

Report of the Research Colloquium on Post-School Education and Training

*State of research on post-school
education and training in South Africa*

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ACRONYMS

AET	Adult education and training
BRICS	Brazil, Russia, India, China and South Africa
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
FET	Further education and training
HEI	Higher education institution
HETMIS	Higher Education and Training Information System
HSRC	Human Sciences Research Council
HWSETA	Health and Welfare Sector Education and Training Authority
LMIP	Labour Market Intelligence Partnership
NIDS	National Income Dynamics Survey
NMMU	Nelson Mandela Metropolitan University
PSET	Post-school education and training
QCTO	Quality Council for Trades and Occupations
SALDRU	Southern Africa Labour and Development Research Unit
SAQA	South African Qualifications Authority
SASAS	South African Social Attitudes Survey
Stats SA	Statistics South Africa
SETA	Sector Education and Training Authority
SSP	Sector Skills Plan
TVET	Technical and vocational education and training
W&RSETA	Wholesale and Retail SETA

EXECUTIVE SUMMARY

One of the functions of the Department of Higher Education and Training (DHET) is to promote and foster research coordination on matters pertaining to the Post-School Education and Training (PSET) system. This research colloquium was one of a number of activities that the Department is engaging in to facilitate coordination for research in PSET. The research colloquium was attended by, amongst others, SETAs (Sector Education and Training Authorities), business organisations, universities, research organisations, qualifications authorities, government departments and education and training non-governmental organisations.

The purpose of the research colloquium was to deepen the conversation among stakeholders in the PSET sector in order to share research findings and promote research utilisation and dissemination.

Mr Mduduzi Manana, MP, Deputy Minister of Higher Education and Training, gave the opening address and presented an overview of the PSET research landscape, emphasising the need for shared knowledge and collaboration between researchers.

The second session dealt with the scope of research in the area; the various institutional players; initiatives to make the results of research being carried out more widely accessible; and possibilities for strengthening these initiatives. The growing involvement of the SETAs in research in their field was stressed.

The third session looked at large-scale datasets as a resource for PSET-related research. A number of the institutions that produce such datasets, including the relevant section of the DHET itself, made presentations. Particularly emphasised were issues of researcher access to such data, questions of confidentiality, reliability and the potential power to be derived from bringing together such large datasets to interrogate questions that might not be answerable from a single dataset, however large.

The fourth session focused on the research-policy nexus and raised questions of socially aware research investigations *vis-a-vis* technocratic empiricism. It was emphasised that research questions are never ideologically neutral, and that, particularly in the contemporary context of increasing structural unemployment, a focus on initiatives that deal with the realities of poverty and the limitations of formal education as an answer to these realities, while also taking community initiatives seriously, is imperative.

The research colloquium concluded with a renewed emphasis on the real achievements of research by a number of the SETAs, and a call for further efforts by these organisations.

BACKGROUND

The post-school system comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school.

Post-school education and training institutions (PSET) include: public and private higher education institutions (HEIs), public and private further education and training/technical and vocational education and training (FET/TVET) Colleges, and public and private adult education and training (AET) Centres.

The notion of PSET is new in South Africa. It is 'characterised by expanded access; improved quality and increased diversity of provision; a stronger and more cooperative relationship between education and training institutions and the workplace; and is responsive to the needs of individual citizens and of employers in both public and private sectors, as well as broader societal and developmental objectives' (DHET, *Research Agenda, 2014-2017*). It comprises many academic disciplines: education, economics, humanities, statistics, labour studies etc. The PSET sector therefore provides opportunities for multi-disciplinary research and the establishment of partnerships across academic disciplines.

The Research Colloquium is a new initiative. This was the first time that the research community came together to develop communities of practice in PSET research.

One hundred and fifty participants were invited to the research colloquium and 120 participants attended from the following organisations:

- SETAs;
- Quality Councils;
- Universities;
- Research Centres based at Universities;
- South African Principals Organisation (SACPO);
- Higher Education South Africa;
- Research Non-Governmental Organisations (NGOs)
- Representatives from the Department of Planning Monitoring and Evaluation (DPME)
- Representatives from the National Planning Commission (NPC)
- Representatives from other departments (including National Treasury, Basic Education etc.)

SESSION 1: INTRODUCTION

1.1 Welcome and opening

Mr Firoz Patel, Deputy Director-General, DHET

Mr Patel welcomed the participants, noting that this was the first research colloquium specifically involving the DHET and its entities. Mr Patel said that there has been a proliferation of interest in, and research into, PSET, with the Minister signing off on an average of one research project a day. The aim of this research colloquium was to deepen the conversation within the PSET sector, particularly in relation to policy.

1.2 Opening address

Mr Mduduzi Manana, MP, Deputy Minister, Higher Education and Training

The Deputy Minister noted that the research colloquium was a new initiative which, for the first time, brought together this particular research community. It is a varied sector, with many opportunities for collaborative research and for developing shared understanding. Research can make evidence available to enable the Department to improve its work. There are many involved in this 'key space' but there is no central platform and therefore much takes place in ignorance of what others are doing. In such cases, lessons are not learned and there is excessive duplication. This research colloquium therefore provided the opportunity for cooperation which addresses such problems.

The Deputy Minister noted that the DHET had published its first Research Agenda, developed to inform stakeholders of the Department's research priorities for the period April 2014 to March 2017 and to guide priorities for funding. The Department will engage with the research community across a range of issues. South African researchers are part of local and international research networks, and collaboration with other countries, particularly in Africa and among Brazil, Russia, India, China and South Africa (BRICS), is valuable.

In this spirit, the Deputy Minister reminded the audience that the DHET has established a National Institute for Humanities and Social Sciences to stimulate research and postgraduate studies in vital disciplines. The Institute will initiate research projects by university academics, aimed at stimulating further research in key areas. A major aim is to promote research collaboration and dialogue between

South African academics and those from across the continent. The DHET will also establish the South African Institute for Vocational and Continuing Education and Training (SAIVCET), responsible for ensuring that vocational and continuing education interventions are informed by good quality research.

The Deputy Minister indicated that other important role players are research organisations such as the Human Sciences Research Council (HSRC) and the universities, where research into technical and vocational education and training (TVET) is gradually increasing. The research undertaken, must build the country's economy and make use of technical innovation.

The Deputy Minister noted that the SETAs are important role players, and that they must engage researchers and test their findings in practice. Skills planning has been weak, and sector skills plans have had limited impact. The DHET intends to establish a Skills Planning Unit and the SETAs as currently established will work with it.

Concluding, the Deputy Minister noted that collaboration is crucial, including for developing new academics. The National Skills Fund is in a good position to encourage useful research.

SESSION 2: THE STATE OF RESEARCH ON PSET

The objectives of the session were to share information about a) the volume, focus and nature of research in PSET and b) the research repository.

The Chair, Ms Josie Singaram, introduced the theme of Session 2, and noted the highly appropriate skills and experience of the speakers.

2.1 The state of research on PSET in South Africa

Dr Glenda Kruss, Director: Education and Skills Development Programme, HSRC

Research in PSET, Dr Kruss noted, was a broad and fragmented field which raises many issues; among these are finance, governance and curriculum.

Dr Kruss further noted that the amount and focus of PSET-related research reflects the ‘inverted pyramid’ of South African PSET, with most located in public higher education institutions (HEIs) and less in AET institutions and the SETAs.

Dr Kruss continued that most PSET research focuses on teaching and learning, but there is little systemic research on higher education within universities. Role players in this field include the Higher Education and Human Development Research Chair at the University of the Free State; the Council on Higher Education (CHE); the HSRC; and not-for-profit organisations such as the Centre for Higher Education Transformation (CHET) which carries out graduate tracer studies. However, most research focuses on post-school teaching, learning and curriculum with, previously but now less so, some emphasis on governance.

Dr Kruss recognised that there are a number of new centres at universities such as the University of Cape Town (UCT), the University of KwaZulu-Natal (UKZN) and Nelson Mandela Metropolitan University (NMMU) that are focusing on TVET. The South African Qualifications Authority (SAQA) has a research interest in issues such as recognition of prior learning and articulation, and organisations such as the Joint Education Trust (JET) Education Services in issues of governance and data management. In some instances, donor organisations such as the Danish International Development Agency (DANIDA) help to set and drive the research agenda, drawing on models from other countries.

Dr Kruss noted that there is little university-based research into the SETAs; this tends more to be driven by SAQA and by the SETAs themselves, with much of the research taking place in relatively small projects, often carried out by private consultants. This can shape the direction of the research and the output is often in the form of reports. As many organisations do not curate their data well, the effect of the research is often lost. There is therefore a need for a repository for this 'grey literature' to avoid duplication, waste and repetition. The Labour Market Intelligence Partnership (LMIP), initiated by the DHET through the HSRC, has created such a repository, with protocols relating to issues such as intellectual property (IP). The LMIP can only play the full role of which it is capable if copies of all research are deposited there. In the development of the repository, there remain gaps including the management and processing of data, and the need for additional and well-integrated research into and information about PSET. From 2012, the LMIP commissioned research from people active in this field in order to establish where the knowledge-gaps are and how institutions such as the universities are, and can further be, involved in such research. Among the many key areas identified are funding for poor students in higher education, the size and shape of private further education and training (FET) provision, funding and assessment of recognition of prior learning (RPL), the trajectory the individuals follow between FET and the labour market, learnerships and apprenticeships, and blockages in artisanal skills production.

