

RESEARCH BULLETIN ON POST-SCHOOL EDUCATION AND TRAINING

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Gwebinkundla Qonde

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MESSAGE FROM THE DIRECTOR-GENERAL



I welcome the first edition of the *Research Bulletin on Post-School Education and Training*.

The response to the first call for contributions has been excellent. Evidently the Bulletin will meet a need. It will serve its purpose if it shines a light on the complex world of post-school learning and brings the producers and users of post-school research closer to one another.

I wish to thank researchers, research organisations and public entities for their contributions.

Gwebinkundla Qonde
Director-General



EDITORIAL STATEMENT

The *Research Bulletin on Post-School Education and Training* is published by the Department of Higher Education and Training as a service to the research community and all stakeholders and participants in lifelong learning. The Research Bulletin is intended to be an annual browser-based application. It will comprise research notes, abstracts, excerpts, summaries, conference notices, calls for papers, statistical analysis and similar short pieces of interest to all concerned with post-school learning.

The bulletin promotes research. It is not primarily a journal of opinion but it will be hospitable to all well-argued and substantiated views, for which the authors alone will have responsibility. Contributions are expected to be brief (maximum 400 words) and tautly written. The editorial committee will assist authors to observe these criteria. The final decision to accept a contribution rests with the editorial committee. Material published in the bulletin may be freely disseminated, but the source (*Research Bulletin on Post-School Education and Training*) must be acknowledged.

ABSTRACTS AND EXCERPTS

Alignment of sector skills planning to the National Growth Path (NGP)

Carmel Marock

A recent paper developed by Carmel Marock, Samantha Yeowart and Anthony Gewer under the auspices of the Human Resource Development Council of South Africa (HRDC-SA) examines ways in which skills planning could be better aligned with the needs of the economy. The paper draws on proposals emanating from a stakeholder workshop which generated options for a possible future approach to skills planning as well as institutional arrangements to support its implementation.

The paper relies primarily on a review of both international and national literature in its exploration of approaches to skills planning. It critiques reactive approaches to skills planning that focus on immediate skills shortages. It examines more nuanced approaches to short-, medium- and long-term planning especially in relation to South Africa's projected economic growth path; the articulation of skills demand with the supply of skills; the need to aggregate skills demand across the economy; and the ways in which steering mechanisms should relate to each other across different timeframes. The paper derives a benchmark of good practice from the international literature review and offers a set of recommendations to enable South Africa to meet this benchmark.

The paper observes that a myriad of factors outside the control of the skills system impacts on the demand for skills with the result that employer take-up is invariably unpredictable. It suggests that it is therefore debatable whether a coherent and effective approach to skills planning is achievable. Moreover, even if skills demand could be accurately estimated, it could be addressed only by building the capacity of providing institutions and by allocating incentives to support and steer the level and quality of provision. The recommendations from this paper have been captured in a presentation which is currently being discussed in a number of forums.

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Post-school education pathways in the South African education system

Anthony Gewer

Bina Akoobhai

The drop-out rate of learners from Grade 10 to 12 in South Africa is 40% (Sheppard & Cloete, 2009) and of those who reach Grade 12, almost 40% either do not write the National Senior Certificate (NSC) examination or else fail the examination(-Sheppard, 2009).

The failure of the South African education system to direct learners towards courses of study which are likely to maximise their natural talents (Fleisch et al., 2010 and Strassburg et al., 2010) is one of the myriad complex systemic, social, economic, and personal reasons for the drop out. This contributes to the 3.7 million NEET (Not in Education, Employment or Training), 45% youth unemployment, and overall unemployment rate of 25.5 % (3rd Quarter 2012, Statistics SA).

In October 2012 the authors studied the Technical Vocational Education and Training (TVET) in Germany, the Czech Republic and Switzerland, financed by JET Education Services, and compared it to the South African context.

An earlier study carried out by JET Education Services (2011) showed that pathways from secondary schooling into Vocational Education and Training (VET) in South Africa are not well defined, with learners from Grades 9, 10, 11 and 12 entering the VET route at the same level. The VET pathway is not the first choice of school goers. Most prefer to stay in secondary school and try to get through Grade 12. The same study revealed that many are failing in the VET route because they cannot cope with the demands of the curriculum and college lecturers are not equipped to support them. Furthermore, entry into college programmes does not necessarily result in favourable employment outcomes because companies, particularly in the artisan training arena, prefer higher achievers and do not fully trust the quality of college delivery.

The study tour revealed that well structured education pathways, bridging programmes for learners wanting to enter vocational education and the ease of movement from vocational to academic and vice versa contribute to the success of European vocational education systems. Learners are free to choose their learning pathway even after completing upper secondary level. The popularity of the vocational pathway is such that two thirds of the learners in European countries opt for that route, and most choose the dual system, with 230 occupations to choose from. Full-time classroom instruction is less popular. In South Africa the situation is reversed.

