



RESEARCH BULLETIN ON POST-SCHOOL EDUCATION AND TRAINING

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Message from Director General



The second issue of the *Research Bulletin on Post-School Education and Training* is as welcome as the first – if not more so. The response to the call for contributions has again been excellent. Evidently the *Bulletin* is meeting a need. At the time of writing, the first issue of the *Bulletin* had been viewed by well over 5 000 visitors. May the *Bulletin* continue to attract readers and shine a light on the complex world of post-school learning. May it bring the producers and users of post-school research closer to one another. Thanks again to 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 comprises research abstracts and summaries, conference notices, call 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). Plain language is encouraged and excessive use of jargon is discouraged. 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.

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1. RESEARCH ARTICLES (ABSTRACTS)

1.1 *Skills-biased labour demand and the pursuit of inclusive growth in South Africa* (Haroon Borat, Sumayya Goga and Ben Stanwix)

Bhorat *et al.* (2013)¹ examined the changing nature of occupational labour market trends in South Africa and the resulting impact on wages. Broadly speaking, the high levels of demand for skilled labour have intensified a trend that was already established before 1994. As a result, the gap between the wages of higher skilled workers and less skilled workers has increased especially in jobs that are affected by global competition and technological change.

Employment growth in the last decade changed in distinct ways.

Firstly, employment within the primary sectors collapsed. Agriculture and mining together lost over 700 000 jobs. Large numbers of lower skilled workers were forced out of employment.²

Secondly, employment in the manufacturing sector did not increase. In terms of production and exports, South Africa remains a resource-based economy without a significant globally competitive light manufacturing sector.

Thirdly, employment growth occurred mainly within tertiary sectors such as financial services and community services. The increase in financial services employment has largely been within the business activities sub-sector, which may reflect labour broking employment. Public sector employment grew faster than private sector employment and accounted for 15 percent of total employment in 2012. However, such growth has its limits, since increasing public sector employment is not an efficient or effective way to increase employment in the South African economy.³

Because employment growth has been driven mainly by the tertiary sectors, employment in high- and medium-skilled occupations such as managers, professionals, service and sales workers has increased significantly. By contrast, there has been no significant growth in the number of low skilled workers, and the proportion of medium-skilled workers in the primary and secondary sectors of the economy has declined. In addition, an analysis of occupation demand using the Katz-Murphy decomposition model further shows that within-sector shifts outweigh between-sector shifts in explaining relative labour demand.⁴ This supports the claim that technological changes, among other factors, have played an important role in employment trends.

Increasing demand for skilled labour has also fed into and changed the structure of wages and therefore wage inequality. Most studies of changes in inequality and the wage structure have examined income changes due to traditional measures of skills like education and experience (e.g.

¹ Borat H, Goga S, Stanwix B. 2013. Skills-Biased Labour Demand and the Pursuit of Inclusive Growth in South Africa, UNU-WIDER [United Nations University World Institute for Development Economics Research] conference paper.

² We note though that employment numbers for the mining industry using household survey data are lower than employment numbers for the industry using firm-based data. See Development Policy Research Unit/Employment Promotion Programme. May 2013. *Employment in the Mining and Quarrying Industry in South Africa*. Factsheet 10. Monitoring the Performance of the South African Labour Market series.

³ International Monetary Fund. August 2012. *South Africa Article IV Consultation*. IMF Country Report No. 12/247. 29.

⁴ A decomposition model is a method of econometric analysis that is used to study disparities.

Katz and Murphy, 1992)⁵ or labour market institutions (e.g. DiNardo, Fortin, and Lemieux, 1996)⁶. Recent extensions to this work focus on the notion of routine tasks rather than occupations. The current work emphasises the role played by technology and trade, in the presence of increasingly routinised tasks and offshoring, in driving down wages⁷. The quintile regression run suggest that – when controlling for age/experience, race and education – jobs which involve automated or routine tasks and those without any face-to-face component (largely lower to medium-skilled jobs) have experienced a drop in wage levels over time across most income levels.⁸

Thus, relative wage increases in occupational tasks appear to be influenced by structural changes such as technology and international competition.

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Sumayya Goga is a consultant at Pegasys, Johannesburg

Ben Stanwix is a researcher at DPRU, University of Cape Town

⁵ Katz LF, Murphy KM. Changes in Relative Wages, 1963-1987: Supply and Demand Factors. 1992. *Quarterly Journal of Economics*. 107: 35-78.

⁶ DiNardo N, Fortin NM, Lemieux T. 1996. Labor market institutions and the distribution of wages, 1973-1992: a semiparametric analysis. *Econometrica*. 64: 1001-1044. Cited in Firpo S, Fortin NM and Card D eds. *Handbook of Labor Economics*. Vol. 4. Part A. 1-102. Amsterdam. Elsevier Science Publishers.

⁷ This paper extends the analysis of labour demand trends to the 2001 to 2012 period.

⁸ Quantile regression is a statistical technique that examines multiple rates of change in the relationship between a response variable and predictor variables. Koenker R and Bassett G. 1978. Regression quantiles. *Econometrica*. 46: 33-50.

1.2 A proposal for undergraduate curriculum reform in South Africa: The case for a flexible curriculum structure (Council on Higher Education)

Low throughput in undergraduate higher education, and the resultant shortage of graduates in the country, is a pervasive challenge facing the higher education sector. In 2012 the Council on Higher Education (CHE) convened a task team led by Professor Njabulo Ndebele to undertake a review of the undergraduate curriculum structure and to investigate the implications of potential curriculum restructuring. Finding that the current curriculum structure poses a systemic obstacle to access and success which can only be overcome through deliberate intervention at a systemic level, the task team proposes the introduction of an extended and flexible curriculum structure for undergraduate education in South Africa.

The task team's report (August 2013) makes the case for the proposed new structure and presents the results of its investigation into the envisaged impact of an extended and flexible curriculum on throughput rates and graduate output as well as its conclusions regarding the financial and other practical implications of the proposal.

The report was released for public comment from August to December 2013 and, based on feedback received the CHE will advise the Minister of Higher Education and Training regarding the desirability and implementation of an extended curriculum structure.

