGs), most directly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice and Strong Institutions). The 2030 SDG horizon aligns precisely with the NDP 2030 horizon, reinforcing the multi-level policy coherence of this strategic framework.

04 STRATEGIC CONTEXT AND SYSTEM DIAGNOSIS

4.1 National and Sector Context

South Africa's labour market continues to experience severe structural strain. The expanded unemployment rate remains among the highest in the world, with youth unemployment being particularly acute. The economy's capacity to absorb graduates from the post-school system has been constrained by slow GDP growth, structural rigidities in the labour market, and a skills mismatch between what colleges produce and what employers require. At the same time, the rapid acceleration of digital transformation, automation, and artificial intelligence is reshaping occupational demand in ways that require TVET institutions to be significantly more agile and industry-responsive than they have historically been.

Within this context, TVET colleges serve approximately 700,000 students annually and are expected to contribute substantially to the national skills development pipeline. The successful execution of the QCTO transition, specifically the phasing out of legacy NATED programmes and the scaling of occupational programmes, represents both the most significant opportunity and one of the most complex challenges of the current strategic cycle.

4.2 PESTLE Analysis

Factor	Key Implications for TVETCGC
Political	Strong political commitment to skills development. Political interference in institutional governance remains a risk. Government accountability expectations are rising. Alignment with revised DHET plan is a political necessity.
Economic	Low growth environment constrains public funding. Youth unemployment at crisis levels. QCTO transition creates medium-term economic demand. Skills mismatch limits industrial productivity.
Social	High inequality and poverty create equity imperatives. Demand for social mobility through TVET is growing. Public trust in TVET quality is variable. Demographic pressures amplify urgency.
Technological	Digital transformation and AI are the #1 external pressure identified by sector leaders. E-learning, simulation, and industry 4.0 technologies require infrastructure and lecturer upskilling. Data systems are critically underdeveloped.
Legal/Regulatory	CET Act is the fixed legislative anchor. QCTO legislation is driving programme transformation. NQF alignment requirements are ongoing. Funding norms require compliance.
Environmental	Green economy transition creates emerging occupational demand. Environmental sustainability is increasingly relevant to occupational programme content. Infrastructure planning must incorporate sustainability.

4.3 SWOT Analysis

STRENGTHS	WEAKNESSES
• • Statutory governance mandate under CET Act • • Representation of all 50 public TVET colleges • • Established policy influence and sector coordination role • • Strong DHET and SETA stakeholder relationships	• • Mandate ambiguity in practice (only 7% clarity rating) • • Weak communication and stakeholder engagement systems • • Limited internal monitoring and consequence management

• • Collective sector knowledge and experience • • Evidence-based strategic planning process (Feb 2026)	• • Strategy-to-implementation translation gap (2.8/5 rating) • • Fragmented data and reporting architecture • • Resource and capacity constraints
OPPORTUNITIES	**THREATS**
• • DHET Revised Strategic Plan provides alignment framework • • QCTO transition creates opportunity for occupational programme leadership • • Growing national urgency for TVET quality creates political support • • Digital transformation opens new modalities for governance and learning • • Industry partnership appetite for structured employer compacts	• • Funding and resource constraints threatening programme delivery • • Political interference undermining governance independence • • Digital transformation and AI disrupting occupational relevance faster than adaptation • • Continued mandate ambiguity eroding accountability • • Industry skills mismatch persisting without structured employer integration

4.4 Consolidated National Diagnostic

The evidence generated during the February 2026 National Strategic Planning Session constitutes the most rigorous system-wide diagnostic the TVETCGC has conducted. The findings establish the non-negotiable design parameters for the 2026-2030 strategic architecture.

Diagnostic Dimension	Evidence Signal	Design Implication
Execution Gap	Strategy rates only 2.8/5 on practical college impact. Plans don't translate to day-to-day action.	The 2026-2030 plan must function as an operating system with explicit ownership, phased sequencing, measurable KPAs, and embedded monitoring.
Governance Ambiguity	Only 7% found mandate 'very clear'. Decision rights between TVETCGC, DHET, Councils, and Management are contested.	Mandate boundaries, non-negotiable functions, and escalation pathways must be codified. Decision rights defined at level, not personality.
Capability Constraints	Leadership weakness, poor management, and capacity gaps are the dominant causes of initiative failure (open-text signals).	Lecturer professional standards, leadership development pipelines, and performance accountability must be structural elements of the operating model.
Infrastructure Readiness	Aging equipment, fragmented procurement, and misalignment with industry standards undermine programme credibility.	Infrastructure planning must shift from ad hoc requests to integrated masterplan logic, aligned to sectoral growth areas and employer demand.
Employer Integration	Industry skills mismatch (29%) and youth unemployment (25%) are major external pressures. Formal employer compacts are absent.	Employer compact mechanisms must be formalised, labour market analytics integrated into planning, and KPAs tied to employability outcomes.
Data and Measurement	41% identified 'execution to measurement' as the biggest translation breakdown. Weak accountability loops persist.	Integrated data architecture, performance dashboards, and monitoring cycles that link KPAs to consequence management are mandatory.

4.5 Lessons from the 2020-2025 Strategic Plan

A critical review of the concluded 2020-2025 Strategic Plan informed the design of this successor plan. Key lessons are documented to ensure continuity without complacency:

- Achievements: The Council successfully established its presence within the PSET ecosystem, strengthened policy engagement with DHET, and maintained sector coordination functions. Governance awareness among college councils was demonstrably improved.
- Gaps identified: Monitoring and evaluation architecture was insufficiently robust to enable consequence management. Employer integration remained aspirational rather than operational. The strategy-to-execution translation was weak across multiple pillars.
- Design implication: The 2026-2030 plan must close the accountability loop by embedding named ownership, measurable milestones, and a minimum viable monitoring framework from the outset, not as a downstream activity.