The financing of such research, Dr Kruss concluded, must to be better coordinated, and the results shared.

2.2 Current research on PSET (DHET and its institutions)

Mr Sibusiso Miya: Research and Information Manager, Health and Welfare Sector Education and Training Authority (HWSETA)

Mr Miya stated that his presentation reflected his own views and not those of the HWSETA. He suggested that his organisation was among the leaders of research carried out by the SETAs. Such research is submitted to the DHET for its use and application. This includes analyses of what additional research is required and planned.

Mr Miya said that the goal is improved research on PSET, as required by the 2013 White Paper on Post-School Education and Training. However, as is widely recognised, much research into PSET is in silos.

There is therefore a need for a common platform and a holistic view of priorities and purposes and of which organisations should be carrying out the research.

Mr Miya recognised that the 'DHET and its entities' includes a wide range of organisations, and that they are involved in an equally wide range of research. These entities are the CHE, the National Skills Fund (NSF); the National Student Financial Aid Scheme (NSFAS); the Quality Council for Trades and Occupations (QCTO); the SETAs; SAQA; and UMALUSI. The DHET consolidates and analyses this research.

Mr Miya stated that applied research is the single largest category of research undertaken. Among the many topics investigated are articulation and learning pathways, trend analysis, skills planning, worker education, stakeholder relations and sector-specific issues such as those relating to the retail sector.

Evaluation research focuses on monitoring and evaluation, impact studies and tracer studies. The use which SETAs and others make of such research findings needs to be monitored in order to establish if it achieves its intended outcomes.

Mr Miya noted that basic and applied research covers issues such as the FET/TVET College system, higher education and training and post-graduate scholarship funding. Universities and some SETAs are involved in this category of research.

Mr Miya drew attention to the fact that research planned for 2015-17 will focus particularly on evaluation (more especially as the SETA license period comes to an end), with somewhat less emphasis on applied and on basic and applied research. It should be noted that it is not always easy to categorise research clearly as applied, evaluation and basic; the categories can shade into each other.

Mr Miya said that to date, little PSET research appears to have been carried out through Research Chairs, with basic research mainly carried out through post-graduate research grants. There is evidence of research collaboration among the members of the PSET community but more is needed. Establishing a journal to publicise research findings should be among the ways forward.

2.3 Discussion

The Chair noted again the need for collaboration, coordination, and communication. The following key points emerged in the course of discussion.

There was a need for debate about the conceptual categories underlying PSET research, and indeed how to define 'research'. A multi-disciplinary approach (to include, for example, economics and sociology)

was required, and this should include fostering partnerships with SETAs and others, and drawing on community-based knowledge. Supporting this broad agenda, improvement of the national information system in relation to issues such as TVET was required; technology for storing research findings, including electronic links and cataloguing, should be upgraded; a code of conduct, and possibly a council, for researchers should be implemented, and it should be ensured that research is not duplicated and that all relevant past research is made use of. This last point was linked to the importance of knowing what research is being done through Research Chairs (industry-related; Department of Science and Technology (DST); other). An overarching point was that there was a need, in the course of research, to always keep in mind the need to link it to policy.

Specifically, research into the linkages between education and the labour market was required. Research into the phenomenon of low labour participation rates and casualization was also urgently needed.

SESSION 3: THE AVAILABILITY OF LARGE-SCALE DATA

The objectives of the session were to share information about a) the availability of large-scale data, the range of information collected, sampling and frequency of data collection, b) how researchers can access the data, and costs involved, c) what is available to the public at this point (in terms of reports, data etc.) and d) how research can be used to obtain better insights into PSET.

The Chair, Mr Ntokozo Bhengu, noted that the availability of large data sets has helped in reaching robust findings, although the extent to which they are 'uncleaned' is a factor in their usability.

3.1 The higher education and training information system

Ms Kirstin Barth: Project Manager, Higher Education and Training Management Information System (HETMIS), DHET;

Ms Mapaseka Letho: Deputy Director, Information Systems Coordination Directorate, DHET;

Ms Jean Skene: Director, HETMIS, DHET

Ms Jean Skene described the background to HETMIS; the type of data that it collects; what its purpose is; and how it is disseminated. The South African Post-Secondary Education (SAPSE) system (1986-98) contained only aggregated datasets, from universities and technikons. Processing and validating the data was complex and time-consuming. HETMIS is a unit record database and enables data to be validated and cleaned at source at the universities before being submitted to the DHET. Covering the period 1999 to 2013, it contains data on students and staff, courses, demographics, fields of study, campus facilities and other issues. Individuals' contact details are not included; the information is thus anonymized. Confidentiality is critical.

Ms Skene continued that HETMIS data is submitted according to a schedule, structured in such a way that it gives universities enough time to audit the material. Delays can be caused by issues such as supplementary examinations. Where there are errors, universities are asked to correct and resubmit the data.

The main purpose of the HETMIS data, Ms Skene noted, is to enable the DHET to plan. It is also, crucially, the basis for allocating funding.

Ms Skene concluded that preliminary data is disseminated, but it is made clear that it is not definitive; reaching finality can in fact be difficult when working with such large data sets.

Ms Kirstin Barth defined the objective of HETMIS as being 'to create a credible, integrated and unified view of the skills supply side in the country to improve skills planning to meet the needs of an inclusive growth path for the country'. HETMIS data is collected under a number of key categories: person (the unique individual), organisation, designation, learning, role and employment. This enables the data to be interrogated in a range of ways (for example, by extracting disability information from the employment data) and for datasets to be developed for people and organisations. Census data is pivotal to all of this.

Ms Barth described how data moves through the HETMIS system, and is collected in many different formats; this can make comparisons difficult, and uncertainty about possible duplication can be an issue. Furthermore, particularly at TVET, community centre, SETA, agricultural college and QCTO level, organisations do not all have good-quality management information and validation systems.

Ms Barth noted that HETMIS has links with organisations including the Department of Labour (enabling matching of information about qualifications and skills), the South African Revenue Service (SARS) and Statistics South Africa (Stats SA).

Ms Mapaseka Letho explained the process by which researchers can access the data explained by Ms Skene and Ms Barth. She described how data is accessed through a data request form, available on the DHET website, which researchers can complete and submit to the DHET information officer. Decisions about access to the information involve data managers, and researchers must acknowledge the DHET as the source of the data utilised. Data is always aggregated, and no individual information is provided. Some statistical reports, including Statistics at a Glance, are published on the DHET website. Sharing and dissemination of research arising from DHET data is strongly encouraged.

3.2 Use of Stats SA evidence in planning and decision-making

Dr Arulsivanathan Naidoo: Executive Manager, Stakeholder Relations and Marketing, Stats SA

Dr Naidoo explained how the national approach to the utilisation of official statistical data includes encouraging and enabling its use by municipalities, in schools, by non-traditional users, for statistical literacy and by the general public. It is available without charge; Stats SA provides over 300 releases per year and is able to assist with analysing data.

Dr Naidoo noted the debate about whether Stats SA's role should be primarily to collect data, or also to analyse it. Globally, the trend is towards analysis. The data available covers a very wide range of topics including historical data, socio-economic information by racial group (including data indicating that in the black community younger people are less qualified than their parents; this raises the question as to why this should be the case), household income, education and access to university education.

Dr Naidoo concluded that data can be broken down spatially, and can be clustered by main places, sub-places and small areas. It can also be used to examine issues such as influence of family and/or school; and to identify hot-spots or high points relating to particular issues; for example, if a school in Khayelitsha is seen to be performing particularly well information about it can be analysed and drawn into policy-making.

3.3 National Income Dynamics Survey (NIDS)

Dr Nicola Branson: Southern Africa Labour and Development Research Unit (SALDRU)

Dr Branson pointed out that NIDS is funded by the Presidency, and is a longitudinal panel study with multiple re-interviews over time. Like HETMIS, it is a large data source. NIDS' data is available without charge.

Dr Branson noted that overlaid and working together, large data sources such as NIDS and HETMIS can yield results that are more complex, informative and nuanced than the results that can be derived from any individual data base.

NIDS began in 2008, with the aim of compiling data which is nationally representative. Each of the 25 000 individuals in the initial 2008 sample is followed up every two years, and everyone with whom they are living is interviewed. NIDS' longitudinal nature makes it possible to observe respondents before, during and after education; to control for socio-economic characteristics; and to examine transitions into post-school education and the labour market.