The popularity of the vocational route is in the dual track approach which connects theory with practice, with learners spending 3-4 days in the company and 1-2 days in the vocational school. Companies contribute significantly to vocational education, knowing that learners will become part of the economy, contributing to the company's profits. Companies welcome learners to visit its workshops on guided tours which expose the learners to the type of work they will be doing once studies are completed. With learners making informed choices the demand and supply ratio is much more balanced.

South Africa stands at a critical point as a massive expansion of VET gets underway. A coherent framework for Vocational Education and Training is needed to meet the needs of post-school youth and the country's skill shortages. This calls for more structured pathways and a deliberate advocacy strategy to guide learners from post-Grade 9 into VET rather than college being the last option available.

Furthermore, a close look at the policy frameworks and strategies that articulate the link between skills and employability is required to channel the learners into the workplace during and after vocational studies. This requires a deliberate strategy to garner support from employers at a sectoral level to support the learners' training in vocational education.

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Education to employment: designing a system that works

Blondie Chabani

In 2012 the international consultant company McKinsey investigated the twin problem of high levels of unemployment on the one hand, and skills shortages on the other.

The study examined over one hundred innovative interventions in 25 countries on how young people could move successfully from education to employment.

In order to address the problem of high levels of youth unemployment, the study suggests that skills development and job creation remain two fundamentals that need to be in place. It further recommends three interventions which countries could adopt to improve the movement of students from education to employment:

1. *Enrolment and completion*: this involves getting students across the finishing line by strong community-based and personalised support, large-scale monitoring and systematic support, and making education affordable.
2. *Building skills*: this involves designing an effective curriculum, through intensive collaboration between industry and providers to define competencies at a detailed level. Employers and providers work together to deliver content in a way that ensures that students are learning the right skills by placing students in internship or apprenticeship opportunities to acquire hands on experience on the job.
3. *Finding a job*: have employers engage much earlier in the education-to-employment journey by pre-hiring youth, and influencing and sponsoring their training so as to ensure that young employees are better fitted for the work situation by the time they are hired.

The report observes that a lack of hard data makes it difficult to understand which skills are required for employment, the most promising practices that train youth to become productive citizens and employees and how to identify programmes that do this best.

Mona Mourshed, Diana Farrell and Dominic Barton, *Education to Employment: Designing a system that Works*. Mckinsey & Company, accessed at;

<http://mckinseysociety.com/education-to-employment/report/>

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RESEARCH PROJECTS

Forecasting demand for supply of skills: developing better tools to inform decision making in the education sector

Siphelo Ngcwangu

The creation of a credible institutional mechanism for skills planning is a key goal of the National Skills Development Strategy III. This goal is being addressed in Theme 2 of the Labour Market Intelligence Project (LMIP) project for which Wits Education Policy Unit (Wits EPU) is responsible in partnership with Applied Development Research Solutions (ADRS). They have developed a linked macro-education model, based on an econometric modeling system which is used to produce benchmark medium and long term projections of demand and supply of skills from the education sector.

The methodology involves six steps:

- (1) producing projections of future demand for labour (45 sub-sectors in the economy have been identified) using the ADRS forecasting multi-sector macroeconomic model of South Africa;
- (2) researching the historical and statistical links between demand for labour and demand for occupations and skills, and constructing computer modules that properly translate the macro model's annual projection of future sector demand for labour into corresponding demand for occupations and skills;
- (3) researching replacement demand and building a computer module for the model to produce projections of replacement demand annually;
- (4) researching the supply of skills from the education and training sector as a whole and building new computer modules for projecting the supply of skills from the education and training sector;
- (5) building a computer module for comparing the model's skills demand and supply projections in order to provide predictions and estimates of possible labour market imbalances and mismatches;
- (6) establishing a fully tested and validated macro-education model that captures the dynamic interaction between its detailed macro-economic model and its education components to produce current and future projections of demand and supply for occupations and skills.

There are five key outputs:

(1) A ready-to-use comprehensive linked macro-education model that the Department (including SETAs) and others in government, academics, researchers and the NGO sector can employ in the future to produce impact analyses and projections of future demand and supply for occupations skills and education attainments;

(2) A benchmark projection of demand and supply of skills, occupations, and education for the period 2012-2020, taking into account the most probable path for the economy;

(3) Alternative projections under three 'what if' scenarios related to the evolution of the economy, the labour market, key external drivers, and key policy changes and reforms that might be implemented;

(4) Six technical training workshops to facilitate capacity building and skills transfer, that will (a) provide participants greater insight into the dynamic interactions between the evolution of the South African economy and the demand and supply of skills from the education sector, and (b) train participants how to use the linked macro-education model to produce future projections of demand and supply of skills;

(5) Eight reports designed to provide the Department with full information about the approach, the linked macro-education model, and findings of different aspects of the project.