The task team's report can be downloaded from the CHE website at:

http://www.che.ac.za/media_and_publications/research/proposal-undergraduate-curriculum-reform-south-africa-case-flexible.

1.3 Education, the economy and society: NMI and CIPSET's approach (Enver Motala and Ivor Baatjes)

The Nelson Mandela Institute for Education and Rural Development (NMI) at the University of Fort Hare and the Centre for Integrated Post School Education and Training (CIPSET) at the Nelson Mandela Metropolitan University are research institutes and members of a larger consortium of research organizations called the Education Policy Consortium (EPC). The EPC has received a research grant from the Skills Development Fund administered by the Department of Higher Education and Training.

Following the publication of the *Green Paper for Post-School Education and Training* (2011) the NMI and CIPSET have been developing their orientation to the post-school system. This is based on a framework which regards education, the economy and society as integral one to the other. Put another way, the relationship between education and economic development is intrinsic to the question, 'What kind of society do we seek to develop?'

This point of departure relates particularly to the exclusion of young adults from education and the economy – because access to meaningful education and training continues to be difficult for such young adults and because unemployment engenders social and economic exclusion. This approach is expected to yield insight into the triadic challenges of inequality, unemployment and poverty and generate ideas about how to deal with them.

Entry into formal labour markets through the attainment of employment in the private or public sectors of the economy has become increasingly unrealisable for millions of South Africans. There is simply not enough demand for jobs regardless of the quality of supply. By implication education and training must relate not only to the diminished possibilities for formal employment but also to socially useful jobs outside the formal labour market.

Many hundreds of thousands of South Africans, disproportionately women in the most disadvantaged communities of our society, are employed in such activities: in care-giving, rural agriculture, the education of children and collective projects such as cooperatives and other community based initiatives. They undertake such extremely important jobs with little or no external support but give meaning to their lives by courageously 'volunteering' themselves and their services for society, while engaging in their economic livelihoods and means of survival.

There is a long way to go to provide a systemic answer to the critical role that education could play in such communities, especially considering how many unemployed post-school members they contain. NMI and CIPSET are working on educational programmes and projects which support such communities. Some of the complexities and possibilities have already been clarified as a result of the participatory research methods employed and the community based discussions, engagements and workshops which together have aroused the communities' interest in this work.

FORTHCOMING: *Confronting the false assumptions that pervade discussions about education:* Enver Motala and Ivor Baatjes. *CIPSET/NMI Occasional Paper, and*

Education, the economy and society: [Editors: Vally S and Motala E] With several contributions from CIPSET/NMI Faculty, UNISA Press

Enver Motala is a researcher at the Nelson Mandela Institute for Education and Rural Development at the University of Fort Hare.

Ivor Baatjes is a Director of the Centre for Integrated Post-School Education and Training at Nelson Mandela Metropolitan University.

1.4 Race and educational inequality in South Africa: a review of sociological research (Shaheeda Essack and Duncan Hindle)

Palgrave Macmillan has published a systematic review of how sociologists have studied the relationship between race and ethnicity and educational inequality in 18 countries. The main methodology employed by the contributing authors to the volume is a comprehensive literature review.

The South African study – the only one on an African country – covers research published between 1980 and 2010, the period which marks the transition from education under apartheid to education under democracy.⁹ The authors note that de-racialisation has been of less importance to researchers than the quality of education among the African majority who historically have been the victims of inferior education. Despite progressive policies, education has become “a conserving force in society”, confirming its racial and economic inequalities (p. 492).

The socio-political importance of education has generated a plethora of empirical and policy studies but research from a sociological perspective has been limited. Sampling from seven databases the authors focus on peer-reviewed journal articles, commissioned research reports and edited books dealing with race and inequality in secondary education only.

The authors identify eight broad research traditions: (1) from oligarchy to democracy; (2) policy development – state versus resistance movements; (3) the impact of the removal of race-based policies; (4) racial (de)segregation: causes and consequences; (5) (de)segregation and school resources; (6) curriculum studies; (7) teacher training and pedagogy; and (8) charting inequalities in student outcomes.

The bulk of the chapter comprises an analysis of sociological research undertaken within each of these research traditions. The authors conclude that “the analysis consistently points towards the enduring inequalities in education between black and white learners across the spectrum”. The challenge is therefore “an all-pervasive systemic issue affecting almost 90% of the population”. Research-based policy must focus on how such inequalities can be reduced (p. 513).

The key findings and the recommendations of this study underline the challenges facing the post-school education and training sector: equity, re-distribution of economic resources, equalising educational opportunity, de-segregation and its impact on equity of outcome; racial desegregation as it pertains to staffing, curriculum and institutional culture in all organisations of teaching and learning; factors that inhibit integration in a learning organisation; pedagogy, teacher education and professional development; the focus on mathematics, science and technology education; and participation, progression, retention and success in higher forms of education and training.

Dr Shaheeda Essack is a Deputy Director: Private Higher Education Institutions in the Department of Higher Education and Training.

Mr Duncan Hindle is a former Director General of the Department of Education.

⁹ Essack, S and Hindle D B. 2014. South Africa. In Stevens, P A J and Dworkin, A G. Eds. *The Palgrave Handbook of Race and Ethnic Inequalities in Education*. Palgrave Macmillan. January 2014. 485-518.

1.5 Book on the Doctorate in South Africa to be launched in March 2014 (Charles Sheppard and Nico Cloete)

The Doctorate in South Africa, co-edited by Dr Nico Cloete (Director of the Centre for Higher Education Transformation) and Prof Johann Mouton (Director of the Centre for Research on Evaluation, Science and Technology at the University of Stellenbosch) is to be launched soon.

The book reveals that in many developed countries governments are beginning to ask if it is time to slow the PhD production line. This stems from a recognition that many PhD graduates are unable to find relevant employment and that questions with regard to the quality and relevance of PhDs have been raised. By contrast developing countries are making huge investments in the knowledge economy, with increasing doctoral production being one of the conditions. The book argues that in Africa the call for increasing doctoral production is without an economic context since it is not part of an agreed upon role for the university in economic development.