05 STRATEGIC IDENTITY AND MANDATE CLARIFICATION

5.1 The TVETCGC Identity

The February 2026 strategic session produced clear consensus on a question that has been a source of systemic friction: what is the TVETCGC for? The consolidated answer provides the foundation for every design decision in this plan:

THE TVETCGC IS:	THE TVETCGC IS NOT:
✓ A governance and sector coordination body ✓ A strategic integrator within the PSET ecosystem ✓ A platform for policy influence and sector coherence ✓ A governance oversight support mechanism for college councils ✓ A convenor of strategic stakeholder alignment	✗ A parallel department to DHET ✗ An operational manager of individual colleges ✗ A substitute for college Principal and management authority ✗ A programme implementation unit ✗ A regulatory authority over colleges

5.2 Institutional Positioning within the PSET Ecosystem

The TVETCGC operates within the PSET ecosystem in clearly defined relational terms. These relationships are not hierarchical substitutes but complementary governance interfaces:

- With DHET: Strategic partner in governance oversight and sector coherence. The TVETCGC does not duplicate departmental regulatory functions but reinforces alignment between college governance and national policy priorities.
- With College Councils and Principals: Coordination and support through governance mechanisms, not through direct operational management. The TVETCGC strengthens council capability and alignment, while colleges retain operational accountability.
- With SETAs: Convenor and influencer to strengthen labour market alignment and occupational programme relevance. The TVETCGC facilitates coordination without superseding SETA statutory mandates.
- With Industry Partners: Broker of structured employer engagement, facilitating compact frameworks and occupational demand intelligence, without replacing direct college-employer operational relationships.

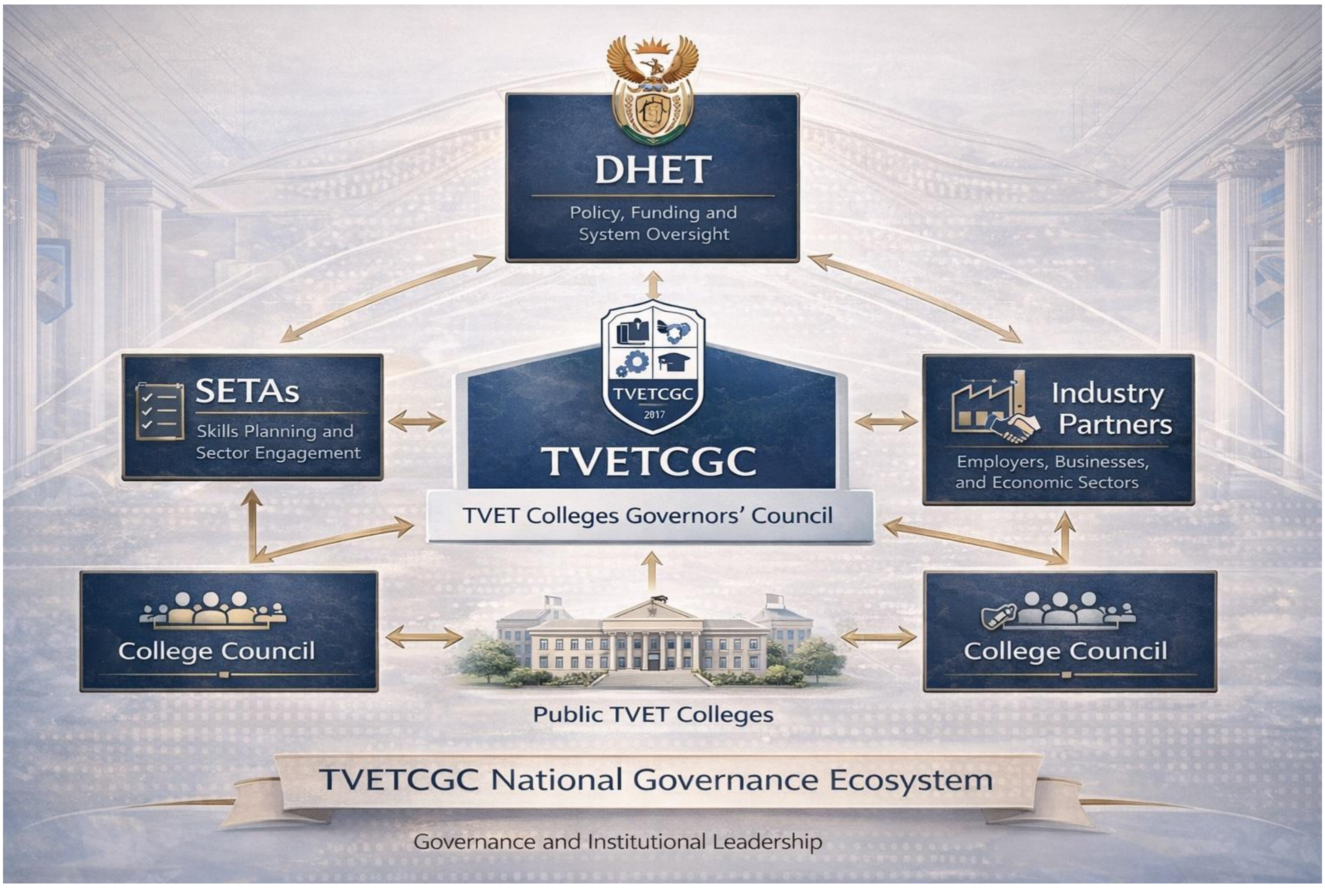

Figure 4.1: TVETCGC National Governance Ecosystem: Institutional Relationships within the PSET System

5.3 Mandate Non-Negotiables

The following mandate non-negotiables were consolidated during the strategic session and are to be embedded as foundational constraints in all governance, planning, and accountability decisions during the 2026-2030 cycle:

1. Mandate authority is derived from and bounded by the CET Act; all strategic activities must be consistent with statutory provisions.
2. Decision rights must be codified at the appropriate governance level and protected against informal mandate creep.
3. The Council's value-add lies in strategic positioning and sector coherence, not operational management.
4. All strategic commitments must be measurable; commitments without defined indicators and ownership anchors are not endorsed commitments.
5. Alignment with DHET's Revised Strategic Plan 2025-2030 is a standing requirement, not a periodic exercise.