At this stage there is no public link to the research but the analysis and data sources used have been made available to the DHET as the sponsors of the project. The system will only be made public on the advice of the DHET. The researchers will consider journal article publication after the findings have been accepted by the DHET.

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Overview of the Labour Market Intelligence Partnership Project (LMIP)

Vijay Reddy and Glenda Kruss

South Africa needs a strong foundation of labour market information including credible datasets across the post-school system and labour markets, down to sectoral, occupational and regional levels of analysis. Equally we need strong labour market intelligence: research that analyses dynamics, capabilities and constraints.

Other countries have established labour market information and intelligence systems to inform the development of policies and programmes across the education and training, skills and employment systems but a credible institutional mechanism for skills planning does not yet exist in South Africa.

The objective of the Labour Market Intelligence Partnership project is to support DHET's mandate to establish a credible institutional mechanism for skills planning. The LMIP research consortium is led by the Human Sciences Research Council (HSRC), whose main partners are the Development Policy Research Unit (DPRU) at the University of Cape Town and the Education Policy Unit at the University of the Witwatersrand (Wits EPU). Other partners include research institutes, universities and independent consultants. The LMIP is funded by the National Skills Fund at the Department of Higher Education and Training. The research programme is scheduled to be completed by March 2015.

Research activities are organised in terms of six interlocking themes and supported by capacity building and policy activities. Each theme will produce a range of deliverables, from traditional research reports to new data sets, policy briefs and roundtables.

Theme 1: Establishing a foundation for labour market information systems in South Africa.

Activities will range from the conceptual to the technical: supporting the design of an indicator system; technical support with integrating data systems; data curation; research on the application and incentivisation of management information systems; coordinating frameworks for organising and managing labour market intelligence; and a research website.

Theme 2: Skills forecasting: the supply and demand model is a project of the Wits Education Policy Unit whose main contribution is the creation of a Linked Macro-Education Model for South Africa derived from a macro-economic model which is used to predict the demand for labour in 45 sectors of the economy, and incorporates education modules. (See Siphelo Ngcwangu's article in this issue.)

Theme 3: Studies of selected priority sectors comprise sectoral studies of skills needs and employment and growth outcomes. The core empirical research contribution will be the

development of a generic SETA labour market survey. When used by all SETAs such a survey could be the basis of a nuanced sectoral analysis of workplace skills demand and supply.

Theme 4: Reconfiguring the post-schooling sector will investigate the ways in which interaction and alignment between diverse post school education and training systems and labour markets can be enhanced. The investigation will cover institutional capabilities and curriculum structures that facilitate or constrain interaction with labour market organisations in a range of public and private institutional settings.

Theme 5: Pathways through education and training and into the workplace will develop and undertake a longitudinal national youth panel survey to assess young peoples' transitions from education and training to work in relation to the dynamics of the labour market and the economy. International examples will be examined to derive lessons for implementation.

Theme 6: Understanding changing artisanal occupational milieus and identities will study changes in occupational structures, knowledge and skills bases that have constrained the output of high quality artisans. This theme comprises a set of inter-linked projects in political economy, sociology of work and sociology of knowledge.

The **Research-policy-practice nexus and capacity building** components of the LMIP comprise workshops and policy dialogues that will facilitate debate and the uptake of evidence. Capacity building will be undertaken through the provision of postgraduate bursaries in the area of labour market analysis, and by running workshops for DHET and SETA staff members on the interpretation of labour market research and strategic intelligence.

Dr Vijay Reddy is Executive Director and Dr Glenda Kruss is a Director in the Education and Skills Development (ESD) research programme at the HSRC.

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Towards a democratic post-schooling sector: building a progressive network of critical research and public engagement

Andrew Martin

The Education Policy Consortium (EPC) has been awarded a grant by the National Skills Fund to conduct a five year research programme on post-schooling. The programme involves several

discrete research projects which together will thoroughly probe the multiple purposes of post-school education and training and explore alternative policies and practical solutions.

The aim is to build a network of researchers to undertake a critical re-valuation of public policy on post schooling and stimulate public engagement with the evidence and findings.

The EPC comprises the Centre for Education Policy Development, the Centre for Education Rights and Transformation at the University of Johannesburg, the Centre for Integrated Post-School Education and Training at Nelson Mandela Metropolitan University, the Nelson Mandela Institute for Education and Rural Development at the University of Fort Hare, and the Education Policy Unit at the University of the Witwatersrand.