In South Africa global and national competition, quality, transformation and efficiency affect pressure on the production of PhDs. Over the period 1996 to 2011 the total of doctoral enrolments in South Africa increased by 149%. The number of African students increased by 795%, Coloured students by 280% and Indian students by 250%, whilst White student enrolments increased by only 26% over this period. Female doctoral candidates increased their share of enrolments from 34% in 1996 to 45% of the total in 2011. International students constituted a 32% share of all doctoral graduates in 2011, with Africans who were not from South Africa making up by far the largest proportion of foreigners (406 out of 536 or 76%). While Africans constituted a 40% share of all graduates, Africans who were South African citizens contributed 15% while Africans from other parts of the continent made up 26% of all doctoral graduates.

During the post-1996 period, South Africa underwent one of the fastest demographic changes in doctoral enrolment and graduation in the world. In particular, the rate of change in African participation is unprecedented, while the increase in female students is impressive by any world standard. The fact that the majority of African doctoral graduates are non-South African Africans is both a challenge and a celebration. The challenge is to increase the number of Africans who are South African citizens at a faster rate. The celebration is that South Africa is well poised to become the African powerhouse of doctoral study.

Dr Charles Sheppard is a Director: Management Information at the Nelson Mandela Metropolitan University

Dr Nico Cloete is a Director of the Centre for Higher Education Transformation (CHET)

1.6 Fact Sheet on NEETs: analysis of the 2011 South Africa Census (Lesego Ramose)

“NEET” refers to young people who are not employed and not in education and training. Many countries, including South Africa, are currently using the NEET rate to monitor the labour market and social dynamics of young people. It is generally acknowledged, both in South Africa and abroad, that NEETs constitute one of the greatest threats to the stability of society.

The Department of Higher Education and Training (DHET) has compiled a *Fact Sheet on “NEETS” in South Africa*. The *Fact Sheet* is available on the DHET website.¹⁰ The data are derived using the SuperCROSS program applied to Statistics South Africa’s Census 2011 reports.¹¹

The unit of analysis for the investigation is persons aged 15 to 24¹². The percentage of NEETs (the NEET rate) was calculated by dividing the number of persons aged 15-24 years who are NEET, by the total 15-24 year old population in the country.

The number of South African NEETS increased from about 2 million in 1996 to close to 3.2 million in 2011. The NEET rates were 25.1% in 1996, 34.0% in 2001 and 30.8% in 2011. In 2011, North West Province had the highest provincial NEET rate (36.4%) while Limpopo Province had the lowest, at 26.8%.

Even the lowest provincial rate is significantly higher than the NEET rate in many other countries. Although the age groups are not identical, it is instructive to note that the NEET rate of 15-29 year olds in all OECD countries in 2011 was 15.8%. In only six OECD countries did the NEET rate of the same age group in that year exceed 20%.¹³

It is evident that access to post-school education and training and youth unemployment are major national challenges which require urgent, coordinated and sustained responses. The monitoring of NEET rates will provide evidence on whether interventions to improve education, training and work opportunities for young people in South Africa are bearing fruit.

The report can be downloaded from the DHET website:

<http://www.dhet.gov.za/LinkClick.aspx?fileticket=RUHZQ/BMp6s%3D&tabid=36>.

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¹⁰Department of Higher Education and Training. 2013. *Fact Sheet on “NEETS” (Persons who are not in employment, education or training). An analysis of the 2011 South African census*. Available at <http://www.dhet.gov.za/LinkClick.aspx?fileticket=RUHZQ/BMp6s%3D&tabid=36>.

¹¹SuperWeb is the web-based version of the software package SuperCROSS which enables users to create their own tables (and view the results as charts and maps) from census data available on the StatsSA website www.statssa.gov.za.

¹²This age group has been selected to facilitate international comparability of findings and is in line with reporting of NEETs by Statistics South Africa’s *Quarterly Labour Force Survey*.

¹³ The six were Chile, Greece, Ireland, Israel, Italy, Mexico, Spain and Turkey. OECD. 2013. *Education at a Glance 2013: OECD Indicators*. Paris. OECD Publishing. 330-331. Accessed at <http://dx.doi.org/10.1787/eag-2013-en>.

1.7 Evaluating the ‘MOT’ (‘Show Courage’) life-skills programme at FET colleges in the Western Cape (Joy Papier)

Introduction

The MOT¹⁴ SA life-skills training programme (hereafter referred to as ‘MOT’) which has its origins in Norway, has been implemented in Further Education and Training (FET) Colleges and senior schools in the Western Cape since 2007. MOT sets out a clear vision, a mission and intended outcomes with well-developed facilitator materials for the delivery of the course. The goals of the MOT programme are expressed in the focus areas of the questions addressed to students regarding their experiences of the programme. The questionnaire places a strong emphasis on self-knowledge, personal development and responsibility, caring for others, respect and affirmation, in line with the themes of the programme content.

The first cohort of 86 FET college students completed a three-year pilot of the MOT SA life-skills training programme in 2011. Since the pilot programme was introduced, five of the six Western Cape FET colleges have introduced the programme at their campuses and more facilitators have been trained.

During 2012, research was conducted with a second cohort who had completed the MOT programme between 2010 and 2012, a total of 378 students.

Methodology

353 FET college students completed questionnaires. The questionnaire covered biographical information and categories of questions related to how the MOT programme had impacted on students’ classroom interactions with other students, on their personal values and attitudes, and on their personal choices. Students were asked to answer cloze procedure exercises (where respondents are asked to replace missing words in the text) while the final section asked for written comments on the programme. The questions in each section were based on the content areas in the MOT curriculum, and students were asked to reflect on their behaviour and attitudes before undertaking MOT and to decide when answering the questions whether MOT had changed the way they thought, felt or behaved. Students were allowed to remain anonymous in the hope that this might encourage them to answer truthfully.

Findings from the data

The programme showed positive impacts in three critical areas: personal development, interactions with peers, and motivation towards academic success. Students reported that MOT had encouraged them to become better students and to complete their courses of study. FET colleges do not as yet possess sufficient capacity within their own student support services units to provide this level of intervention and support for students.

The report can be viewed at www.feti.ac.za,
http://www.mot.org.za/files/motsa_researchreport_jan2012.pdf

Professor Joy Papier is a Director of the Institute for Post-School Studies, University of the Western Cape.