06 STRATEGIC PILLARS AND KEY PERFORMANCE AREAS

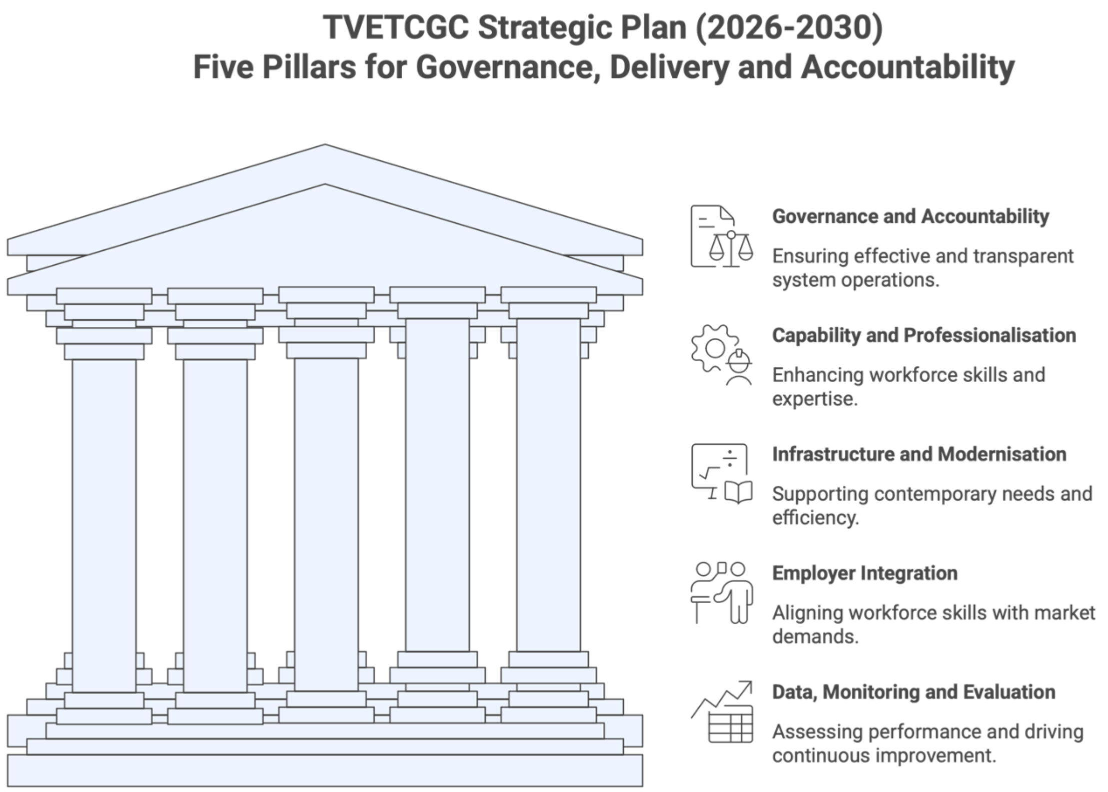

Figure 5.1: TVETCGC Strategic Pillars: Governance, Delivery and Accountability Architecture

The five strategic pillars below represent the principal domains through which the TVETCGC will pursue its mandate over 2026-2030. Each pillar is grounded in diagnostic evidence, aligned to national priorities, and supported by a set of Key Performance Areas with defined indicators, baselines, and five-year targets.

I Governance and Accountability

Clarifying mandate, decision rights, and performance consequences

Pillar I Strategic Intent

Governance and accountability form the stabilising core of the 2026-2030 architecture. Diagnostic evidence established that mandate ambiguity is a systemic fault line: only 7% of stakeholders described the TVETCGC's mandate as 'very clear' in practice, while 73% demanded 'clear decisions now, with named accountability.' This pillar directly resolves that fault line by institutionalising mandate clarity, codifying decision rights, embedding consequence management, and ensuring that the Council's governance functions reinforce, rather than confuse, the accountability architecture of the college sector.

Pillar I: Key Performance Areas

KPA	Performance Indicator	Baseline (2026)	Target (2030)
Mandate Clarity and Communication	% of college councils and key stakeholders rating TVETCGC mandate as 'very clear' in annual survey	7%	70%
Governance Framework Adoption	Governance clarification matrix formally adopted and communicated to all 50 colleges	Not in place	100% adoption by Q2 2026
Decision Rights Codification	Decision rights framework agreed between TVETCGC, DHET, Councils, and College Management	Contested/unclear	Codified and operational
Accountability Register	Named accountability register for all strategic pillars operational with quarterly reviews	Not in place	Active and reported quarterly
Council Governance Quality	Average governance quality rating across college councils (independent assessment)	Baseline TBD	20% improvement by 2030
Escalation Mechanism	% of identified governance bottlenecks resolved within defined escalation timelines	No data	80% resolution rate

Pillar I: Enabling Mechanisms

- Draft and formally adopt a Governance Clarification Matrix that defines decision rights between DHET, TVETCGC, College Councils, and College Management
- Develop and maintain a named Accountability Register mapping each strategic pillar to ownership level, measurable outputs, and reporting cadence
- Establish structured Council induction and orientation materials aligned to the clarified mandate framework
- Institute a quarterly governance performance review cycle aligned to the phased roadmap milestones
- Define and activate escalation pathways for governance conflicts, mandate breaches, and accountability failures

II Capability and Professionalisation

Strengthening lecturer and leadership competence across the sector

Pillar II Strategic Intent

Capability is the engine of delivery quality. No system can produce industry-relevant graduates without credible instructional quality, and no governance structure can function effectively without capable leadership. Diagnostic evidence from the session consistently identified leadership weakness, poor management, and capacity gaps as the dominant causes of well-intentioned TVET initiatives failing to deliver. The QCTO transition intensifies the capability imperative: occupational programme delivery requires lecturers who are both pedagogically skilled and industry-experienced. This pillar builds the professional infrastructure needed to close that gap.