The programme has six streams:

Stream 1: Building the tools for a progressive post schooling agenda. This area of work will focus on developing a conceptual framework that is both critical and progressive. It will deconstruct and challenge dominant and increasingly hegemonic approaches to the education and skills development debates and policies.

Stream 2: Progressive research and policy analysis projects. Ten research projects will undertake critical investigations and analyses of fundamental elements of the post schooling sector. They will inform a nuanced understanding of the relationship between socio-economic development, the post-schooling sector and teaching and learning.

Stream 3: Mobilising and supporting faculties of education for progressive research and development: This stream will mobilise progressive researchers in faculties of education and related disciplinary areas to enhance their knowledge base, research agendas and public engagement with the post school sector. This stream will include regular seminars, workshops and conferences at provincial and national levels.

Stream 4: Interns and fellows. This stream will support the development of young researchers and critical policy analysts in the area of post schooling who will lead this critical area into the future.

Stream 5: Public and policy dialogue and conference. A Centre for Integrated Post-School Education and Training will be established at the Nelson Mandela Metropolitan University as part of the process of developing a progressive and critical approach to post-schooling.

Stream 6: Publications. The stream will focus on creating a quarterly review on post school education and training and a bi-annual accredited academic journal, revitalizing the *Education Monitor* and publishing a series of EPC occasional papers.

The coordination and programme management of the six streams of work will be undertaken by CEPD.

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Review of South Africa's Human Resource Development Strategy

Crystal Dicks

This study provides a theoretical outline of human resource discourse as a hegemonic global representation of reality. It explores the underlying assumptions and development of this discourse and puts forward a different position which is more likely to articulate with the challenges currently facing South Africa. South Africa's human resource development is examined in context, showing how policy co-ordination and implementation have been marked by contradictions, fragmentation and disjointedness.

The bulk of the research, which is based on interviews with Human Resource Development Council of South Africa (HRDC) members, then focuses on the mechanisms established to support HRD-SA and the HRDC: its agenda, aims, workings, successes and challenges. Conceptual and theoretical aspects of the study are counterbalanced by the voices of the HRDC members. This provides a useful basis for posing deeper philosophical questions and for considering alternative solutions that will serve the interest of the majority of South Africans.

The project is funded under the Education Policy Consortium (1) research project of the DHET and constitutes a part of the Wits EPU's outputs related to EPC1.

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Ministerial Special Projects

Department of Higher Education and Training

The Minister of Higher Education and Training has initiated a number of special projects in order to advance government's goal of improving access to post-school education and training programmes and meaningful success in these programmes. The projects are listed below:

1. The **Ministerial Task Team on SETA Performance**, chaired by Mr Fikile Majola, was established in March 2011. Its mandate was to assess and make recommendations on SETAs' performance, governance structures and operational processes. The report has been submitted to the Minister.
2. The **Ministerial Task Team for the Review of the NC(V) qualifications**, chaired by Prof Divya Singh, has investigated how the National Certificate (Vocational) qualifications should be positioned to serve their intended purpose and achieve the desired level of success. The task team has submitted its report to the Minister.
3. The **Ministerial Task Team on a National Strategy for the Recognition of Prior Learning (RPL)**, chaired by Ms Michelle Buchler, was asked to investigate how wide-scale implementation of RPL could be implemented in the post-school education and training system. The final report was submitted in November 2012 and public comment is to be invited.
4. The **Ministerial Advisory Panel on the Development of African Languages in Higher Education**, chaired by Prof Pitika Ntuli, follows the Ndebele Committee whose report was published in 2005. The new panel is to advise the Minister on the development of African languages as languages of scholarship at institutions of higher learning in South Africa. The report is awaited.
5. The **Task Team on the Mathematics and Science Foundation Programme**, chaired by Mr Sizwe Mabizela, was asked to develop a Mathematics Foundation Programme to serve as a transit for school leavers who aspire to follow a mathematical sciences career path at FET colleges, universities or other institutions. The task team's report has been submitted.
6. The **Ministerial Oversight Committee on the Transformation of South African Public Universities**, chaired by Prof Malegapuru Makgoba, was established as a monitoring body to advise the Minister on such matters as policy to combat racism, sexism and other forms of unfair discrimination. The committee was appointed in January 2013.