¹⁴ This is the Norwegian abbreviation, which in English means “show courage”

1.8 A case study of higher education curriculum construction and transformation (Wayne Dirk)

In March 2008, the then Minister of Education, Naledi Pandor, established a Ministerial Committee on Progress Towards Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (the committee). The establishment of the committee arose out of a racist incident at the former University of the Orange Free State (UOFS). The incident received massive coverage in the local and international media, sparked national campus debates and aroused public moral outrage. The committee was set up to investigate how such an event could have occurred in the era of post-apartheid transformation and advise what needed to be done to eradicate such behaviour.

The committee concluded that discrimination, in particular with respect to racism and sexism was "pervasive" at South African universities. Among contributing factors the committee found that the higher education curriculum, as a conduit for "epistemological transformation" (the ways in which knowledge is conceived, constructed and transmitted (Hall 2007:182; Department of Education 2008: 13, 100)) had not experienced significant shifts after apartheid.

In the current study the lack of attention granted to the epistemological transformation of the higher education curriculum after apartheid is addressed empirically by means of a case study of curriculum change in a Faculty of Education at a local university.¹⁵

Local scholars have also influenced the motivation for the study. Nkomo (2013: 12), for example has drawn attention to the substantial effort that would be required for "those who are in charge" of knowledge production at South African universities to radically transform their "epistemological and pedagogical orientations" in order to achieve the goals of post-apartheid curriculum change. Naidoo (2012: 79) also argues that:

Any curriculum process in South Africa needs to incorporate issues of equity and transformation. However, foregrounding these issues may result in resistance from staff members and sometimes even from the students themselves.

The concerns of Nkomo, Naidoo and other scholars are closely examined in the study. They are particularly relevant in the light of the committee's findings and the importance that Minister B.E. Nzimande has attached to knowledge production in post-school education. In articulating the social goals for post-school education in the *White Paper for Post-School Education and Training* the Minister has emphasised that post-school education should *inter alia* contribute to developing thinking citizens who can function effectively, creatively and ethically as part of a democratic society (Department of Higher Education and Training 2013: viii).

This study addresses some of the challenges that may stand in the way of the "epistemological transformation" of the higher education curriculum after apartheid.

Some of these challenges have been characterised as a neglect of reflection on curriculum change, resistance among academics who tend to protect traditional curricula and the tensions that arise

¹⁵ Wayne Peter Dirk. July 2013. *Constructing and Transforming the Curriculum for Higher education: A South African Case Study*. PhD thesis. Department of Sociology. University of South Africa.

from the relationship between historically-corrective curriculum change and skills/knowledge acquisition by students (Dell 2011). The study highlights the main areas of contestation with examples of attempts to change the curriculum at two South African universities. It offers a research methodology for deepening sociological understanding of such debates particularly with respect to the social determinants that orientate curriculum production in a bounded social space such as a university.

Far from being a pessimistic account of the limitations of post-apartheid curriculum change the study posits that researchers working in collaboration and using a particular socio-historical research framework should be able to account, theoretically and empirically for the structures and actions that hinder or promote curriculum transformation.

The study is available at: <http://hdl.handle.net/10500/11838>

Dr Wayne Dirk is a Deputy Director in the Directorate: Private Higher Education, DHET

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Department of Education. 2008. *Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions*. Pretoria.

Department of Higher Education and Training. 2013. *White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-school System*. Pretoria.

Hall, M. 2007. Transformation and continuity in the university in Africa. *Social Dynamics* 33(1): 181-198.

Naidoo, A. 2012. Leading curriculum renewal in a Faculty of Education: a story from within. *Perspectives in Education* 30(20): 71-79.

Nkomo, M. 2013. South Africa's Achilles' heel and Phoenixian possibilities: reflections on structured underdevelopment and transformation challenges. *South African Journal of Higher Education* 27(1):5-23.

2. RESEARCH PROJECTS

2.1 Labour Market Intelligence Partnership: A spotlight on research related to reconfiguring the post-schooling sector (Glenda Kruss and Rushil Ranchod)

In 2013, the Human Sciences Research Council (HSRC)-led research consortium, known as the Labour Market Intelligence Partnership (LMIP), focused largely on data collection, but space started to be created for analysis and writing. Early results are emerging from each of the projects' six interlocking research themes. These results will be crucial in informing the development of a credible institutional skills planning mechanism.

We spotlight the work and thinking on *Reconfiguring the Post-Schooling Sector*, which investigates the ways in which interaction and alignment between diverse post-school education and training systems and labour markets can be enhanced. The key issue for researchers in this theme is: even if we succeed in creating accurate and reliable projections of the numbers of skilled workers of different types required at different levels by firms in specific sectors, how do we ensure that post-school education and training institutions have the will, matching expertise and capabilities to meet that demand?

Post-school education and training organisations with distinct historical trajectories respond in diverse ways to government policy and market imperatives. There is not a linear response or automatic adoption of policy interventions and regulations. Hence, we need an understanding of the ways in which these organisations interact with firms and intermediaries to shape their core activities, in order to identify appropriate change mechanisms.

The research focus is on networks and alignment between the actors in national education and training sub-systems, firms and intermediaries in four distinct sectors:

1. Agro-processing is a sector prioritised for high employment and income opportunities and potential in rural development, but in which value-addition activities need to be enhanced to promote exports. The **sugar sector** is small and highly organised and provides a potentially rich case. We focus on the geographical area where sugar is most strongly concentrated, KwaZulu-Natal.
2. The **automotive sector** has long been identified as a priority and leading manufacturing sector, in terms of contribution to GDP and employment, but technological capability building is required to improve value-added production and global competitiveness. We focus on the Eastern Cape as one of the poorest and most vulnerable regions in South Africa.
3. Business Process Outsourcing has been identified as a potential sector in which South Africa can become a global leader, particularly as a business hub in Southern Africa. We will focus on the **front of office sub-sector**, which is concentrated in the Western Cape.
4. The **SKA** is not a sector as such, but is a national priority area identified in the New Growth Path plan for high-level skills development and innovation, with potential for the development of advanced capabilities over the long term.

In each of these sectors, enhanced skills development at all levels, and better alignment with education and training organisations, are identified as critical to technological capability building – and hence, economic growth and inclusive development.