Dr Branson concluded that although it is a nationally representative study, NIDS' sample size does not make it possible to answer questions about individual institutions. However, it can be used in, for example, researching factors that determine who completes post-secondary education; the relationship between the individual and the school attended; the highest levels of education attained; and how education affects earning power. NIDS information can be triangulated with that from other sources, such as HETMIS and SALDRU, and can be controlled for multiple factors.

3.4 South African Social Attitudes Survey (SASAS)

Dr Jarè Struwig: Senior Research Manager, Democracy, Governance and Service Delivery, HSRC

Dr Struwig noted that SASAS is modelled on surveys in the United Kingdom, the United States of America, Germany and elsewhere. It is a nationally representative, repeated cross-sectional survey conducted annually by the HSRC since 2003; there are therefore now 11 rounds of data, with each round designed to yield a representative sample of 7 000 individuals aged 16 and older spread geographically across the country. It contains data on long-term changes in attitudes, and can be used predictively and in decision- and policy-making processes. Within about a year of its collection, SASAS data is freely available through the HSRC website.

Dr Struwig pointed out that SASAS contains core, and rotating, modules; and, in combination with other, older, opinion surveys, can be used for backward comparability. With its over-time focus, SASAS provides information about 'climate' rather than 'weather', and its comparative element makes it possible to enquire into differences with other societies and into issues of exceptionalism and commonality.

Dr Struwig explained that SASAS data can be used, for example, to research perceptions of the importance of education in personal economic success; it shows that, in South Africa, education is valued as a means of social mobility more than anywhere else. It can also be used to research views regarding whether school-leavers are better or worse qualified than previously; what government's educational spending priorities should be; and what should be the language of instruction at different educational levels.

SASAS data, links in many ways with the National Development Plan (NDP), feeding into it or providing information on public views of issues contained in the plan's objectives. SASAS' ability to provide information relevant to their decision-making means that many government departments are interested in it, and want to include questions in it.

Dr Struwig concluded that in addition to the important information that it provides on changing social attitudes, SASAS material can be used for a range of purposes including academic research and publications, and for student and researcher training.

3.5 Discussion

Since 2005, DHET has been compiling data and undertaking studies tracking student progression. Findings from these studies should be released around March 2015. It was raised whether HETMIS should have an open data system: the response was that data related to TVET could be sourced via the relevant DHET data managers. However, while aggregated and published data is freely available, this may not give a full picture. Consideration should be given to making unpublished data available, anonymizing it as needed. A secure centre could also be used to store confidential data which could be analysed to give results without breaching confidentiality.

SESSION 4: THE RESEARCH-POLICY NEXUS

The objective of the session was to examine how results of research and evaluation could be utilised.

The Chair, Ms Tsakani Mabasa, introduced the speakers and noted their long-standing involvement in issues of progressive policy research and development.

4.1 Engaged social policy research and development: some reflections on the nature of its scholarship

Mr Enver Motala and Mr Ivor Baatjes: Education Policy Consortium (EPC)

Ivor Baatjes stated that his work, which is funded by the DHET, supports the building of progressive education in the post-school sector. It examines the policy-relevance of research in developing countries; the nature of the scholarly enterprise; critique as intrinsic to policy research; methodology; and other matters of relevance to PSET-related research.

The particular focus of the presentation, was on research and policy, and particularly the sub-sector of non-formal education as a component of post-school education. That non-formal education is back on the agenda in South Africa and internationally, is due to research, including that commissioned by the DHET. HEIs involved include NMMU and the University of Johannesburg (UJ). This research uses participatory techniques and is for, and not on, members of a community with an emphasis on knowledge creation.

Mr Baatjes suggested that praxis in favour of oppressed groups is not neutral, but sides with the disadvantaged, framing questions which meet their needs. It involves the use of community activists alongside scholars, and compiles data by a variety of means. Results are shared at community events. This enables non-formal education to emerge, and may become the basis for future community colleges with a curriculum which differs from what is currently provided.

Mr Baatjes said that research such as the 'Profiles of possibilities' results in identifying hundreds, if not thousands, of activities taking place within communities: for example, the significant numbers of women involved in urban agriculture. Such research, and the enterprise that it reveals, should be supported. It also indicates that communities are not lazy and sitting around. Prevailing research models do not always bring to light such information; a new, socially-relevant model is needed. This can provide insights into whether, for example, the institutional model is the best one for non-formal education. A 'community model', which gives people access to places where they can create knowledge and where a relevant curriculum is available, may be better.

Mr Baatjes noted that additional issues arising include the nature of what an adult educator is. Many of those involved in community research are young, some without matriculation certificates.

Enver Motala referred to his two papers in the research colloquium document pack: one on socially engaged scholarship and the other on evidence-based policy research.

In relation to evidence-based policy, Mr Motala asked what is meant by evidence and whether much of it is 'simply empiricist', without a theoretical foundation. The prospects of full-time employment, even in countries such as the United States of America, are diminishing and there are no manuals on how to do labour market research in a context of mass unemployment. Many people will never have a permanent full-time job, and the consequences for social fragmentation are real. Such a situation opens the door, for instance, to supposed answers to problems in terms of race, when in fact the questions are about economics and class. Much current research does not address itself to this, nor to such issues as the large amount of socially useful work done, particularly by women, not in a wage relationship.

Mr Motala said that more research, with the necessary funding, is therefore needed into such issues. It should be located within a relevant and unifying conceptual framework for social policy. Science unrelated to the community is 'damaging and somewhat meaningless'.

4.2 The role of research in skills planning

Mr Andile Sipengane: Wholesale and Retail SETA (W&RSETA)

Mr Sipengane noted that the presentation did not necessarily represent the views of W&RSETA.

Mr Sipengane stated that planning is central to research which can assist skills-development. In terms of the Skills Development Act (1998), the SETAs are required to develop and annually update Sector Skills Plans (SSPs). This demands research. The purposes of the SSPs include:

- informing the supply and demand sides of skills planning;
- enabling skills forecasting;
- determining funding priorities; and
- guiding SETAs' strategy planning and execution.

Mr Sipengane noted that the White Paper on PSET also requires that the SETAs carry out research, with an emphasis on implementation, evaluation, innovation and collaboration.

Given that the SETAs have been in existence for a number of years, Mr Sipengane said, it is important that they are able to show their research and implementation expertise; the contribution that they make; progress made; and lessons learned and shared with the sector, other research institutions such as universities and the public. Key questions include whether learning solutions and implementation plans have made a measurable difference to narrowing skills gaps in organisations, economic sectors and the country; and whether South Africa is better equipped with skills now than it was previously.

Mr Sipengane said that research carried out has indicated a number of skills gaps, including the need for business skills (numeracy and literacy, communication, other); technical and professional skills such as computer literacy and sector-specific skills; management and leadership skills; and entrepreneurial skills. W&RSETA has developed a six-step Action Plan, currently under discussion, to address these gaps. This includes identifying competencies to map organisational strategies; setting goals and prioritizing; implementing learning solutions; and measuring and communicating results.

4.3 Discussion

There were differing views as to whether race should continue to be used as a category of enquiry, with some arguing that the key point is how such data is used. Others pointed to the fact that, while there are extremely large racial differences in access to post-secondary education, data seems to indicate that the determining factors for this are issues such as matriculation results and family income rather than racial group *per se*. This question was related to the broader danger of possibly becoming submerged in a 'quagmire of empiricism'. It is necessary to be clear about what questions to ask and what assumptions underlie these questions. Uncritical and non-explanatory use of racial categories can deepen racism.

Several participants raised the question of the relevance of university-based research. On the one hand, there are risks attached to HEIs decreasing their amount of 'blue sky research', as innovation, creativity and entrepreneurship require taking risks. On another, a hopeful, practical, sign is a network among the Universities of Technology currently calling for the involvement of labour, industry and communities in setting the research agenda. To bring parties together and relate the issue of developmental, purposive research to political possibility, the White Paper needs to be unpacked and action plans developed towards implementation. The NDP may have problems, but there are many ways to assist in achieving its aims.

The White Paper indicates that a wide range of institutions and individuals should participate in research and be part of engaged scholarship. Mechanisms are needed to ensure that communities receive the results of research with which they are involved. This requires asking what is researched, and by and for whom; 'solutions' are being presented every day throughout the world, as people protest over a wide range of issues. In instances of crisis, knowledgeable institutions, such as HEIs, and individuals, should recognise that they are implicated in the problem and in solutions. Working with communities involves a programme and not short-term projects. On the other hand, the whole question of capitalism being in crisis was questioned by one speaker, who thought that blaming others for problems is simplistic and that relevant action needs to go beyond criticising the 'evils of capitalism'.

5: CLOSURE

5.1 Mr Firoz Patel, DHET

In closing, Mr Patel said that the aim must be to look not just at the research agenda, but at the definition of research; these were issues which emerged during the engagement at the research colloquium. There is a place for many types of research; intention and purpose are crucial and can help to avoid holdups stemming from questions of definition.