7. The **Working Group on Fee-free University Education in South Africa**, chaired by Prof Derrick Swartz, was appointed to advise the Minister on the feasibility of making fee-free university education available to poor students in South Africa. A draft report was submitted to the Minister in December 2012.
8. The **Task Team on Community Education and Training Centres**, chaired by Ms Febe Potgieter, has examined an alternative and more effective institutional form for addressing the needs of out-of-school youths and adults. The task team submitted its report to the Minister in October 2012. The report was tabled in Cabinet in March 2013 and will be gazetted for public comments.
9. The **Ministerial Committee for the Review of the Funding of Universities**, chaired by Mr Cyril Ramaphosa, was appointed in August 2011. The purpose of the committee was to review the current funding framework for universities and recommend what changes (if any) should be made taking particular account of historically disadvantaged institutions and small rural universities. The committee submitted its report in December 2012 and briefed the Minister in January 2013. The Minister will present the report to Cabinet before it is published for public comment.
10. The **Ministerial Committee for the Review of the Provision of Student Housing at South African Universities**, chaired by Professor Ihron Rensburg, was appointed in August 2010. The committee was required to assess the current provision of student accommodation and to benchmark local universities against each other as well as against institutions operating in a similar environment in other countries. The committee was required to determine student housing needs and assess appropriate models of student housing provision and affordable funding. After receiving the committee's report in September 2011 the Minister presented it to Cabinet and published it for public comment. Subsequently the Department of Higher Education and Training conducted intensive consultations on proposed minimum norms and standards for student housing. A draft policy and minimum norms and standards will now be gazetted for public comment.
11. The **Ministerial Committee for the Review of the Provision of Student Housing at South African Universities**, chaired by Professor Ihron Rensburg, was appointed in August 2010. The committee was required to assess the current provision of student accommodation and to benchmark local universities against each other as well as against institutions operating in a

similar environment in other countries. The committee was required to determine student housing needs and assess appropriate models of student housing provision and affordable funding. After receiving the committee's report in September 2011 the Minister presented it to Cabinet and published it for public comment. Subsequently the Department of Higher Education and Training conducted intensive consultations on proposed minimum norms and standards for student housing. A draft policy and minimum norms and standards will now be gazetted for public comment.

For further information contact Victor Mathonsi, Director: Special Projects at mathonsi.v@dhet.gov.za

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Research in the Wholesale and Retail sector

Andile Sipengane

The W&RSETA's research agenda aims "to contribute to the social economic development and growth of the country by enabling education and training of the highest quality in the Wholesale and Retail Sector, to the benefit of employers, employees and learners." The research agenda is being pursued through a number of interventions and research projects.

The following interventions are intended to enhance research within the sector:

- Establishment of Retail Chairs within higher education Institutions to support research work for the W&RSETA and to facilitate the establishment of Wholesale and Retail Centres of Excellence
- Establishment of a Qualifications Management Body (QMB) responsible for qualifications development
- Awarding MBA and PhD bursaries to promote and support research.

An example of a completed research project follows. The comprehensive report is available upon request.

Research on learnership recruitment, selection and retention strategy

The W&RSETA aims to reduce the high learner dropout rate in the sector by at least 50% by March 2014. The W&RSETA therefore appointed Quest Staffing Solutions to develop a learnership recruitment, selection and retention strategy.

Research was conducted on the recruitment, selection and retention landscape in order to understand the factors contributing to the high rate of learner terminations and to develop a strategy aimed at reducing the high termination rate and to improve learner completion. The provider was furthermore required to capacitate W&RSETA staff on the learner recruitment and selection process and to play an advisory role during the implementation of the strategy.

The W&RSETA was in turn required to share the strategy with stakeholders and to monitor the implementation thereof.

The provider made the following core suggestions for improvement:

- Learnerships must form part of comprehensive workforce planning in an organisation to prevent random placement of learners in the workplace resulting in idling which might cause termination from the programme.
- Organisations must select learners with fitness for purpose in mind – there should be no distinction between the recruitment of permanent staff and that of learners.
- A comprehensive human capital value chain should be a supporting mechanism for learnership initiatives in organisations.

Drop outs are inevitable in any sector. However they can be minimised or contained by ensuring the placement of the appropriate learner in the appropriate learning programme and the correct NQF level. The use of a learner placement tool during the recruitment of learners goes a long way to ensure that suitable learners are recruited who will remain on a programme.

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Collaboration for innovation: A report on the piloting of a Vocational Education Orientation Programme (VEOP) in the Western Cape

Joy Papier

In 2011 and 2012 the Further Education and Training Institute engaged in a collaborative initiative to pilot a formal induction programme for vocational college lecturers in partnership with the Cape Peninsula University of Technology. The initiative was based on DHET's 2009 draft framework of new qualifications envisaged for teaching in the college sector. The intention of the initiative was to develop an induction course suited to the needs of new entrants into college teaching, but which could also be a stepping stone towards a full pedagogic qualification.