Pillar II: Key Performance Areas

KPA	Performance Indicator	Baseline (2026)	Target (2030)
Lecturer Professionalisation	% of lecturers with qualification alignment to occupational programmes they teach	Baseline TBD (sector audit)	80% aligned by 2030
CPD Framework Implementation	Structured CPD framework linked to occupational standards adopted and operational across colleges	Not systematised	Operational at 80% of colleges by 2028
Industry Immersion	% of lecturers completing structured industry immersion per 5-year cycle	<5% (estimated)	40% by 2030
Leadership Development	% of College Council members and senior managers completing formal governance/leadership development	No sector data	50% completion by 2030
Lecturer Capability Audit	Sector-wide lecturer capability audit conducted against occupational programme requirements	Not conducted	Audit complete Q3 2026; refreshed 2028
Lecturer Performance Monitoring	% of colleges with formalised lecturer performance monitoring linked to occupational standards	<30% (estimated)	80% by 2029

Pillar II: Enabling Mechanisms

- Conduct a sector-wide Lecturer Capability Audit mapping current qualifications against occupational programme delivery requirements (90-day priority)
- Develop a Lecturer Professional Standards Roadmap aligned to QCTO occupational requirements and industry standards
- Design a structured CPD framework with measurable progression milestones, integrated with SETA and industry partner support
- Initiate structured industry immersion pilots in at least two priority occupational streams within 12 months
- Establish a leadership and governance development pipeline in partnership with DHET and relevant professional bodies

III Infrastructure and Modernisation

Aligning training environments with industry and digital requirements

Pillar III Strategic Intent

Infrastructure is not a peripheral concern; it is a precondition for occupational programme credibility. Aged equipment, fragmented procurement, and misalignment between training environments and current industry standards directly undermine both graduate employability and employer confidence in TVET outputs. Digital transformation and AI were identified as the primary external pressure shaping the sector over the next three to five years. If infrastructure is not modernised in line with technological and industrial advancement, curriculum reform, however well-designed, cannot translate into practical competence. This pillar establishes an integrated, intelligence-led approach to infrastructure planning and investment.

Pillar III: Key Performance Areas

KPA	Performance Indicator	Baseline (2026)	Target (2030)
Infrastructure Readiness Audit	Sector-wide infrastructure readiness audit against occupational programme requirements completed	Not conducted	Audit complete Q3 2026; refreshed 2028
Infrastructure Masterplan	Integrated Infrastructure Modernisation Masterplan adopted and aligned to occupational demand signals	Not in place	Adopted Q4 2026
Digital Infrastructure Readiness	% of colleges meeting minimum digital infrastructure standards for occupational programme delivery	Baseline TBD	80% compliant by 2029
Equipment Modernisation	% of identified critical equipment gaps in priority occupational programmes addressed	No data	60% gaps addressed by 2030
Procurement Cycle Efficiency	Average time from infrastructure budget allocation to equipment deployment	No data	20% reduction by 2029
Infrastructure-Programme Alignment	% of occupational programmes with infrastructure readiness assessment conducted	0%	100% by 2028

Pillar III: Enabling Mechanisms

- Conduct a rapid Infrastructure Readiness Audit, mapping equipment gaps against priority occupational programmes (90-day priority)
- Develop an Infrastructure Modernisation Blueprint with phased prioritisation criteria linked to occupational demand signals and labour market intelligence
- Establish a technical advisory forum with industry partners to ensure equipment standards align with current and emerging sector requirements
- Recommend a streamlined procurement oversight pathway to reduce deployment lag from capital allocation to equipment availability
- Develop a digital infrastructure standards framework defining minimum requirements for occupational programme delivery across all colleges

IV Employer Integration and Labour Market Responsiveness

Deepening structured partnerships to improve graduate employability

Pillar IV Strategic Intent

Employer integration is a strategic imperative, not a relationship exercise. Youth unemployment and industry skills mismatch were identified as the two largest external threats facing the sector. Yet breakout deliberations confirmed that formal employer compacts remain largely absent, workplace placement pipelines are inconsistent, and labour market intelligence is poorly integrated into programme planning. This pillar moves employer engagement from aspiration to structured operational reality, through formalised compact mechanisms, measurable placement outcomes, and the integration of industry intelligence into decision-making at every level of the system.

Pillar IV: Key Performance Areas

KPA	Performance Indicator	Baseline (2026)	Target (2030)
Employer Compact Framework	Structured Employer Compact Framework with defined roles, placement quotas, and feedback mechanisms adopted	Not in place	Framework adopted and piloted in 3 sectors by Q2 2027
Graduate Placement Rate	% of TVET programme completers securing employment or further education within 12 months of completion	Baseline TBD	15% improvement from baseline by 2030
Work Integrated Learning	% of occupational programmes with formalised work-integrated learning pathways	Baseline TBD	70% by 2030
Employer Satisfaction	Annual employer satisfaction rating with TVET graduate readiness	No data	Baseline established 2026; 20% improvement by 2030
SETA Partnership Alignment	% of priority occupational streams with active SETA partnership compact	<40% (estimated)	80% by 2029
Labour Market Intelligence Integration	% of occupational programme reviews incorporating labour market intelligence data	<20% (estimated)	80% by 2029

Pillar IV: Enabling Mechanisms

- Develop a Draft Employer Compact Framework defining placement quotas, co-curriculum input mechanisms, and joint accountability metrics (90-day priority)
- Map high-demand occupations against regional economic clusters to align programme offerings with geographic labour market demand
- Pilot structured employer compact templates in at least three priority occupational sectors within 12 months
- Develop a Labour Market Responsiveness Dashboard integrating SETA, industry, and employment data into programme planning cycles
- Clarify reporting lines and accountability for work placement data, enabling consistent tracking of graduate absorption outcomes

V Data, Monitoring and Evaluation Architecture

Converting reporting into decision-useful intelligence and accountability

Pillar V Strategic Intent

Data and measurement systems are the accountability engine of the entire strategic architecture. Forty-one per cent of session participants identified 'execution to measurement and learning' as the biggest translation breakdown in the current system. Without integrated monitoring and evaluation architecture, performance cannot be verified, and accountability cannot be enforced. This pillar transforms the current compliance-oriented reporting culture into a performance management system: one where data feeds decisions, dashboards trigger consequences, and monitoring cycles reinforce the execution culture demanded by the sector.