Mr Patel noted that education and training practitioners, and institutions, came together in an unprecedented way in this research colloquium. The SETAs in particular, started from very little, have shown commitment to and understanding of the role of research.

Mr Patel said that the role of the state is not simply to foster economic growth but to enable the development of skills that go with it and to ensure inclusive growth.

Mr Patel noted that education is often seen as ‘the great equaliser’, but if sold as a personal benefit can also be a divider. Education and training in themselves cannot solve the problem of unemployment. They bring mainly private benefits, and are not equally distributed. This points to the need to address the issue of inequality. Education and training will not provide jobs, but they may help, if widely distributed, to equalise people’s chances of getting work. PSET-related research should therefore support the development of relevant, timely education and training which will be a social good.

In relation to data, Mr Patel noted, the DHET’s aim is to make their data open source but it is not in a position to do so yet; individual areas of the data are not always reliable, although the overall picture is quite robust. The DHET is also considering cohort studies but there first needs to be an understanding of the methodology.

Mr Patel proposed that there is a need to look at the question of meta-research (research about research), and to ensure that there is wide awareness of the importance of research quality.

Race remains important in terms of measuring what has to be undone. However, there must also be a move beyond this to questions of class.

Mr Patel noted the consistent suggestions throughout the research colloquium to broaden research to include, for example, research units in unions and federations and in organised business. He noted that the organisers of the research colloquium may want to follow this up.

Mr Patel remarked that the research colloquium had been about approaches to, and resources for, research, not the particular research projects being conducted by many of those attending. The research colloquium had been particularly clear on the use of large-scale statistical data, and the care needed in utilising it. The need for more transparent and comprehensive access to the results of research was noted, and the repository created by the LMIP which Dr Kruss described was an example of what could be achieved in this area. The complex issue of the use of racial categories in PSET research had been raised but not resolved. There had also been the issue of a possible professional body for researchers in the area that might both promote collaboration and provide a degree of quality control that is currently lacking. Similarly, there may be a case to be made for a journal in the area, though it may be better to use currently existing journals more effectively.

In conclusion, Mr Patel noted that the research colloquium will take place annually. In the light of the success of this research colloquium, he looked forward greatly, as he was sure did all those present, to subsequent similar events.

Appendices

6.1 Programme



RESEARCH COLLOQUIUM ON POST-SCHOOL EDUCATION AND TRAINING

State of research on post-school education and training in South Africa

4 November 2014
Burgers Park Hotel, Pretoria

PROGRAMME DIRECTOR:

Mr FY Patel, Deputy Director-General, DHET

SESSIONS CHAIRS:

Session 1	Session 2	Session 3	Session 4
Mr Firoz Patel, DHET	Ms Josie Singaram, ETDP SETA	Mr Ntokozo Bhengu, Council for Higher Education (CHE)	Ms Tsakani Mabasa, W&RSETA

08:30 to 09:00	REGISTRATION, TEA AND COFFEE	
09:00 to 10:00		
09:00 to 09:05	National Anthem	All
09:05 to 09:15	Welcome and opening	Programme Director
09:15 to 09:40	Opening address by	Mr Mduduzi Manana, MP, (Deputy Minister of Higher Education and Training)
09:40 to 10:00	Questions and comments	All
10:00 to 11:00		
10:00 to 10:20	State of research on PSET in South Africa	Dr Glenda Kruss (HSRC)
10:20 to 10:40	Current research on PSET (DHET and its institutions)	Mr Sibusiso Miya (HWSETA)
10:40 to 11:00	Discussion	All
11:00 to 11:30	TEA BREAK	
11:30 to 13:30		
11:30 to 11:45	Higher Education and Training Information System	Ms Kirstin Barth, Ms Mapaseka Letho, Ms Jean Skene (DHET)
11:45 to 12:00	Household and Company Surveys	Dr Arulsivanathan Naidoo (Statistics South Africa)
12:00 to 12:15	National Income Dynamics Survey (NIDS)	Dr Nicola Branson (SALDRU)
12:15 to 12:30	South African Social Attitudes Survey	Mr Benjamin Roberts (HSRC)
12:30 to 13:30	Discussion	All
13:30 to 14:30	LUNCH	
14:30 to 15:30		
14:30 to 14:45	Engaged social policy research and development: Some reflections on the nature of its scholarship	Mr Enver Motala and Mr Ivor Baatjes, (Education Policy Consortium)
14:45 to 15:00	The role of research in skills planning	Mr Andile Sipengane (W&RSETA)
15:00 to 15:30	Discussion	All
15:30 to 16:00	CLOSURE AND DEPARTURE	Programme Director

6.2 Organisations represented at the research colloquium

- Banking Sector Education and Training Authority (BankSETA)
- Business Unity South Africa (BUSA)
- Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CathsSETA)
- Council on Higher Education (CHE)
- Chemical Industries Education and Training Authority (CHIETA)
- Catholic Institute of Education (CIE)
- Cape Peninsula University of Technology (CPUT)
- Centre for Social Development in Africa (CSDA)
- Central University of Technology (CUT)
- Department of Higher Education and Training (DHET)
- Department of Planning, Monitoring and Evaluation (DPME)
- Durban University of Technology (DUT)
- Education Policy Consortium (EPC)
- Education, Training and Development Practices Sector Education Training Authority (ETDP SETA)
- Energy and Water Services Sector Education and Training Authority (EWSETA)
- Finance and Accounting Services Sector Education and Training Authority (FASSET)
- Food and Beverages Manufacturing Sector Education and Training Authority (FoodBevSETA)
- Fibre Processing and Manufacturing Sector Education and Training Authority (FP&M SETA)
- Human Sciences Research Council (HSRC)
- Health and Welfare Sector Education and Training Authority (HWSETA)
- Institute of Post-School Studies
- Insurance Sector Education and Training Authority (INSETA)
- Joint Education Trust (JET) Education Services
- Maths Centre
- Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA)
- Media, Information and Communication Technologies Sector Education and Training Authority (MICT SETA)
- Mining Qualifications Authority (MQA)
- National Research Foundation (NRF)
- National Treasury (NT)
- National Student Financial Aid Scheme (NSFAS)
- The Public Service Sector Education & Training Authority (PSETA)
- South African Institution Of Civil Engineering (SAICE)
- Southern African Labour and Development Research Unit (SALDRU)
- South African Qualifications Authority (SAQA)
- Safety and Security Sector Education and Training Authority (SASSETA)
- Services Sector Education and Training Authority (Services SETA)
- Sol Plaatje University (SPU)
- Statistics South Africa (Stats SA)
- Stellenbosch University (SU)
- TETA
- Tshwane University of Technology (TUT)

- University of Fort Hare (UFH)
- University of the Free State (UFS)
- Umalusi
- University of Mpumalanga (UMP)
- University of Pretoria (UP)
- University of Venda (UV)
- Vaal University of Technology (VUT)
- Wholesale and Retail Sector Education and Training Authority (W&R SETA)
- Walter Sisulu University (WSU)
- Wits Centre for Researching Education and Labour (REAL)

6.3 Research undertaken and planned in the Department of Higher Education and Training and its entities



RESEARCH BEING UNDERTAKEN AND PLANNED IN THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING AND ITS ENTITIES

This document provides information about research (including evaluation) currently being undertaken by the Department of Higher Education and Training (DHET) and its entities, as well as that planned for the short term. It includes research being undertaken and planned by the Human Resource Development Council (HRDC).

KEY RESEARCH PROJECTS IN PROGRESS

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
1.	DHET	Labour Market Intelligence Project (LMIP)	<p>To support the Department's mandate to establish a credible, institutional mechanism for skills planning.</p> <ul style="list-style-type: none">• Theme 1: Foundations for Labour Market Systems• Theme 2: Econometric model for skills forecasting• Theme 3: Trends in the labour market, and firm survey;• Theme 4: Responsiveness of education and training to the labour market;• Theme 5: Pathways from education and training into the workplace (tracer studies/graduate destinations)• Theme 6: Artisanal milieus and identities	March 2015

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
2.	DHET	Building a Progressive Network of Critical Research and Public Engagement: Towards a Democratic Post-School Sector (EPC II):	To build capacity on “critical” research, provide possible alternative approaches for the reconfiguration of PSET, as well as support the Department in building a more integrated, coherent and articulated PSET system. The 13 research projects are: <ul style="list-style-type: none"> • Barriers to Access and Success (REAL Centre) • Strengthening PSET Institutions (REAL Centre) • Knowledge, Curriculum and Pedagogy (REAL Centre) • Triadic: Work, Education and Democracy (NMI) • Emerging Voices (CIPSET / NMI / CEPD / CERT) • Innovation: Community Reading Coaches (NMI) • Higher Education and Work (CEPD) • Higher Education: Living and Learning (CEPD) • Language Attitude and Practice, FET (NMI) • Community Service (CEPD) • Community Education (CIPSET) • Articulation at NQF Level 4 (CEPD) • Curriculum Innovation (CIPSET) 	Feb 2018
3.	DHET	Design evaluation of the draft policy on community colleges	The evaluation focuses on the theory of change underpinning the draft policy; the internal and external coherence of the draft policy, and its readiness for implementation	March 2015
4.	DHET	EU Project on skills planning (EU-SA Dialogue Facility)	International comparative research into skills planning approaches; study visits and workshops	December 2015
5.	DHET	EU project on new skills for new jobs (EU – Social Dialogue Facility)	This project examines the implications of changes in the work environment for skills needs.	December 2015
6.	DHET/ETDP SETA	OECD Review of TVET: A Skills beyond school review of South Africa	To undertake a review of South Africa’s policies in relation to TVET	December 2014