A report of the pilot has been prepared, outlining the processes that were undertaken by the collective in the curriculum development phase and the issues that arose for consideration during the implementation phase. Important principles can be drawn from this intervention for future undertakings of this nature, and it lays a basis for further research into the critical area of vocational pedagogy.

The report may be accessed at www.feti.ac.za.

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NQF-related research

With contributions from Heidi Bolton

The mandate of the South African Qualifications Authority (SAQA) includes conducting and managing research on the development and implementation of the National Qualifications Framework (NQF) and assessing the NQF's effectiveness (NQF Act, s. 13(1)(k)). SAQA's research agenda includes short-term projects and long-term research collaborations that feed into policy development, implementation, critique and refinement. Findings are disseminated through research events and publications in ways that build the community of NQF researchers.

SAQA's short-term projects are conducted in-house or in collaboration with experts from organisations across the country. SAQA's long-term projects are collaborative multi-faceted studies involving partnerships between SAQA, public Higher Education Institutions and other organisations. Each study addresses transversal issues that affect several sectors across the system for education, training, development and work in the country. Each explores issues relating to at least one of the stated NQF objectives. All have strong theoretical bases and follow rigorous scientific research

principles. All use mixed methods to increase the depth, breadth and generalisability of the findings.

1. *SAQA-Rhodes research partnership* work has examined education, training and skills development in the relatively new fields of environmental education and education for sustainable development. Findings from the first phase were fed into the National Skills Development Strategy (NSDS) III. The current phase considers the development of articulated systems for new forms of qualifications and learning, and speaks to the ability of the NQF to address future skills needs.

2. *SAQA – University of the Western Cape (UWC) research partnership* work on Recognition of Prior Learning (RPL) included a cross-case study of RPL practices at four different sites: two universities, the Workers College in KwaZulu-Natal, and a private Further Education and Training (FET) provider. In all cases, the design and implementation of RPL were found to need specialised programmes to equip participants with the necessary conceptual and learning tools appropriate for different contexts. RPL practices in each case involve mediation between different forms of knowledge and learning. Findings have been fed into the development of new national RPL policy.

3. The *SAQA – UWC lifelong learning research partnership* seeks to understand contextual pushes and pulls, changing priorities, and institutional contestations which may impact profoundly on professional development. It involves three pilot sites in a university with a 50-year tradition of providing access to working people; it probes barriers and affordances for professional development, from institutional, workplace and individual vantage points.

4. The *SAQA-University of KwaZulu-Natal (UKZN) research partnership* addressed gaps in information about Further Education and Training (FET) College lecturers. Some of the research questions included: Who are the lecturers? From which education and training pathways have they come? What are their knowledge bases? What workplace experience and expertise do they have? And how do they teach? Findings are being fed into work towards FET College lecturer qualifications.

5. The *SAQA-University of the Witwatersrand (Wits) research partnership* examined the experiences of the School of Tourism and Hospitality at the University of Johannesburg (UJ) as a case study of the integration of vocational and academic education and training in higher education. At the time of the study (2008-2010) it was found that in the field there was little understanding of the differences between academic and vocational knowledge. Although the institution from which the case was drawn was formed through a merger, very little progress was observed in terms of understanding what merging meant for curriculum design, delivery and assessment. The barriers between

academic and vocational knowledge remained. Among the contributing factors to this reality were a lack of understanding of the possibilities and limits to integration afforded by the Higher Education Qualifications Sub-framework (HEQSF) of the NQF. More recent research (for example Nel, in SAQA 2013) has taken these questions further with a detailed look at potential curriculum alignment in other knowledge areas.

References

Republic of South Africa. 2008. National Qualifications Framework Act, 2008 (Act 67 of 2008). Pretoria: Government Printer.

South African Qualifications Authority (SAQA). 2013. 2nd National Qualifications Framework Research Conference: Building Articulation and Integration, Book of Abstracts. Kopanong, Johannesburg, 4 – 6 March 2013.

Dr Heidi Bolton is Director: Research at the South African Qualifications Authority, email: hbolton@saqa.co.za.

CONFERENCES AND CALLS FOR PAPERS

5th International Network on Innovative Apprenticeship (INAP) Research Conference

Human Resource Development Council of South Africa Secretariat

The 5th International Network on Innovative Apprenticeship (INAP) Research Conference was held in Johannesburg on 23-24 April 2013. The conference theme was “Apprenticeship in a Globalised world: Premises, Promises and Pitfalls”.

The co-organisers and conference partners were the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA), the University of the Witwatersrand, the National Skills Authority (NSA), the Human Resource Development Council of South Africa (HRDC), the University of Zurich, Switzerland, the European Research Network in Vocational Education and Training (VETNET) and the TVET Research Group (I:BB), University of Bremen, Germany.