Pillar V: Key Performance Areas

KPA	Performance Indicator	Baseline (2026)	Target (2030)
Data Integration Blueprint	TVET Data Integration Blueprint developed and implementation initiated	Fragmented systems	Blueprint adopted Q3 2026; integration operational 2028
Performance Dashboard	Integrated Performance Dashboard tracking all KPA clusters operational	Not in place	Operational by Q4 2026 (prototype); full integration 2028
Reporting Cadence	% adherence to 30-day, 90-day, and annual monitoring cycle requirements	No data	90% adherence by Q3 2027
Data Quality	% of colleges submitting complete, consistent data against defined indicators by required deadlines	<50% (estimated)	90% compliance by 2029
Consequence Management	% of identified performance deviations triggering structured corrective action within prescribed timelines	No current mechanism	75% response rate by 2028
MEL Framework Adoption	Monitoring, Evaluation and Learning Framework formally adopted and embedded in governance routines	Not in place	Adopted Q2 2026; reviewed annually

Pillar V: Enabling Mechanisms

- Establish a Data Integration Task Team comprising TVETCGC, DHET, and college data leads within 60 days
- Define a core performance indicator set aligned to all five pillar KPAs and national priority outcomes (90-day priority)
- Develop and pilot an Accountability Dashboard Prototype that converts compliance data into decision-useful performance signals

- Design a simplified, integrated reporting architecture that eliminates duplicative reporting regimes while improving data quality
- Embed structured consequence management protocols into the monitoring framework, with defined escalation thresholds and corrective action pathways

07 CROSS-PILLAR DEPENDENCY AND INTEGRATION

The five pillars are interdependent. Failure in any single pillar risks cascading failure across the system. The table below maps the critical dependencies between pillars and specifies the consequence of misalignment:

Primary Pillar	Dependent Pillar	Nature of Dependency	Consequence of Misalignment
Pillar I: Governance	**Pillar V: Data & MEL**	Governance reform requires measurable performance signals to enforce accountability	Accountability loops remain weak; governance decisions made without evidence
Pillar II: Capability	**Pillar IV: Employer Integration**	Industry input to lecturer standards ensures occupational relevance	Skills mismatch persists; graduates not industry-ready
Pillar II: Capability	**Pillar III: Infrastructure**	Lecturers require modern facilities to teach contemporary occupational programmes	Well-qualified lecturers cannot deliver in obsolete training environments
Pillar III: Infrastructure	**Pillar IV: Employer Integration**	Equipment relevance must be verified against current employer technical requirements	Underutilised or misaligned facilities; employer confidence declines
Pillar IV: Employer Integration	**Pillar V: Data & MEL**	Placement and absorption outcomes must be tracked to validate integration impact	No evidence of impact; employer compact credibility undermined
Pillar I: Governance	**Pillar II: Capability**	Clear authority is required for enforcing lecturer professionalisation standards	Professional development remains voluntary; performance reinforcement absent

The sequencing implication is clear: governance clarification (Pillar I) and data architecture (Pillar V) must be initiated first, as they are enabling conditions for all other pillars. Infrastructure modernisation (Pillar III) and capability development (Pillar II) must align with employer demand signals (Pillar IV). No pillar can succeed in isolation.

08 PHASED IMPLEMENTATION ROADMAP 2026-2030

Figure 7.1: TVETCGC Strategy-to-Execution Flow Model: From Mandate to Measurable Outcomes

The implementation roadmap sequences the 2026-2030 Strategic Architecture into five disciplined phases. Each phase builds on the preceding one, ensuring that structural enablers are in place before programme-level scaling commences. The roadmap reflects the sector's demand for disciplined sequencing, named ownership, and immediate visible action.

Phase 1: Stabilisation | 0 - 90 Days

Secure mandate clarity and establish execution credibility through early visible action

Priority Actions	Key Artefacts to Produce
1. Formally adopt Governance Clarification Matrix and communicate to all 50 colleges 2. Establish and activate Named Accountability Register for all five pillars 3. Initiate sector-wide Lecturer Capability Audit (scoping and methodology) 4. Conduct rapid Infrastructure Readiness Assessment in 10 priority colleges 5. Establish Data Integration Task Team (TVETCGC + DHET + College leads)	• **Mandate Clarification Brief** • **Accountability Register** • **90-Day Action Tracker** • **Baseline Dashboard (prototype)** • **Data Task Team Charter** **Ownership:** TVETCGC Executive Leadership **Risk if delayed:** Mandate drift; continued execution scepticism; loss of momentum post-session

6. Define core performance indicator set for all five KPA clusters 7. Launch 30-day internal pulse check reporting routine 8. Communicate strategic identity clarification to Councils and Principals	

Phase 2: Enablement | 3 - 6 Months

Establish the structural enablers that make delivery possible across all five pillars

Priority Actions	Key Artefacts to Produce
1. Complete and circulate sector-wide Lecturer Capability Audit findings 2. Develop Lecturer Professional Standards Roadmap (draft for consultation) 3. Adopt Infrastructure Modernisation Blueprint with prioritisation matrix 4. Draft Employer Compact Framework and initiate engagement with SETAs and industry 5. Operationalise Minimum Viable Monitoring Framework aligned to KPAs 6. Complete Data Integration Blueprint design 7. Establish employer compact pilot design for three priority occupational sectors 8. Initiate Council governance induction materials revision	**• Lecturer Capability Audit Report** **• Professional Standards Roadmap (draft)** **• Infrastructure Blueprint** **• Employer Compact Framework (draft)** **• MEL Framework** **• Data Integration Blueprint** **Ownership:** TVETCGC (coordination); DHET interface; Colleges (reporting) **Risk if delayed:** Design fragmentation; monitoring deficit persists; employer engagement stalls