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
7.	HRDC	Worker Education: Worker Education Framework in South Africa	Conduct analysis and common understanding of current provision of Worker Education Ideology, Vocational Education and Joint Worker Education. Conduct study on global/international practice in the Worker Education Environment.	September 2014
8.	HRDC	Production of academics and strengthening of Higher Education Partnership with Industry	To gather background information to support the recommendation made by the Technical Task Team to the HRDC Council	December 2014
9.	HRDC	A study on programmes identified and prioritised by the TVET Colleges Technical Task Team and its work streams	To define the purpose of TVET colleges using selected international comparisons. To propose measures for strengthening partnerships between TVET Colleges and stakeholders. Reconfiguration of TVET Colleges as a viable education alternative.	September 2014
			2. To propose measures for strengthening and supporting partnerships between Vocational Education and Training (VCET) Colleges and a range of stakeholders.	March 2015
			3. How TVET institutions can reconfigure themselves into institutions that provide a viable education alternative	March 2015
10.	DHET	Development of a competency framework for career practitioners	To establish a framework on which to base qualifications and professional development for career practitioners.	March 2015
11.	DHET	Development of a national research agenda for career development in South Africa	To establish a framework for further research on career development.	March 2015
12.	CHIETA	Study conducted to compare N2 alignment to NQF G-MET/ NQF interim / NCV qualifications series. Study conducted on the various learning pathways to obtain eligibility for RPL A assessment (section 28 trade test)	Study One compared the trade theory component of the N2-course syllabi offered by FET Colleges to the knowledge component of the SAQA registered G-MET levels 2, 3 and 4 trade related learnerships/qualifications, the National Certificate Vocational (NCV) Levels 2, 3 and 4 and the CHIETA's Interim qualifications Levels 2, 3 and 4 trade relate learnerships/qualifications. Study Two determined whether the content of the practical component	Completed 2010 To be re-evaluated and updated in relation to emerging processes 2016

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
			of the on-the-job training gained through any of the above-mentioned learning pathways are aligned to the on-the-job training required in terms of the CHIETA's apprentice training schedules.	
13.	CHIETA	Technical Evaluation and Socio-Economic Analyses of Shale Gas in the Eastern Cape (NMMU-DEDAT (Department of Economic Development and Tourism)	Not available	3 year project
14.	CHIETA	Researching and developing an environmental justice curriculum resulting in 2 research reports: Community environmental health hazards related to chemical sector and Community waste (NMMU Centre for Post-School Education and training, CIPSET)	<p>Study One a detailed community mapping process to investigate environmental health hazards, the production and use of chemicals, fuel, fertilizers, pesticides and other products that could create ecological stress at a local level. Resulting in a report on environmental health hazards.</p> <p>Study Two a detailed community mapping process to investigate the management of waste (including glass plastics) at a local level, the work of waste pickers, and local recycling initiatives. Resulting in a report on community waste management.</p>	March 2015
15.	CHIETA	Core labour market research to support the enhancing and maintenance of a Credible Institutional Mechanism for Skills Planning for the CHIETA, a core component of which is the Sector Skills plan Update.	In pursuance of NSDS Goal 1: Establishing a Credible Institutional Mechanism for Skills Planning, and CHIETA strengthening its labour market data, CHIETA undertook the following, Collection of WSP/ATR source data and conducting analyses of the WSP/ATR data, occupation profiling resulting in the CHIETA Occupations Handbook, Business Matrix Analysis and Qualifications Matrix, trends in employment and training (3 year analysis) and 9 Subsector skills plans and the SSP – subsector and sector wide skills planning reports	March 2015
16.	CHIETA	Impact studies (3) in relation to priority programmes	<p>Impact study 1 (Rural development and co-operatives) The study aims to address the rural development strategy, based on the Ecosystem approach which advocates an emphasis on internal reinforcement of key role players.</p> <p>Impact study 2 (CHIETA Voucher Scheme) The study aims to evaluate the impact that the CHIETA Training voucher</p>	March 2015

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
			scheme has had on the training of co-operatives and SME's and evaluate both intended and unintended outcomes.	
17.	CHIETA	CHIETA/Firm/Flavius Mareka TVET College Partnership for Youth Training on Industry Specific Learning Program Pilot Project	The Study/ Project Evaluation Report aims to document the conceptualization, development and evaluation of this partnerships project conceptualized by the partners and funded by the CHIETA to build training capacity of the TVET College and its staff, and to implement industry specific processes that will enable successful candidates to have a good chance to be employed. Study to be shared with SETAs, DHET, etc.	December 2014 for findings to date after Semester 1, and Final Report by Sept 2015
18.	CHIETA	Technical Evaluation and Socio-Economic Analyses of Shale Gas in the Eastern Cape (NMMU-DEDAT (Department of Economic Development and Tourism)	The project aims to support and institutionalize a dedicated Hydrogeology and Hydrochemistry Research Chair at the NMMU, the partnerships would be on research and skills development linked to Shale Gas Fracking in the Karoo. Including support of post graduate	3 year project
19.	CHIETA	Researching and developing an environmental justice curriculum resulting in 2 research reports: Community environmental health hazards related to chemical sector and Community waste (NMMU Centre for Post-School Education and training, CIPSET)	<u>Study One</u> a detailed community mapping process to investigate environmental health hazards, the production and use of chemicals, fuel, fertilizers, pesticides and other products that could create ecological stress at a local level. Resulting in a report on environmental health hazards. <u>Study Two</u> a detailed community mapping process to investigate the management of waste (including glass plastics) at a local level, the work of waste pickers, and local recycling initiatives. Resulting in a report on community waste management.	March 2015
20.	FASSET	Monitoring and Evaluation Report: 1 April 2000 to 31 March 2014	A high-level management report describing achievements in specific strategic areas from 2000 to 2014.	08-Jul-14
21.	FASSET	2012/13 (Year 13) Grant Analysis Report	Analysis of grant applications submitted in specific financial year	15-Aug-14 (TBA)
22.	FASSET	Customer Satisfaction Survey	Analysis of levels of stakeholder satisfaction in stakeholder groupings (employers, professional bodies, learners and training providers) in Fasset sector.	26-Sep-14
23.	FASSET	TVET Qualification Analysis Project 2013/2014	To analyse specific qualifications of relevance to the Fasset sector in the TVET space.	30-Sep-14

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
24.	FASSET	2013/14 (Year 14) Grant Analysis Report	Analysis of grant applications submitted in specific financial year	30-Sep-14
25.	FASSET	SSP Update for the 2015/2016 year	Update SSP to ensure strategic planning occurs in the Fasset sector	15-Nov-14
26.	FASSET	Annual Benchmarking of Training in the Sector	Benchmark training conducted in the Fasset sector (and reported in various Fasset grants) against international and national standards of training	15-Nov-14
27.	FASSET	Claim Amounts for Pivotal Programmes	Research applicability of existing Fasset tariffs being utilised in Seta grants and incentive schemes	15-Nov-14
28.	FASSET	Lifelong Learning Learnership Programme (LLL) Employer Support Guide *	Research into generic management learnership and guideline to employers who may wish to place learners onto this programme, to largely achieve this qualification by means of RPL.	15-Nov-14
29.	FASSET	TVET Learner Enrichment Project 2013/2014	To determine the impact of the Fasset-funded learner enrichment project, which aims to develop skills of learner studying at TVET institutions.	28-Feb-15
30.	FASSET	Trade Union research	Determine levels of trade union membership in the Fasset sector	15-Mar-15
31.	FASSET	TVET Qualification Analysis Project 2014/2015	To analyse specific qualifications of relevance to the Fasset sector in the TVET space.	31-Mar-15
32.	FASSET	TVET Learner Communication (English) and Numeracy FLC Project 2014/2015	To measure the impact of the TVET Learner Communication (English) and Numeracy Foundational Learning Competence Project.	31-Mar-15
33.	FASSET	TVET Lecturer and Staff Lifelong Learning Project 2014/2015	To measure the impact of the Fasset-funded lifelong learning on learners and lecturers at TVET institutions.	31-Mar-15
34.	FASSET	Deloitte Data Project	To build internal data repositories within Fasset to ensure ease of measurement, tracking, evaluation and impact.	TBA
35.	SAQA	SAQA-Rhodes research into Learning Pathways in the	To understand and develop SYSTEMIC ARTICULATION by identifying learning pathways across the three sub-frameworks of the NQF for	March 2015