INAP is an international association of researchers and research institutions in vocational education and training, founded in 2006 at the University of Bremen in Germany. At the 4th International INAP Conference in 2011 in Beijing around 100 researchers from 20 countries confirmed the international interest in research and policy initiatives on dual vocational education and training. Papers for the 5th conference were invited on the following topics:

- Introducing apprenticeship: backgrounds, chances & difficulties
- Enabling learning opportunities in workplaces and informal contexts
- Apprenticeships and National Qualification Frameworks (NQFs): does VET fit into NQFs?
- Managing transitions from VET into the world of work

Additional information, including the conference programme, may be found on the INAP website at <http://www.inap-network.de> . Correspondence: INAP2013@ife.uzh.ch .

Local conference organisation: contact Palesa Ubane on 010 219 3387 or e-mail PUbane@merseta.org.za

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2nd NQF Research Conference: Building articulation and integration

With contributions from Heidi Bolton

The 2nd NQF Research Conference: Building articulation and integration, was held at Kopanong, Benoni from 4-6 March 2013. It built on the outcomes of the 1st NQF Research Conference: Towards a map of NQF-related research (Kopanong, Johannesburg, 2010) which focused on understanding the NQF in the context of the then new NQF Act, and fostering communities of associated research practice.

SAQA's first five long-term research partnerships have been completed or are in the process of drawing successfully to a close. (See the article on NQF-related research in this issue.) Considerable effort is being made to ensure that the insights and outputs emanating from the projects are fed effectively into policy and practice. Two second-round partnerships have begun. As SAQA takes up new research in its attempts to understand the effectiveness of the NQF and how to enhance systemic integration and articulation, it seeks to expand its research model to include a wider range of higher education institutions and a greater number of researchers.

The purposes of the 2nd NQF Conference were to:

- expand communities of NQF-research practice
- share NQF-related research and build shared understanding of the NQF as a relational device
- provide dedicated opportunities to expand NQF research partnerships and related collaborations

The conference covered four themes:

- Articulation
- Career development and articulation
- Redress, inclusivity, alternative access, sustainable development and articulation
- Quality and articulation

A book of abstracts of the 60 selected presentations may be accessed at:

<http://www.saga.org.za/docs/events/2ndNQFResearchConf/abstracts.pdf>

Further details may be obtained from Dr Heidi Bolton at 012 431 5017/ 5065 or e-mail hbolton@saga.co.za.

Dr Heidi Bolton is Director: Research at the South African Qualifications Authority.



Higher Education in South Africa: 20 years since transition

Council on Higher Education

Since 1994, the higher education system in South Africa has undergone significant policy changes and interventions as part of the broader transformation processes linked to the democratic project. The Council on Higher Education (CHE) is undertaking a review of the last twenty years of higher education. For a range of associated publications the CHE has called for papers on the policy and practice of higher education (public and private) in South Africa post-1994. The papers are expected to critically reflect on and assess developments and policy interventions over the last two decades, analysing their implications and consequences, both intended and unintended, and contribute to finding ways forward to ensure that the higher education sector in South Africa is strong, just, appropriate and vibrant.

Papers are invited on the following areas or on related matters of importance and relevance to the development of the higher education sector:

- The higher education context globally and in South Africa
- Regulation; management and governance of universities
- University funding
- Academic staffing
- Research
- Students; teaching, learning and assessment
- Engagement with broader society and internationalisation

Full papers are due by **1 September 2013**.

Enquiries and submissions may be emailed to Genevieve Simpson at Simpson.g@che.ac.za .



PUBLICATIONS

Statistics on Post-School Education and Training in South Africa: 2011

Nomakholwa Makaluza

The Department of Higher Education and Training (DHET) has published its first statistical overview of the size and shape of post-school education and training in South Africa. The publication: *Statistics on Post-School Education and Training Statistics in South Africa, 2011*, provides basic information about student enrolment, staffing levels, student passes and student graduates in post-school education and training institutions as at 2011.

Researchers can find data pertaining to public higher education institutions, public and private Further Education and Training (FET) colleges, public and private Adult Education and Training (AET) Centres, Sector Education and Training Authorities (SETAs), artisans and the National Skills Fund (NSF), as at 2011. The publication draws its data from a number of different information systems and databases managed by the department as well as from management reports provided by departmental entities.

Statistics on Post-School Education and Training in South Africa will be published annually. Researchers and other stakeholders are encouraged to use the publication as a basis for further inquiry and analysis.

The publication is to be available on the DHET website: www.dhet.gov.za.

Enquiries to Lesego Ramose at tel: 012 312 5657 or email: ramose@dhet.gov.za.