Phase 3: Integration | 6 - 18 Months

Operationalise pillar commitments system-wide with structured cross-pillar integration

Priority Actions	Key Artefacts to Produce
1. Implement Lecturer Professional Standards Roadmap in at least 20 colleges 2. Launch structured industry immersion pilots in two priority occupational streams 3. Operationalise Accountability Performance Dashboard across all pillars 4. Pilot Employer Compact Framework in three priority occupational sectors 5. Sequence infrastructure upgrades in 15 highest-priority colleges 6. Integrate data architecture improvements across participating colleges 7. Establish quarterly cross-pillar review routines at TVETCGC executive level 8. Formal engagement with DHET to align governance framework with Revised Strategic Plan	**• Integration Plan** **• Employer Compact Protocols** **• Infrastructure Upgrade Schedule** **• Performance Dashboard (operational)** **• CPD Tracking Mechanism** **Ownership:** Shared: TVETCGC, Colleges, DHET/SETAs **Risk if delayed:** Execution gap remains; employer linkage weak; cross-pillar misalignment

Phase 4: Standardisation | 18 - 36 Months

Reinforce performance consistency, reduce variability, and scale what works

Priority Actions	Key Artefacts to Produce
1. Standardise governance practice framework across all 50 college councils 2. Scale CPD framework to all colleges with measurable progression tracking 3. Implement consequence management protocols based on MEL data 4. Expand Employer Compact Framework to 10 priority sectors 5. Conduct mid-cycle strategic review (2028) against all KPA targets 6. Strengthen data-informed decision-making through dashboard refinement 7. Embed accountability reinforcement protocols in performance contracts 8. Publish first Sector Governance Performance Report	• **Governance Practice Framework** • **Reinforcement Protocols** • **Sector Performance Report 1** • **Mid-Cycle Strategic Review Report** **Ownership:** System-wide; TVETCGC oversight **Risk if delayed:** Fragmentation persists; accountability culture not embedded

Phase 5: Consolidation | 36 - 60 Months

Deliver measurable national outcomes and consolidate institutional sustainability

Priority Actions	Key Artefacts to Produce
1. Align all reporting to national unemployment, inequality, and poverty reduction metrics 2. Publish full-cycle Sector Outcome Evaluation Report (2030) 3. Consolidate employer responsiveness frameworks across all colleges 4. Conduct end-of-cycle governance review and mandate boundary assessment 5. Initiate planning for 2031-2035 strategic cycle informed by evidence 6. Publish National Impact Dashboard demonstrating TVET contribution to NDP 2030 targets	• **Outcome Evaluation Framework** • **National Impact Dashboard** • **Governance Review Brief** • **2031-2035 Planning Foundation** **Ownership:** TVETCGC oversight; DHET alignment **Risk if delayed:** Activity without measurable impact; mandate instability returning

09 GOVERNANCE AND ACCOUNTABILITY FRAMEWORK

Governance in this architecture is not a ceremonial layer; it is the operating system through which strategic priorities are sequenced, ownership is assigned, and delivery is protected from mandate drift. The governance and accountability framework translates the mandate clarification in Section 5 into operational routines, decision structures, and consequence mechanisms.

9.1 Decision Rights and Role Differentiation

The following matrix codifies decision rights across the key governance actors. This matrix is the authoritative reference for resolving governance conflicts and preventing mandate creep:

Decision Domain	TVETCGC	DHET	College Council	College Management
Sector governance policy	Influence and advocate	Decide and regulate	Implement in compliance	Operationalise
Strategic planning (TVETCGC)	Own and lead	Align and approve	Participate and advise	Inform and implement
College operational management	Monitor and coordinate	Oversight and audit	Govern and oversee	Execute and manage
Employer compact frameworks	Facilitate and coordinate	Enable and align	Adopt and champion	Implement and report
Lecturer professionalisation standards	Coordinate and advocate	Set minimum standards	Monitor compliance	Implement and develop staff
Infrastructure investment	Coordinate masterplan	Fund and approve	Prioritise and govern	Manage deployment
Performance data reporting	Consolidate and report	Receive and use	Oversee college data	Submit accurate data
Escalation of systemic risks	Escalate to DHET	Resolve and direct	Escalate to TVETCGC	Escalate to Council

9.2 Accountability Structure

The accountability architecture is built around three levels of accountability, each with defined responsibilities and consequence pathways:

- Strategic Accountability (TVETCGC Council and Executive): Responsibility for adoption and oversight of the five-pillar architecture, pillar KPA performance, quarterly milestone review, and annual strategic assessment.
- Operational Accountability (TVETCGC Secretariat and Committees): Responsibility for driving 90-day execution pathways, producing strategic artefacts on schedule, maintaining the accountability register, and generating performance reports.

- Institutional Accountability (College Councils and Management): Responsibility for implementing pillar commitments at institutional level, submitting accurate and timely data, and complying with governance framework requirements.

9.3 Consequence Management Protocol

Consequence management is the mechanism through which accountability becomes behavioural rather than rhetorical. The protocol defines graduated responses to performance deviations:

6. Yellow Flag (caution): Milestone delayed or artefact not yet produced. Corrective action plan required within 14 days; TVETCGC executive notified.
7. Orange Flag (concern): Milestone missed by more than 30 days or KPA on track to miss annual target. Escalation to TVETCGC governance committee; structured recovery plan required.
8. Red Flag (breach): Persistent non-delivery, data failure, or mandate boundary violation. Escalation to DHET; formal intervention planning initiated.

10 MONITORING, EVALUATION AND LEARNING FRAMEWORK

The Monitoring, Evaluation and Learning (MEL) Framework is the accountability engine of this Strategic Plan. It converts the strategy from a narrative document into a performance management system. The framework is guided by four principles: minimum viable yet sufficient; decision-useful rather than descriptive; outcome-linked rather than activity-focused; and integrated into governance routines from day one.