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
		environmental sector.	selected scarce skills (green skills), and identifying and making recommendations to address, gaps in learning pathways	
36.	SAQA	SAQA-UWC research into Flexible provision for lifelong learning and innovation.	To understand and develop SYSTEMIC INTEGRATION by investigating flexible provision of learning across HE-work contexts	March 2016
37.	SAQA	Research into articulation possibilities between the Professional Community Development degree and related FET and HET qualifications.	To provide a matrix of articulation possibilities between specified qualifications which could inform an RPL process for Community Development.	December 2014
38.	SAQA	Research towards sectorial implementation of RPL.	To broaden RPL implementation to all sectors, addressing barriers and developing successful RPL models.	Ongoing
39.	TETA	Sector Skills Plan Annual Update 2014/15	To describe the trends in eight (8) TETA subsectors the supply of and the demand for skills. To also provide a framework for TETA when identifying skills development priorities.	30 September 2014
40.	TETA	Tracer Study	The tracer study is intended to clearly provide evidence on the performance of the skills development programmes.	30 November 2014
41.	TETA	Results – based research strategy	To establish labour market information baseline and trends on appropriate skills development programmes within transport sector.	March 2015
42.	TETA	The role of transport sector on green economy (5 Provinces)	Conduct a feasibility study on the role of transport maritime/renewable energy in the creating green jobs in South Africa	10 December
43.	TETA	Baseline study on status – quo of Maritime transport and Services Industry and its Sector Codes	Measure the extent of the implementation of the MT&SI B-BBEE Charter, its Gazetted Generic Scorecard, Sector Codes through empirical research and sectorial observations on the progress made/status quo	10 December,

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
44.	TETA	Opportunities presented by bilateral / multilateral agreement and impact on Maritime / transport sector	The design and development of a scientific study/research of the progress with the implementation of the maritime/transport bilateral and multilateral agreements/charters in South Africa	10 December
45.	INSETA	Research Project- Human Capital Research Project for the short-term insurance industry plus a project contemplated for the long term insurance industry, and all other categories (standard industrial classification codes), of the insurance sector	Develop a Profile of the Short-Term and Long-Term Insurance Sector, as well as all other standard industrial codes existing in the insurance sector from the Perspectives of Professional Standards and the Impact of Transformation in the Short- Term Insurance Industry	2015
46.	ETDP SETA	2014-2015 SSP Update Sector Skills Plan Constituency Updates	To update data and information relating to sector profile, demand and supply information including analysis of and validating scarce and critical skills and confirm interventions to address these skills needs	30 November 2014
47.	ETDP SETA	Feasibility Study on the Establishment of Community Education and Training Colleges	The purpose of the research is to test the feasibility of the new institutional type called Community Education and Training Colleges (CETCs) proposed by the White Paper for Post-School Education and Training	December 2014
48.	ETDP SETA	Feasibility Study on RPL for Learners with ECD and Community Development Qualifications	The purpose of the research is to propose a workable RPL model for practitioners to pilot against ECD and Community Development qualifications	September 2014
49.	ETDP SETA	University of Pretoria Research Chair Project: Establish a system for labour market intelligence gathering and information relating to the ETD sector	The purpose of the Research Chair is to establish a system for labour market information to contribute to the Education, Training and Development (ETD) sector skills planning process.	March 2016

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
50.	ETDP SETA	University of Witwatersrand Research Chair: TVET/FET lecturer development	Conduct empirical research in further education and training, vocational education, skills development and FET lecturer development in terms of professional learning pathways.	December 2016
51.	ETDP SETA	University of KwaZulu-Natal Research Chair: Monitoring and Evaluation and Impact Assessment	Conduct specific research on monitoring, evaluation and impact assessment aimed at improving the ETDP SETA's monitoring and evaluation function.	December 2016
52.	ETDP SETA	Evaluation Study on Responsive Programmes for Teacher Development and Lecturer Development at FET and HE Institutions.	Determine the efficiency and effectiveness of the programme 2 and 3 with respect to lecturer development at FET and HE Institutions and Teacher Development.	December 2014
53.	ETDP SETA	Tracking and Tracing Study for Second Chance/ Grade 12 and FET College Learners	To track learners who were enrolled in ETDP SETA funded skills development interventions from 2012 to 2014 under programmes 4 and 5 which relate to youth development and graduate output.	15 September 2014
54.	FP & M SETA	Tracking and Tracing of all FP&M SETA learning interventions study	Impact assessment of FP&M SETA training interventions (Learnerships, Apprenticeships, and Bursaries), database clean-up and quality check for the period 2011-2014.	31 st December 2014
55.	FP & M SETA	Stakeholder Engagement Framework for sub-sectors to develop their industrial Growth Strategies	This project aims to establish a data and information sharing relationship between the FP&M SETA and its sub-sectors. The project will produce comprehensive growth strategies reflective of the 13 sub sectors	
56.	FP & M SETA	Sector Skills Plan (SSP)	FP&M SETA Sector Skills Plan analysis document, for the reporting of skills needs and demand in it. 13 sub-sectors	01 September 2014 – to March 2016
57.	FP & M SETA	Research Agenda development	The purpose of the research agenda is to provide strategic direction and work towards the achievement of the FP&M SETAs research objectives and priorities. Which will be implemented through the Research Chair Initiative (RCI)	Current – to March 2016

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
58.	FP&M SETA	Establishment of a Research Chair	The main purpose of establishing the FP&M SETA Research Chair is to provide research support, increase capacity with respect to implementing the FP&M SETA research agenda and establish a university based centre of excellence with WITS Centre for Researching Education and Labour.	31 March 2016
59.	FP&M SETA	Sub-Sectoral Academic Papers	Research Papers on FP&M sub-sectors on international benchmarking	30 September 2015
60.	FP&M SETA	Sub-Sectoral Academic Papers	Research Papers on evaluation of Learnerships and Apprenticeship programmes	March 2016
61.	FP&M SETA	Sub-Sectoral Academic Papers	Research Papers on the state of the 13 fibre processing and manufacturing sub-sector in South Africa	March 2016
62.	FP&M SETA	International Leadership Development Programme	The explicit purpose of the project is to develop high level strategic and innovative management and leadership for those in the skills development arena exposing them to international best practices	March 2015
63.	MQA	Sector Skills Plan	As per Skills Development Act of 1998 as amended SETAs are obliged to compile a SSP	30 September 2014
64.	MQA	ABET Impact Assessment	To undertake research into the impact of ABET at the MQA in relation to funds expended and any difference in learner's careers pursuant the intervention.	30 July 2014
65.	MQA	Skills requirement for jewellery manufacturing	Obtain a baseline understanding of the Skills Requirements for Mineral Beneficiations through Jewellery Manufacturing	30 June 2014
66.	MQA	Skills Audit for MMS	To understand the Nature of skills that exists and are required within the MMS. The skills audit research is to determine the current level of employees 'skills in relation to their occupation as well as their career path and fit	27 August 2014

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
67.	MQA	Learnership Impact Assessment	To undertake research into the impact of learnerships at the MQA in relation to funds expended and any difference in learner's careers pursuant the intervention.	30 September 2014
68.	MQA	Occupational Health and Safety Representative Assessment	To undertake research into the impact of Occupational Health and Safety Representatives at the MQA in relation to funds expended and any difference in learner's careers pursuant intervention.	30 September 2014
69.	MQA	Recognition of Prior Learning	To undertake research into the impact of Recognition of Prior Learning at the MQA in relation to funds expended and any difference in learner's careers pursuant the intervention.	30 September 2014
70.	W & R SETA	SSP Update 2014/15	To update the SSP	30 September 2014
71.	W & R SETA	Monitoring & Evaluation	Develop an integrated M&E framework aligned with government policy framework, performance information and NSD iii as well as the necessary tools and skills to monitor and the efficiency, effectiveness, process, outputs and outcomes of the W & R SETA programmes and or projects	31 August 2014
72.	W & R SETA	The Economic Impact of the South African Retail Industry	To determine the change drivers in the Wholesale and Retail Sector and their effects on Skills Development and to understand the economic impact and contribution of the South African retail sector.	30 May 2014
73.	W & R SETA	e-Learning System For The Skills Training In The Sector	Research on the establishment of the e-Learning system and identify a system that would be appropriate and effective for the SETA to consider.	31 July 2014
74.	W & R SETA	Skills audit and a critical review of the of sub-sector skills analysis	To determine the current as well as the future skills needs of the Wholesale and Retail Sector	31 July 2014
75.	W & R SETA	The needs of the formal and informal SMMEs	To understand the needs of formal and informal SMMEs so that SETA interventions can be adapted to meet their needs.	30 September 2014
76.	W & R SETA	The Nature of the existing and emergent cooperatives	To determine the regional location of existing cooperatives and understand what support and skills interventions should be provided to both existing and emerging cooperatives	31 March 2015