Fieldwork commenced in August 2013. Researchers have visited sugar mills, automotive components firms and astronomical facilities, as well as the universities, FET colleges, private HET and FET colleges, and intermediaries (such as industry associations and SETAs) that are involved in skills development in each sectoral system of innovation.

Dr Glenda Kruss leads the research project “Reconfiguring the Post-Schooling Sector” in the LMIP.

Dr Rushil Ranchod is the communications manager for the LMIP.

2.2 The DHET skills forecasting model (Asghar Adelzadeh and Siphelo Ngcwangu)

As part of the Labour Market Intelligence Partnership (LMIP), the Centre for Researching Education and Labour (REAL) of the University of Witwatersrand and Applied Development Research Solutions (ADRS), an independent specialist organization based in the United States and South Africa, are responsible for the research and development of a skills forecasting model. During the last two years, the team undertook major statistical analyses of South African data and constructed the Linked Macro-Education Model (LM-EM) of South Africa. The model was presented to the Minister of Higher Education and Training in November 2013.

The LM-EM Approach

LM-EM captures the interactions between macroeconomics and the education sector in South Africa. It fits within the family of skills forecasting models that are used in the European Union (EU) and other developed economies to support planning of future outputs from the education sector.

The LM-EM modelling approach involves 6 steps:

- Use the ADRS multi-sector Macroeconometric Model of South Africa (MEMSA) to produce projections of future labour demand for the economy and its sectors;
 - Research statistical links between the demand for labour, occupations and educational qualifications;
 - Research replacement demand for various occupations;
 - Research the supply of educational qualifications;
 - Construct computer modules that translate the macro model's projection of future sector demand for labour into corresponding demands for occupations and educational skills, generate estimates of replacement demand for various occupations, produce projections of skills supply from the education and training sector, and produce predictions and estimates of possible labour market imbalances and skill mismatches; and
 - Fully verify and validate the model.
-
- ***Critical questions LM-EM answers***
 - What impact do changes in macroeconomic conditions and performance (i.e., growth path scenarios) have on the demand for occupations and qualifications?
 - Under specific scenarios what is the expected supply of qualifications?
 - Which occupational groups will be in most demand during the next 10 years?
 - What are the possible future trends in demand for various educational qualifications?
-
- ***Useful output generated by LM-EM***
 - Employment demand for 45 economic sectors;
 - Demand for eleven aggregated and about 400 disaggregated occupations;
 - Demand for seven aggregated and 27 disaggregated levels of educational qualifications; and

- Supply of seven levels of educational qualifications by race.

As part of the project, the DHET will introduce a user-friendly web-version of LM-EM to the public in 2014.

To learn more about this project or LM-EM, please contact Asghar Adelzadeh (Asghar@adrs-global.com) or Siphelo Ngcwangu (Siphelo.Ngcwangu@wits.ac.za).

Dr Asghar Adelzadeh is ADRS's Senior Economic Modeler

Siphelo Ngcwangu is a Research Associate at the Centre for Researching Education and Labour (REAL), University of the Witwatersrand

2.3 Curriculum Innovation Programme (CIP) at CIPSET promotes better articulation between PSET institutions (Uthando Baduza)

The disparities in the minimum admission requirements between National Senior Certificate (NSC) and National Certificate (Vocational) (NCV) learners for entry into Higher Education drove the Centre for Integrated Post-School Education and Training (CIPSET) at Nelson Mandela Metropolitan University (NMMU) to embark on research that interrogates this uneven situation. As a comprehensive university, NMMU enjoys a reputation for curriculum innovation by providing admission routes and learning pathways for learners who have an FET qualification and who fulfil NMMU admission criteria. Such learners pursue career-oriented university qualifications in areas such as Engineering, Information Communication Technology (ICT), and Financial Planning. NMMU has more than 20 academic programmes accessible to FET College students.¹

The aim of the Curriculum Innovation Project (CIP) is to encourage greater collaboration between NMMU and FET College staff in curriculum development work that enhances the quality of and articulation between programmes offered by FET Colleges and NMMU. CIPSET has conducted curriculum analyses for Mechanical Engineering, ICT and Financial Planning programmes by looking at NC(V) Programmes at FET Colleges and similar cognate fields of study at NMMU.¹⁶ The analyses have revealed extraordinarily complex systemic and curriculum issues that inhibit the development of 'seamless' articulation between FET Colleges and Higher Education Institutions (HEIs).

CIP's next phase will focus on Arts and Culture, Renewable Energy, Agriculture, Maritime Studies and Community Development. However in this phase the CIP will not be restricted to the articulation of NC(V) learners into HE programmes but will also engage with curriculum development for formal and non-formal educational programmes at Community Education and Training Colleges (former Adult Education Centres). Such programmes also support rural development, sustainable livelihoods, socially useful work and the development of local economies.

NMMU strives for a Freirean pedagogical approach to learning and teaching and by an approach to curriculum development and innovation which is underpinned by a democratic learning framework.

Uthando Baduza is an FET Researcher at CIPSET, NMMU

¹ Paxton, P. and Schoombie, S. (2011) Knowledge Typologies and the Engineering Curriculum at the Nelson Mandela Metropolitan University. Collier-Reid, B. Ed. *Proceedings of the First Biennial Conference of the South African Society for Engineering Education, 10-12 August 2011, Stellenbosch, South Africa.* 155-163. Available on-line at: <http://www.sasee.org.za/cms/wp-content/uploads/2012/02/Proceedings-of-the-1st-Biennial-SASEE-Conference.pdf>

2.4 Research update from the South African Qualifications Authority (SAQA) (Heidi Bolton)

SAQA's extensive contribution to knowledge regarding the Recognition of Prior Learning (RPL) has been augmented by recent studies and its latest national research conference.

The five-year SAQA/University of the Western Cape (UWC) study towards an inclusive RPL model recently drew to a close in March 2014. Outputs include four in-depth case study reports on RPL in four diverse NQF contexts: RPL in the workplace, RPL for access to undergraduate study, RPL for access to postgraduate study, and RPL in workers' education. The RPL model developed during this Study is the subject of a new book.