10.1 Monitoring Cadence and Decision Use

Layer	What is Monitored	Primary Audience	Cadence	Decision/Use
30-Day Pulse	Immediate priority moves; early artefact delivery; mandate clarification actions	TVETCGC Executive	Monthly	Early corrective action; sequencing adjustments
90-Day Milestone	Draft artefacts delivery; cross-pillar dependencies; enabling mechanism status	TVETCGC + DHET	Quarterly	Confirm readiness; re-sequence if needed; identify risks
Quarterly Performance	Pillar KPA progress; integration status; risk exposure; consequence triggers	TVETCGC Council	Quarterly	Governance decisions; escalation; consequence management
Annual Strategic Refresh	All-pillar KPA assessment; alignment to DHET plan; external environment review	TVETCGC + DHET + Colleges	Annual	Strategic adjustment; mid-cycle course correction
End-of-Cycle Evaluation	Full outcome evaluation against national impact indicators (2030)	TVETCGC + DHET + Public	2030	Inform 2031-2035 cycle; demonstrate national contribution

10.2 Escalation and Assurance Mechanisms

Monitoring without consequence is theatrical. The MEL framework defines clear escalation triggers: (a) milestone deviations beyond agreed tolerance; (b) non-production of scheduled artefacts; (c) data non-availability undermining decision confidence; (d) mandate conflicts between governance actors. Escalation pathways align to the consequence management protocol in Section 9.3. Assurance is achieved through periodic evidence verification of reported outputs, data integrity checks within monitoring systems, and structured reflection loops that reassess sequencing when dependencies have shifted.

11 RISK REGISTER AND MITIGATION FRAMEWORK

The risk register identifies the most significant threats to successful implementation of the 2026-2030 Strategic Plan. Each risk is assessed for likelihood and impact, with defined mitigation strategies and ownership anchors.

Risk	Likelihood	Impact	Mitigation Strategy	Risk Owner
Mandate ambiguity persisting beyond Phase 1	High	High	Adopt Governance Clarification Matrix within 90 days; formal communication to all 50 colleges; quarterly compliance monitoring	TVETCGC President and Secretary General
Strategy remains aspirational with no practical college-level impact	High	High	Embed named accountability anchors from day one; mandatory 30-day pulse reporting; consequence management protocol activated from Q1 2026	TVETCGC Executive Committee
Funding and resource constraints limiting implementation	High	High	Phased implementation design limits upfront capital requirements; early resource mapping; advocacy to DHET for conditional grant alignment	TVETCGC Finance Committee
Political interference in institutional governance	Medium	High	Mandate clarification documentation provides governance firewall; CET Act compliance monitoring; escalation pathway to DHET	College Council Chairs
QCTO transition capability gaps disrupting programme delivery	High	Medium	Lecturer Capability Audit and CPD roadmap as Phase 2 priorities; SETA partnership coordination for lecturer upskilling	TVETCGC Capability Committee
Employer integration remaining transactional rather than structural	Medium	High	Formal Employer Compact Framework developed in Phase 2; pilot implementation with consequence measurement from Phase 3	TVETCGC Partnerships Lead
Data system fragmentation	High	High	Data Integration Task Team established in Phase 1 (90 days); Data	TVETCGC Data and MEL Lead

undermining accountability			Integration Blueprint as Phase 2 artefact; phased dashboard operationalisation	
Infrastructure investment misaligned to occupational demand	**Medium**	**Medium**	Infrastructure Masterplan linked to occupational demand signals; labour market intelligence integration; technical advisory forum with industry	TVETCGC Infrastructure Committee
Key personnel turnover disrupting strategic continuity	**Medium**	**Medium**	Institutional knowledge management protocols; documented accountability register; succession planning for key roles	TVETCGC HR/Governance
Loss of DHET strategic alignment	**Low**	**High**	Formal alignment review quarterly; active participation in DHET planning cycles; dedicated DHET liaison role at TVETCGC	TVETCGC President

12 RESOURCE MOBILISATION AND FINANCIAL SUSTAINABILITY

Effective implementation of this Strategic Plan requires deliberate resource mobilisation aligned to the five-pillar architecture and the phased implementation roadmap. The TVETCGC operates within a fiscally constrained environment, and resource mobilisation must therefore be strategic, sequenced, and closely linked to measurable outcomes.

12.1 Core Resource Principles

- Resources follow strategy, budget allocations must be directly traceable to pillar KPAs and phased roadmap priorities.
- Phase sequencing manages resource demand, Phase 1 (Stabilisation) prioritises low-cost, high-impact governance and accountability actions before capital-intensive investments.
- Conditional grant alignment, infrastructure and capability development investments must be aligned to DHET conditional grant criteria and SETA funding mechanisms.
- Partnership co-investment, employer compact frameworks, infrastructure modernisation, and digital transformation should leverage industry, SETA, and development finance co-investment.

12.2 High-Level Financial Framework

While precise budget allocations require formal approval through DHET and Council financial governance processes, the following framework communicates the investment classification and funding priority of each pillar to Treasury and oversight reviewers. This allows planners to understand the relative cost profile of the strategy and sequence resource requests accordingly:

Pillar	Investment Classification	Funding Priority	Resource Intensity	Primary Funding Sources
Pillar I: Governance and Accountability	Institutional reform	Immediate (Phase 1)	Low capital; high strategic impact	TVETCGC operational budget; DHET capacity support
Pillar II: Capability and Professionalisation	Human capital development	Phase 2 onwards (medium-term)	Medium; primarily staff time and structured programmes	DHET conditional grants; SETA levy allocations; employer contributions
Pillar III: Infrastructure and Modernisation	Capital infrastructure	Phase 3 priority (largest single cost)	High capital; long-term asset investment	DHET infrastructure grants; development finance; employer co-investment
Pillar IV: Employer Integration	Partnership facilitation	Phase 2 onwards	Low to medium; primarily coordination and compact administration	SETA funding; employer in-kind contributions; TVETCGC coordination budget
Pillar V: Data and Monitoring Architecture	Technology and systems	Phase 1 onwards (technology seed)	Medium; technology platform plus ongoing	DHET system investment; TVETCGC technology budget

			system maintenance	

The cost logic is deliberately front-loaded on low-capital, high-impact governance interventions, and progressively scaled to capital-intensive infrastructure investments once governance foundations are established. This sequencing protects the strategy from fiscal risk: if funding constraints delay infrastructure investment, governance and capability improvements can still proceed and generate measurable early outcomes.