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
77.	W & R SETA	Assessment centres for the W&R SETA QCTO Qualifications	The establishment of assessment centres for W&R SETA QCTO Qualifications	31 March 2015
78.	W & R SETA	Barriers and challenges of retail expansion into Africa	To identify barriers and challenges which hamper retail expansion into Africa.	31 August 2014
79.	W & R SETA	Enhancement of informal and SMME retailers	Identification of interventions which will assist in enhancing the operations of informal and SMME retailers.	31 July 2014
80.	W & R SETA	Strategy alignment of corporates with the National Development Plan	Alignment of relevant strategies with the National Development Plan.	31 July 2014
81.	W & R SETA	E-commerce and E-retailing developments and skills requirements	Determining skills development requirements for E-Commerce and E-Retailing.	31 July 2014
82.	W & R SETA	Retail's contribution and strategies for job creation and retention	Identification of strategies and interventions to address job creation and retention.	30 September 2014
83.	W & R SETA	Skills development to achieve employment equity objectives	Identifying skills development initiatives which will address employment equity objectives.	31 August 2014
84.	SASSETA	Sector Skills Plan 2014/15 Update	Not available	Mid-July 2014
85.	SASSETA	Impact Assessment on the General Security Office Project which was implemented in 2009	Not available	End July 2014
86.	SASSETA	Impact Assessment on the Court Interpreters Project, which was implemented in 2011	Not available	End July 2014

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
87.	HWSETA	Evaluation of skills needs of NPOs operating in the Health and Welfare Sector	To conduct an analysis of the skills needs of the NPO sector. The findings will inform strategies to support NPOs operating in the health and welfare sector.	30th of September 2014
88.	HWSETA	Understanding HBC Work: Review of Ancillary Health Care Qualification	To review of HBC Work and paying attention to the Ancillary Health care as the relevant qualification	30th of November 2014
89.	HWSETA	Tracking of professional development of Thogomelo learners	To identify learners who have accumulated additional credits towards a qualification above those earned from the Thogomelo training and in which learning areas	30th September 2014
90.	HWSETA	Conduct Workplace Skills Plan grant analysis annually from 2011-2016	To determine WSPs trends in the health and welfare sector	November 2014
91.	HWSETA	Evaluation of 8 learnership programmes of learners certificated in 2013/14	To evaluate the learnership programme of the HWSETA on a case to case basis by assessing 8 organizations (employers) who were beneficiaries in the learnership which culminated in the certifications of learners in the financial year 2013/14.	December 2014
92.	HWSETA	Tracer study of HWSETA learners certificated in 2013/14	To track and trace learners who received certificates for HWSETA funded learnerships in 2013/2014 recorded in the SQMR, in order to find out if they received jobs within six months after receiving certificates.	December 2014
93.	HWSETA	Monitoring of learner satisfaction on training received from HWSETA accredited providers	To measure level of satisfaction of HWSETA learners on training received from HWSETA accredited providers.	March 2015
94.	HWSETA	Evaluate the impact of the HWSETA stakeholder sessions held by the HWSETA board	To evaluate if the stakeholder sessions are effective in improving the image of the HWSETA to its stakeholders	March 2015

No.	Name of organisation	Title of research	Purpose of research	Anticipated date of completion
95.	HWSETA	Monitor the implementation of the Sector Skills Plan (SSP)	To check if projects implemented by HWSETA SDP division are in line with the SSP 2013/14	November 2014

PLANNED RESEARCH

No.	Name of Organisation	Title of research	Purpose of research	Timeframes
1.	DHET/DPME	Evaluation of the effectiveness of the South African PSET quality assurance regime	To evaluate the effectiveness of the PSET quality assurance system	April 2015 to March 2016
2.	DHET/CETA	Situational analysis of Skills Development Centres in South Africa	To understand the shape and size of "skills development centres" and examine aspects such as: legal status, institutional arrangements, governance, successes and challenges, what works; funding, location within broader PSET.	April 2015 to March 2016
3.	DHET	Feasibility study on access and completion in higher education institutions	To assess the feasibility of achieving the targets set by the National Development Plan in relation to the higher education sector in South Africa, given different scenarios. Funded by ADB	Jan 2015 to Feb 2017
4.	DHET	Feasibility study on access and completion in Further Education and Training (FET) Colleges	To assess the feasibility of achieving the targets set by the National Development Plan in relation to the TVET sector in South Africa, given different resourcing scenarios. Funded by ADB	Jan 2015 to Feb 2017
5.	DHET	Career development services evaluation	<p>The objectives are:</p> <ul style="list-style-type: none"> • Implementation of the activities of the National Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa; • A mass multi-channel educational campaign through radio, newspapers, exhibitions, helpline services and face to face contact centres; and • An integrated web based system to help lifelong learners, teachers, employers and parents to assess options, find courses of study and access relevant and South African occupational information 	March 2016
6.	DHET	Research commissioned to benchmark services against international standards.	The objective is to develop a "Competency Framework for Career Development Practitioners" that is specific to the South African context, and in line with international standards.	Jan 2015 to Sep 2015

No.	Name of Organisation	Title of research	Purpose of research	Timeframes
7.	DHET	Research commissioned to determine the impact of NCAP services on stakeholders and users.	To conduct an initial impact assessment and make recommendations on portal development.	Jan 2015 to Sep 2015
8.	DHET	Research commissioned to determine the number of Grade 12 learners using the NCAP services.	To conduct an initial impact assessment and make recommendations on portal development.	Jan 2015 to Jun 2015
9.	DHET	Research commissioned to determine the number of unemployed citizens using the NCAP services.	To conduct an initial impact assessment and make recommendations on portal development.	Jan 2015 to Jun 2015
10.	CATHSSETA	Impact assessment analysis per CATHSSETA sub-sector	Development of an appropriate tool and to conduct an assessment of the outcomes and impact of CATHSSETA learning interventions	1 October 2014 to 31 March 2015
11.	CATHSSETA	Training provision & qualifications review	Conduct research into training provision per CATHSSETA sub-sector. Review NCV and N-courses and curriculum per sub-sector, per province	1 October 2014 to 31 March 2015
12.	CATHSSETA	OFO research & career Pathing	Conduct research onto specific sub-sector occupations utilising the OFO. Research and map career maps for specific occupations	1 October 2014 to 31 December 2015
13.	CATHSSETA	SSP consultation & review	Review the CATHSSETA 2015/2016 SSP	1 October 2014 to 31 March 2015
14.	CATHSSETA	Provincial Sector Skills Plans	Undertake skills development research relating to the CATHSSETA sector, looking at the sector profile, demand for skills, supply of skills, scarce and critical skills and provincial strategic plan in the Gauteng, Northern Cape, Western Cape and North-West provinces	1 October 2014 to 31 March 2015
15.	CHE	Governance Project	Not available	Not available
16.	CHE	4 Year Curriculum	Not available	Not available
17.	CHE	Reflections on HE	Not available	Not available
18.	CHE	Student Governance	Not available	Not available
19.	CHE	Privates in Africa	Not available	Not available

No.	Name of Organisation	Title of research	Purpose of research	Timeframes
20.	CHE	NBTs	Not available	Not available
21.	FASSET	Monitoring and Evaluation Report: 1 April 2014 to 31 March 2015	A high-level management report describing achievements in specific strategic areas for the 2014 – 2015 financial year.	01-Apr-15
22.	FASSET	TVET Learner Work Experience Placement Project 2013/2014	To measure the impact of the Fasset-funded TVET work experience project.	01-Apr-15
23.	FASSET	TVET College Professional Qualification and Lecturer Capacity Building Project 2013/2014	To measure the implementation of a specific sector-relevant qualification with a selected institution on lecturers and learners in that TVET institution.	30-Apr-15
24.	FASSET	TVET Learner Work Experience Placement Project 2014/2015	To measure the impact of the Fasset-funded TVET work experience project.	TBA
25.	FASSET	TVET Learner Enrichment Project 2014/2015	To determine the impact of the Fasset-funded learner enrichment project, which aims to develop skills of learner studying at TVET institutions.	TBA
26.	FASSET	TVET Professional Body Qualification and Lecturer Capacity Building Project 2014/2015	To measure the implementation of a specific sector-relevant qualification with a selected institution on lecturers and learners in that TVET institution.	TBA
27.	HWSETA	Mid-term Impact Evaluation of HWSETA Learnerships Programmes for the period 2011-2013	Not available	March 2017
28.	HWSETA	Mid-term Impact Assessment of HWSETA Bursary Programme for the period 2011-2013	Not available	March 2017
29.	HWSETA	Mid-term Impact Evaluation of HWSETA Special Projects for the period 2011-2013	Not available	March 2017
30.	HWSETA	Review of Ancillary Health Care Qualification (ID: 49606)	Not available	March 2017
31.	LGSETA	Working in Local Government: Perceptions Index of Potential New	Not available	Anticipated to be an annual survey and will