SAQA has also assisted many organisations or institutions to roll out RPL in their sectors, following requests from the entities concerned. Six such initiatives have been concluded successfully; 17 are currently underway. These RPL initiatives followed the widely supported 2011 *National RPL Research Conference: Bridging and Expanding Existing Islands of Excellent Practice*. SAQA's new national RPL policy document was workshopped at the recent *National RPL Conference: Tried and Tested, Tools, Templates*, attended by over 350 delegates. Successful RPL initiatives for workers were discussed. Over 70 presenters shared information from successful RPL initiatives across the three NQF sub-frameworks. All the documents relating to the conference are available on SAQA's website www.saqa.org.za

SAQA research which supports implementation of the National Qualifications Framework (NQF) includes long and short-term partnership research; in-house analyses; the development of research publications in differing formats; and seminars, workshops, colloquia and conferences for the dissemination of findings. The research typically feeds policy development and implementation, and is also used to assess the effectiveness of particular policy interventions or the NQF policy basket as a whole.

This work has focused on developing theoretical frameworks and analysing practice in areas such as: the integration of academic and vocational knowledge in selected areas of learning; intended and unintended consequences of NQF legislation for adult learners; Further Education and Training (FET) Colleges; and learning in workplaces.

Current long-term partnership projects focus on learning pathways and developing flexible articulated institutions of learning. Two shorter term sectoral scans are mapping learning pathways in particular sectors.

Dr Heidi Bolton is the Director: Research at the South African Qualifications Authority (SAQA). She can be contacted at hbolton@saqa.co.za or 012 431 5017/65.

2.5 Update on reports of Ministerial task teams and committees (Victor Mathonsi)

The Minister of Higher Education and Training, Dr B. E. Nzimande, places high value on research and consultative investigations as a basis for policy formulation. This approach is particularly significant in the context of the establishment of the Department of Higher Education and Training in May 2009, and the challenge of creating a system for post-school education and training.

The Minister therefore established a number of Ministerial Task Teams (MTTs) and Ministerial Committees to support the process of policy review and formulation. The reports emanating from these structures have made penetrating contributions to the overall policy effort, including the development of the *White Paper for Post-School Education and Training* (DHET, 2013). The reports can be found on the DHET website <http://www.dhet.org>

Below is a brief status report on MTTs and Ministerial Committee activities:

System wide focus areas

Ministerial Task Team on a National Strategy for the Recognition of Prior Learning (RPL)

The report of the above Task Team was published for public comment in November 2012. An internal DHET task team has been established to take forward the work initiated by this committee.

Ministerial Committee on Articulation Policy

A Ministerial Committee on Articulation was established in August 2013. It submitted its report to the Minister in January 2014. The report has been presented to the Social Cluster, Delivery Agreement Technical Implementation Forum and Cabinet. The way forward will be determined following feedback expected from Cabinet.

Skills Development

Task Team on SETA Performance Review

The review of SETA performance was published for public comment in August 2013 and later presented to Cabinet. An internal task team has been established to develop an implementation plan in relation to the recommendations emerging from the review.

Vocational and Continuing Education and Training

The Ministerial Task Team on the South African Institute for Vocational and Continuing Education and Training (SAIVCET)

The MTT report on SAIVCET was submitted to the Minister in 2013. A business plan is being prepared for submission to National Treasury. Once financing for the institute is secured, nominations for a council will be invited.

The Ministerial Task Team on the Mathematics and Science Foundation Phase Programme

The MTT report on Maths and Science was submitted to the Minister in January 2014. The line-function unit in the Department is in the process of developing an action plan and budget for a proposed pilot phase.

Ministerial Task Team to Review the National Certificate (Vocational)

The NC(V) MTT's report was submitted to the Minister in March 2013. A stakeholder meeting was convened in July 2013 to consider the report. An extended consultative process was held in October 2013 with colleges and regional officials to crystallize the wide-ranging recommendations. Branch presentations were also made to solicit the views of DHET officials. The upshot is that the full suite of programmes envisaged for delivery in TVET colleges is under consideration in order to deal with duplications and gaps in provision.

Community Education and Training Centres

The CETC MTT's report was gazetted for public comment in April 2013. In a parallel process, the Further Education and Training Colleges Amendment Act, 2013 (Act 1 of 2013) was assented to by the President in March 2013. This measure renamed the principal Act as the Continuing Education and Training Act, 2013. It brought Adult Education and Training (AET) into the college legislative framework and repealed the Adult Education and Training Act, 2000 (Act 52 of 2000). AET thus becomes a national responsibility of the Minister of Higher Education and Training. A new institutional type called the Community College has been declared.

Informed by these developments a draft turnaround strategy for AET has been developed and an internal task team is preparing a new AET institutional landscape which will include proposals to consolidate the more than 3000 existing Public Adult Education Centres (PALCs). A draft policy for Community Colleges and a draft model Community College have been developed. PALCs and FET Colleges have been visited in order to identify pilot Community College sites. Budget bids have been submitted for the establishment of Community Colleges.

Cooperatives Academy

The MTT on the Establishment of the Cooperatives Academy was appointed late in 2013 and work is in progress.

Universities

Ministerial Committee on Student Housing

The Report of the Ministerial Committee for the Review of the Provision of Student Housing at South African Universities (September 2011) was released in February 2012. In April 2013 a Draft Policy on Student Housing at Public Universities and Minimum Norms and Standards was published for comment. The Department is working on finalising the changes based on comments received and will release a final policy approved by the Minister later in 2014.

African languages panel

The Minister established the Advisory Panel in 2012. Work is in progress.

Fee free undergraduate education

In 2012 the Minister appointed a working group to determine the cost of introducing fee-free university education up to undergraduate level. Work is in progress.

Funding review

The Report of the Ministerial Committee on the Review of the Funding of Universities (October 2013) was gazetted on 28 February 2014. The Department appointed a Technical Team and Reference Group in February 2014 to model the implications of the recommendations of the Report over the next eight months and develop a draft revised funding framework for the Minister to release for public comment in 2015.

Transformation

The Ministerial Transformation Oversight Committee (TOC) was appointed in January 2013 to advise the Minister on policies and strategies to combat discrimination and promote positive institutional cultures for staff and students.