12.3 Resource Mobilisation Priorities by Phase

Phase	Resource Priority	Primary Funding Source
Phase 1 (0-90 days)	**Governance clarification, accountability register, data task team establishment**	TVETCGC operational budget; DHET capacity support
Phase 2 (3-6 months)	**Lecturer capability audit, infrastructure assessment, employer compact design, MEL framework**	DHET conditional grants; SETA partnership funding
Phase 3 (6-18 months)	**Dashboard operationalisation, CPD rollout, infrastructure sequencing, employer compact piloting**	DHET infrastructure grants; SETA skills levy funds; employer co-investment
Phase 4 (18-36 months)	**Scaling CPD framework, standardising governance practices, expanding employer compacts**	Multi-source: DHET, SETA, employer co-investment, development finance
Phase 5 (36-60 months)	**Outcome evaluation, impact measurement, 2031-2035 planning**	TVETCGC and DHET joint investment

12.4 Funding Risk and Mitigation

Funding and resource constraints were identified as the single biggest constraint facing the TVET sector by 38% of strategic session participants. The response to this risk is embedded in the phased design of this plan: governance and accountability reforms in Phase 1 require minimal financial resources but generate maximum credibility and stakeholder trust, thereby strengthening the Council's position to advocate for and access the resources required for Phases 2 through 5.

13 FIRST-90-DAYS EXECUTION PLAN

The First-90-Days Execution Plan translates the Phase 1 Stabilisation roadmap into specific, named, time-bound actions. This section was explicitly demanded by 73% of strategic session participants who called for 'clear decisions now, with named accountability.' The actions below are sequenced to demonstrate immediate momentum while establishing the governance foundations for the full five-year cycle.

No.	Action	Deadline	Ownership Level	Success Measure
1	**Formally adopt Governance Clarification Matrix at TVETCGC Council level**	30 days	TVETCGC President/Council	Resolution adopted; communicated to all 50 colleges
2	**Establish Named Accountability Register for all five pillars**	30 days	TVETCGC Secretary General	Register active and circulated to governance committee
3	**Communicate strategic identity clarification to all College Councils and Principals**	30 days	TVETCGC Communications	Communication confirmed received by all colleges
4	**Establish Data Integration Task Team**	45 days	TVETCGC + DHET	Task Team constituted; Terms of Reference adopted
5	**Define core performance indicator set for all five KPA clusters**	45 days	TVETCGC Data/MEL Lead	Indicator set approved by TVETCGC executive
6	**Initiate sector-wide Lecturer Capability Audit (methodology and scoping)**	60 days	TVETCGC Capability Committee	Audit methodology approved; scoping complete
7	**Conduct rapid infrastructure readiness review (10 priority colleges)**	60 days	TVETCGC Infrastructure Committee	Rapid assessment report produced and shared
8	**Draft Employer Compact Framework template for stakeholder engagement**	75 days	TVETCGC Partnerships Lead	Draft framework circulated to SETA and industry partners
9	**Activate 30-day pulse monitoring reporting routine**	Day 1	TVETCGC Secretary General	First pulse report received by Day 30
10	**Prototype Performance Dashboard (minimum viable)**	90 days	TVETCGC Data/MEL Lead	Prototype operational and reviewed by executive
11	**Adopt Monitoring, Evaluation and Learning Framework**	90 days	TVETCGC Council	MEL Framework formally adopted at Council meeting
12	**Produce 90-Day Progress Report for DHET submission**	90 days	TVETCGC Secretary General	Report submitted to DHET within 90 days of plan adoption

14 CONCLUSION: FROM STRATEGIC DIALOGUE TO EXECUTION DISCIPLINE

The 2026-2030 Strategic Plan of the TVET Colleges Governors' Council represents a decisive shift in how this institution understands and executes its mandate. The National Strategic Planning Session of 13-15 February 2026 surfaced an unambiguous evidence-based demand: the sector does not need another elegant document. It needs an operating system grounded in mandate clarity, accountability discipline, and measurable impact.

This plan delivers exactly that. The five interlocking pillars, Governance and Accountability; Capability and Professionalisation; Infrastructure and Modernisation; Employer Integration and Labour Market Responsiveness; and Data, Monitoring and Evaluation Architecture, are not aspirational themes. They are structured responses to the empirical diagnostic of a sector experiencing real structural constraints. Each pillar is supported by defined KPAs, measurable indicators, baselines, five-year targets, and enabling mechanisms. Each is linked to the others through a cross-pillar dependency framework that ensures systemic coherence. Each is sequenced within a phased roadmap that distinguishes between what must happen in the first 90 days and what must be built over five years.

The governance and accountability framework clarifies who owns what, what constitutes performance, and what happens when delivery lags. The MEL framework ensures that reporting is decision-useful rather than compliance-oriented. The risk register anticipates the most significant threats to implementation and specifies mitigation ownership. The First-90-Days Execution Plan creates an immediate accountability contract between the Council, its member institutions, DHET, and the sector at large.

The credibility of this plan will not be determined by the quality of its design. It will be determined by the discipline of its implementation. The sector clearly and repeatedly rejected performative planning during the strategic session. That rejection is the mandate for this document: to function not as a statement of intent, but as a living performance contract through which the TVETCGC demonstrates, every quarter, every year, over five years, that governance leadership in the TVET system translates into measurably improved outcomes for South Africa's most economically vulnerable communities.

The work of design is complete. The work of disciplined implementation now begins.

ADOPTED BY:	ENDORSED BY:
______________________________ **Mr. Sthembiso Khanyile** *President, TVET Colleges Governors' Council* Date: 23 March 2026	______________________________ **Mr. Sanele Zondi** *Secretary General, TVET Colleges Governors' Council* Date: 23 March 2026