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VitalStats: Public Higher Education, 2010

Council on Higher Education

The Council on Higher Education (CHE) has launched *VitalStats: Public Higher Education, 2010* (2012), the first edition of a new annual booklet that provides recent and reliable data on the higher education sector.

As part of its mandate the CHE monitors and evaluates developments in the higher education sector. The *VitalStats* series adds a new type of offering to the CHE's range of publications by providing verified data for use by researchers and others rather than evaluation comment.

VitalStats is primarily based on data from the Higher Education Management Information System (HEMIS) augmented by data from Stats SA. This issue covers data for the years 2005 to 2010, starting after the institutional mergers had been consolidated and ending with the most recent audited data, which is generally two years prior to the current year. *VitalStats* will be updated annually.

There are six sections. Four deal with student data: enrolments and completions and enrolments by qualification type, by field of study and by institutional type. The fifth deals with staff employment data. The sixth tracks throughput rates of the 2005 cohort of students who entered three-year diploma studies, three-year degree studies and four year professional degree studies respectively.

The CHE plans to expand the publication to include the private higher education sector and national colleges as soon as the relevant information systems are in place. The CHE is working with the DHET, the South African Qualifications Authority (SAQA) and other stakeholders to develop a national information system for the private higher education sector. A coherent system of performance indicators will also be included once it is developed and adopted.

The CHE welcomes comments and suggestions for future editions of *VitalStats* as well as requests for additional copies of the publication, which should be directed to Genevieve Simpson at Simpson.g@che.ac.za.

VitalStats can be downloaded from the CHE's website at www.che.ac.za



EFA Global Monitoring Report 2012: Youth and skills: putting education to work

Nomakholwa Makaluza

For the past ten years, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) has produced annual reports which analyse progress towards the six goals of Education for All (EFA). The 10th edition of UNESCO's *Global Monitoring Report* (UNESCO, 2012) focuses on EFA Goal 3, which is to ensure that all young people have the opportunity to acquire skills.

The report highlights how vital it is to ensure that all young people have the skills they need to prosper. It reminds us that education is not only about making sure that all children attend school but about setting young people up for life by giving them opportunities to find decent work, earn a living, contribute to their communities and societies and fulfil their potential. The lack of strategic planning for skills development, including targets for reaching the disadvantaged, shows the short-sightedness of many development strategies. Of the 46 countries reviewed for the report fewer than half address skills development among youth in the informal sector.

The report draws attention to demographic challenges faced by developing countries, where the population aged between 15 and 24 reached over 1 billion in 2010, but where jobs are not being created fast enough to meet the needs of this large population. It identifies three pathways which can act as a tool for understanding skills development needs and areas where policy action should be targeted, namely:

1. Foundational skills, which include literacy and numeracy.
2. Transferable skills, which include the ability to solve problems, communicate ideas and information effectively and demonstrate entrepreneurial capabilities.
3. Technical and vocational skills, which require specific know-how, such as growing vegetables, using sewing machines, laying bricks or using a computer.

The report calls for strengthening the link between school and work, and suggests that countries should learn from the German dual model which combines structured training within a company with part-time class room tuition. This involves strong regulations and partnerships between government, employers and employees. Governments are also advised to provide alternative routes for early school leavers, for example programmes targeted at vulnerable youth in neighbourhoods, with paid internships, individual counselling and workshops.

The 2012 EFA *Global Monitoring Report* concludes that the well-being and prosperity of young people depends more than ever on the skills that education and training provide. Failure to meet this need is a waste of both human potential and economic power. The 2012 Global Monitoring report can be found at:

<http://unesdoc.unesco.org/images/0021/002175/217509E.pdf>.

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DID YOU KNOW?

In South Africa there are:

- 23 Public Higher Education Institutions (HEIs)
- 50 Public Further Education and Training (FET) Colleges
- 449 registered Private Further Education and Training (FET) Colleges
- 3 239 Public Adult Education and Training (AET) Centres
- 66 registered Private Adult Education and Training (AET) Centres
- 21 Sector Education and Training Authorities (SETAs)

Student enrolment in the post-school sector in 2011 was as follows:

- 938 201 in Public Higher Education and Training Institutions (HEIs)
- 400 273 in Public Further Education and Training (FET) Colleges
- More than 134 446 in Private Further Education and Training (FET) Colleges*
- 289 363 in Public Adult Education and Training (AET) Centres
- 8 271 in Private Adult Education and Training (AET) Centres
- 129 088 in Sector Education and Training Authority (SETA) programmes

*This figure reflects enrolment at 277 of the 449 registered private FET Colleges that responded to the departmental survey.



ENQUIRIES AND CONTRIBUTIONS

The Research Bulletin on Post-School Education and Training is prepared by the Department of Higher Education and Training .

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