The chairperson of the TOC, Professor Malegapuru Makgoba, Vice-Chancellor together with Professor Kesh Govinder (lead author) and Ms Normah Zondo of the University of KwaZulu-Natal produced an Equity Index (EI) as a tool to study transformation in universities. The EI had been canvassed with academic specialists and presented for discussion to university vice-chancellors and the DHET.

On 23 October 2013 the TOC presented the EI to the Portfolio Committee on Higher Education and Training. The EI formula provided knowledge of areas of potential progress and improvement. Universities could now know where they were performing well and where they needed interventions. The study also allowed comparisons of different institutions and this was an opportunity for universities to learn from one another. The TOC was examining the need for qualitative indicators to balance the EI's quantitative indicators.

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

3. CONFERENCES AND CALL FOR PAPERS

3.1 LMIP fosters the research-policy nexus: a case of two policy roundtables (Rushil Ranchod)

A core function of the Human Sciences Research Council (HSRC) - led Labour Market Intelligence Partnership (LMIP) is to foster the development of a research-policy nexus by providing evidence to inform policy on skills planning in South Africa. Policy translation activities are therefore a key part of the LMIP's research communication strategy.

Two policy roundtables took place in the first quarter of 2014. The first, in January, focused on the demand-side dynamics that support the creation of a responsive skills planning mechanism. It includes stakeholders from government, the private sector and the research community to discuss the nature and causes of skills-based employment trends in distinct sectors in the South African economy; the issue of skills constraints and measures to address these deficits; and the range of possible interventions that may inform a skills planning mechanism that is responsive to demand-side dynamics and circumstances.

The second roundtable, in March, built on the first. All relevant stakeholders were invited to share knowledge and expertise as they reflected on the most appropriate model of skills planning for South Africa. The event sought to improve the coherence and policy relevance of the research being conducted by the HSRC-led consortium.

Two policy briefs will be developed from the findings of these events and circulated among all stakeholders in 2014.

Dr Rushil Ranchod is the communications manager for the LMIP.

3.2 Call for papers: 2014 International Conference on Arts, Culture, Heritage and the National Development Plan: Vision For 2030, 1-3 October 2014 (Ndwamato George Mugovhani)

The Faculty of the Arts of the Tshwane University of Technology, Pretoria is hosting an international conference on the theme: ***The Strategic Repositioning of Arts, Culture and Heritage in the 21st century.***

The conference will be primarily informed by South African policy papers such as the Department of Arts and Culture's *Revised White Paper on Arts, Culture and Heritage* (1996, Version 2, 4 June 2013) and the Presidency's *National Development Plan: Vision for 2030* (2011) but the hosts are inviting both international and local academics, members of relevant industries and policy makers to submit papers on the theme and the following sub-themes:

- The role of government in the promotion of cultural and creative industries
- The role of cultural and creative industries in engendering social cohesion, enhancing nation building and contributing to economic growth and development
- The significance of partnerships between institutions of higher learning and cultural and creative
 - industries in the expansion of career skills and knowledge
- Challenges around culture, heritage and moral regeneration in modern societies
- Restoration and advancement of arts and cultural practices in modern democracies
- Commercialisation and preservation of intellectual property in the arts, culture and heritage
- Economic development and urban regeneration
- Cultural planning and urban tourism
- Creative industries and social development
- Creative industries and nation building
- Creative industries and moral regeneration
- Creative industries and economic development
- Culture and development
- The role of creative and cultural industries in developing an inclusive cohesive society
- Cultural policy and development
- Entrepreneurship and creative economy
- Arts and rural development
- Africanisation of arts curricula
- South Africanisation of arts curricula
- Arts and urban regeneration
- The role of arts education
- Arts, culture and heritage education and national development
- Ubuntu and African Renaissance in the developmental agenda of the post-millennium world
- The arts in identity and multicultural politics
- Arts and climate change
- The humanities and social sciences as custodians of indigenous and endogenous languages
- The humanities and social sciences as a repository of heritage, history, memory and meaning
- The humanities and social sciences in community practice
- The humanities and social sciences in political economy and internationalism

- Arts and children

Abstracts

Presenters are invited to submit abstracts (300 words in PDF or MS Word format) to reach the Conference Secretariat by 31 March 2014.

Conference secretariat

Correspondence to:

2014 International Conference on Arts, Culture, Heritage and the National Development Plan: Vision For 2030, Faculty of the Arts, Tshwane University of Technology, Private Bag X680, PRETORIA 0001

Enquiries to:

Irene Botes, e-mail: artsconference2014@tut.ac.za ; tel: +27 12 382 6175; fax: +27 12 382 6178; or
Joyce Ringane, e-mail: artsconference2014@tut.ac.za ; tel: +27 12 382 6183; fax: + 27 12 382 6178

Further details

www.tut.ac.za/

Ndwamato George Mugovhani is the Head of the Department of Performing Arts (Dance, Musical Theatre, Music and Vocal Art) at the Tshwane University of Technology, Pretoria

3.3 Call for papers on higher education, mobility and migration in and out of Africa

Conference at the Austrian Academy of Sciences, Vienna, Austria

Thursday, 19 June - Saturday, 21 June 2014

Higher education is a central element in socio-economic development. It helps young people by providing them with professional qualifications to establish themselves occupationally and by enabling their social and geographic mobility.

Because of extremely high birth rates, Africa is the only macro-region in the South where per capita income has declined over recent years despite some economic growth. African governments recognise the importance of education for socio-economic development and increasingly invest in higher education. However, rapid expansion of universities, especially private institutions, is increasingly difficult because of the shortage of university teachers. As a consequence, the quality of education might suffer. Also the employment of university graduates is a problem given the weak development of modern industrial and service sectors. Closely related to this is the issue of emigration of graduates (brain drain) toward Europe and America.

The conference will discuss all relevant issues concerning the development, quality, and outcomes of higher education and university teaching and research in Africa from a comparative perspective, with a specific focus on relations between Africa and Europe. The conference will also provide a forum for African and European social scientists to exchange relevant research findings.

After scientific review we envisage to publish selected contributions in a conference publication.

Possible topics

- Higher educational opportunities (by gender, social class, regions)
- Regional inequalities in higher education, national planning of higher education
- Occupational and professional higher education
- Curricula in arts and humanities
- Quality of higher education teaching and research, language of university teaching
- Cooperation between African and European institutions of higher education
- Employment and unemployment, and occupational careers of graduates
- Mobility of graduates within their countries and Africa
- Mobility from Africa to Europe and America, the problem of brain drain
- Exchange of teachers and students between African and European Universities
- Opportunities for European scientists, teachers and entrepreneurs in Africa
- Contribution of university education to civic attitudes and behavior of students
- Entrepreneurship and self-employment of graduates
- Africa as a field for teaching and research for European academics
- Research facilities and management of research
- Government and the financing of universities, public vs. private institutions
- Religious institutions of higher education (Christian, Muslim Universities)
- Relations between universities and the public sphere

Organisers

Professor Max Haller, Dr Bernadette Müller, Department of Sociology, University of Graz, and Austrian Academy of Sciences, Vienna

Vice-Rector Professor Heinz Fassmann, Department of Geography and Regional Research, University of Vienna and Institute for Urban and Regional Research/Austrian Academy of Sciences

Prof. Wolfgang Lutz and Dr. Anne Goujon, Wittgenstein Centre for Demography and Global Human Capital, Vienna Institute of Demography/Austrian Academy of Sciences

Paper submission

By February 15: An abstract (200 – 400 words) and a short curriculum vitae and list of publications to: Max.Haller@uni.graz.at and to bermuell@wu.ac.at
Tel. (+43) (0)316 380 3541; Fax (+43) (0) 316 380 9515.

The organisers will notify all authors by end of February 2014.

By 7 June 2014: Full papers (first drafts).

Financial support

The organisers can bear the cost of accommodation and contribute to travel costs of participants from Africa.

4. STATISTICAL PUBLICATIONS

4.1 *VitalStats: Public Higher Education, 2011 (Council on Higher Education)*

In 2012 the Council on Higher Education (CHE) launched *VitalStats* in an effort to provide recent, audited and useful information for the higher education sector. The general response to the publication was very positive and the CHE has followed up with *VitalStats: Public Higher Education, 2011*.

As with the first edition, *VitalStats: Public Higher Education, 2011* includes key data on the higher education system in an easy-to-use format. The purpose of the publication is not to analyse the state of the sector, but rather to provide the statistics required for monitoring and evaluation by researchers and other interested stakeholders.

This edition of *VitalStats* contains data covering the period 2006 to 2011, with 2011 marking the most recent audited data available for the sector. The publication is divided into six sections. A glossary, based on HEMIS definitions, is available at the start of the publication. In the first four sections, data relating predominantly to the student body is provided with sections focused on enrolments and completions; enrolments by qualification type; enrolments by field of study; and enrolments by institutional type. The fifth section of the publication provides data on the staff complement employed at public universities. The sixth section contains a study of the 2006 cohort of students that entered diploma and degree studies, tracking their respective throughput rates. Owing to the different mode of study (distance and often part-time) at the University of South Africa (UNISA), which impacts on the time it takes a student to graduate, statistics for that university have been excluded from this section (as indicated on the relevant graphs). This section of the publication has been expanded in this edition to include basic data on fields of study.

The full publication can be downloaded from the CHE's website at:

http://www.che.ac.za/media_and_publications/monitoring-and-evaluation/vitalstats-public-higher-education-2011

4.2 *Statistics of post-school education and training in South Africa: 2012 (Lesego Ramose)*

Since its establishment in May 2009, the Department of Higher Education and Training has published two issues of its annual statistical report *Statistics on Post-School Education and Training in South Africa*. The two reports for the years 2010 and 2011 are published on the DHET website.

The report covers information pertaining to public and private Higher Education Institutions (HEIs), public and private Further Education and Training (FET) Colleges, public and private Adult Education (AET) Centres, and workplace-based education and training facilitated by Sector Education and Training Authorities (SETAs).

It provides statistical information on student enrolment, graduation and certification, and institutional staffing levels at post-school education and training institutions, as well as information about workplace-based education and training. The soon-to-be published publication of 2012 data will, for the first time, report on funding in the post-school education and training sector, by providing selected time series financial information from 2010 to 2012, including the distribution of expenditure across the different components of the post-school education and training sector.

The report is an important resource for planning and for the allocation of budgetary resources in the post-school education and training sector. It is a reference document for reporting processes in government, including the monitoring and evaluation of post-school education and training. In addition, it provides evidence for use in policy research and decision-making at the different levels of the system. It therefore makes a crucial contribution to the achievement of the goals of the post-school sector.

Researchers and other stakeholders are encouraged to use the publication as a basis for further inquiry and analysis.

The publication is forthcoming and will be available on the DHET website: www.dhet.gov.za

Enquiries to HETIS officer at Tel: +27(012) 312 5212 or email: HETIS.Officer@dhet.gov.za

Lesego Ramose is a Senior Administration Officer in the Directorate: Research Co-ordination Monitoring and Evaluation, DHET. Email: ramose.l@dhet.gov.za

5. DID YOU KNOW?

The following post-school education and training institutions existed in South Africa in 2012:

23 Public Higher Education Institutions
119 Private Higher Education Institutions
50 Public Further Education and Training Colleges
536 Private Further Education and Training Colleges
3 150 Public Adult Education and Training Centres
150 Private Adult Education and Training Centres

Student enrolment in the post-school education and training sector in 2012 was as follows:

Public Higher Education and Training Institutions:	953 373
Private Higher Education and Training Institutions:	97 487
Public Further Education and Training Colleges:	657 690
Private Further Education and Training Colleges:	115 586*
Public Adult Education and Training Centres:	275 252**
Private Adult Education and Training Centres:	8 423***
Sector Education and Training Authority programmes:	129 416

**This figure represents enrolment at only 220 of the 536 private FET Colleges that responded to the departmental survey*

***This figure represents enrolment at only 2 200 of the 3 150 public AET Centres that responded to the departmental survey*

****This figure represents enrolment at only 55 of the 150 private AET Centres that responded to the departmental survey*

6. ENQUIRIES AND CONTRIBUTIONS

The Research Bulletin on Post-School Education and Training is prepared by the Directorate:
Research Coordination, Monitoring and Evaluation.

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