No.	Name of Organisation	Title of research	Purpose of research	Timeframes
		Labour Entrants		begin this year
32.	LGSETA	Impact Assessment of LGSETA Interventions	Not available	Anticipated to be an annual survey
33.	LGSETA	Tracer Survey of LGSETA Beneficiaries	Not available	Anticipated to be an annual survey
34.	merSETA	Post Qualification Tracer Study	Not available	September 2014
35.	merSETA	merSETA monitoring and Evaluation Project	Not available	April 2015
36.	merSETA	An investigation into the vocational learning approach based on the COMET model for developing competences in a South African context	Investigate whether the implementation of a vocational teaching and learning approach connected to the COMET model has the potential to improve competence development in apprenticeship training	March to September 2016
37.	merSETA	The potential of the COMET competence diagnostics model for the assessment and development of occupational competence and commitment, in Technical Vocational Education and Training	Investigate whether the implementation of the COMET competence diagnostics model in TVET effect higher quality assessment for the development of occupational competence and commitment	March to September 2016
38.	merSETA	Efficacy of the QBC instrument as a tool for advisory in in-company apprenticeship training to foster quality development, quality assurance and competence development.	Investigate whether the QBC (commonly known as QEK) instrument is effective as a tool for advisory to foster quality and benefit of in-company apprenticeship and the holistic competence development?	March to September 2016
39.	PSETA	An analysis of public entities that fall within the ambit of the PSETA, but incorrectly placed with other SETAs (with the hope of bringing them over to the PSETA)	To determine the baseline of public entities that fall within the ambit of the PSETA	2015 to 2016
40.	PSETA	A feasibility study on the use of a single data collection method/tool for	To develop a single data collection tool (that could also be used by	2015 to 2016

No.	Name of Organisation	Title of research	Purpose of research	Timeframes
		gathering LMI data in the public service	DPSA) for the public service sector for collecting labour market data	
41.	PSETA	An analysis and development of Legislature and public sector OFO Guide/Catalogue	To update and develop an OFO Guide for Legislature Occupations/ alternative titles	2015 to 2016
42.	PSETA	A study on the career progression/ upward mobility of employees who have undergone PSETA (initiated) programmes since 2011.	To investigate the impact of PSETA initiated programmes in the career progression of beneficiaries	2015 to 2016
43.	PSETA	To investigate the implementation of Human Resources Development Strategy in the Public Service	To identify challenges in implementing the strategy To investigate Public Service contribution in address seven (7) key developmental and transformation imperatives in implementing the strategy.	2015 to 2016
44.	PSETA	Identifying causes of disjuncture between WSPs/ATRs	To investigate the underlying factors around deviations that maybe contributing to disjuncture in implementing WSPs and reporting on ATRs.	2015 to 2016
45.	PSETA	Research into succession plan /model for Public Service	To develop a succession model applicable for efficient Public Service.	2015 to 2016
46.	PSETA	Research on state of training provision in the Public Service with focus on the extent to wish National School of Government (NSG), State Academies and Provincial Academies are delivering training in Public Service	To investigate the extent to which these institutions are used for training provision in the sector	2015 to 2016
47.	SAQA	Research into learning pathways/ articulation possibilities in the Energy and Water sector	To research the availability of qualifications and part qualifications, and learning career pathways in the energy and water sectors; and identify need for the development of new qualifications.	September 2014 to March 2015
48.	SAQA	Research into systemic and specific articulation	To understand systemic and practical challenges related to articulation and to suggest successful articulation models.	September 2014 to March 2019

No.	Name of Organisation	Title of research	Purpose of research	Timeframes
49.	TETA	Work based learning)	To explore what changes have occurred in the lives of former TETA beneficiaries, and if and how the interventions contributed to the changes.	June to August 2015
50.	TETA	Sector Skills Plan	The purpose is to use skills planning update as a tool for all TETA activities.	January, 2015 to 30 November, 2015
51.	TETA	Review and evaluation of Skills Development Programme	To reflect on and assess progress made since NSDS I –to – NSDS III (in relation to key skills development indicators and outcomes; implementation of priority skills programmes by TETA; TETA performance and to serve as the basis to account to key stakeholders and the public in delivering on the constitutional skills development mandate)	April, 2015 to September, 2016
52.	ETDP SETA	2015-2016 SSP Update Sector Skills Plan Constituency Updates	To update SSPs	February 2015 to October 2015
53.	ETDP SETA	Impact Study on ETDP SETA Funded and Non- Funded Programmes for 2011/2012-2015	To determines the impact of the ETDP SETA’s learning programmes implemented during the 5 year period of the NSD III	June 15 to March 2016
54.	ETDP SETA	Stakeholder Survey	The purpose of the stakeholder survey is to determine whether the ETDP SETA current programmes inclusive of PSET namely programmes 1,2,6,7 and 8 are meeting stakeholder needs as well as to highlight potential areas for improvement.	September 2015 to November 2015
55.	FP & M SETA	Tracking and Tracing of all FP&M learning interventions study	Impact assessment of FP&M SETA interventions, database clean-up quality check.	31 March 2016
56.	FP & M SETA	Research Agenda encompassing other research projects i.e. Research Chair Initiatives)	The purpose of the research agenda is to provide strategic direction and work towards the achievement of the FP&M SETAs research objectives and priorities.	30 July 2014 to 31 March 2016
57.	FP & M SETA	Skills Audit for FP&M SETA sub-sectors	Not available	Not available
58.	FP & M SETA	Occupational Audits per sub – sectors	To develop sector specific OFO Guide	Not available
59.	FP & M SETA	AET Disbursement Assessment	Impact assessment of the disbursement of AETs and the	Not available

No.	Name of Organisation	Title of research	Purpose of research	Timeframes
			beneficiaries	
60.	FP & M SETA	Conduct cluster/ sector support of BEE firms	Not available	Not available
61.	MQA	WSP-ATR analyses 2014	The objective of this project is to develop a profile of the MMS in terms of the geographic location, size, and composition of organisations that submitted WSP/ ATR to MQA for the 2014/15 Financial year.	1 August 2014 to 30 September 2014
62.	MQA	Employment and trend analyses for 2004-2014	The research will provide time series data or information showing changes in trends in terms of the sector and skills development over the period	1 September 2014 to 24 October 2014
63.	MQA	Scarce skills over a ten year period	The objective is to probe the plethora of reasons informing scarcity in the mining and mineral sector.	1 September 2014 to 27 November 2014
64.	MQA	Four Impact assessments in 2014-15	To undertake impact studies using the approved impact assessment framework to ascertain impact on MQA projects.	30 September 2014 to 28 February 2014
65.	MQA	Green Skills Case Study	To form a partnership with a higher education institution to undertake research into probing what are the 'green skills' needs within the entire mining values chain.	1 September 2014 to 28 February 2015
66.	MQA	Social and Labour Plan Case Study	To form partnership with a higher education institution to undertake research study that will look at the efficacy of the skills dimension of Social and Labour Plans that mining companies need to compile and implement as a requirement of the Mineral Resources and Petroleum Development Act of 2002.	1 September 2014 to 28 February 2015
67.	W&R SETA	Analyse and evaluate strategic information on priority aspects required by the W&R SETA for effective updates of the W&R Sector Skills Plan	SSP Update	1 April 2015 to 31 March 2016
68.	W&R SETA	Explore Talent Management as an essential tool for attracting, developing and retaining scarce W&R skills, linked with youth development and	Address youth employment as articulated in the National Development Plan 2030	1 April 2015 to 31 March 2016

No.	Name of Organisation	Title of research	Purpose of research	Timeframes
		employability goals.		
69.	W&R SETA	Define and explore logistics challenges and risks for wholesale and retail ventures in Africa and BRICS countries	Explore Retail investment opportunities in African.	Not available
70.	W&R SETA	Evaluate 'Customer Centricity' in South African retail business strategy and processes; define how to build a sustainable customer base, especially for emerging retailers and small traders	Small and emerging business development support on skills needs	1 April 2015 to 31 March 2016
71.	W&R SETA	Explore and propose optimal Tenant Mix Models for Shopping Centres, in a transforming South Africa, towards achievement of National Development Plan: Vision 2030 objectives. (Bringing retailing closer to the poor, while maximising opportunities and efficiency)	Alignment of retail sector interventions towards achieving National Development Plan Goals	1 April 2015 to 31 March 2016
72.	W&R SETA	Towards sustainable Financial Governance: better budgeting, integrated reporting and cash flow management skills especially for SME and Informal traders in rural and urban South Africa	Address financial management skills for small and micro enterprises.	1 April 2015 to 31 March 2016
73.	W&R SETA	Impact Evaluation of W&R SETA Skills Development Interventions	Determine impact of W&R SETA Skills Development Programmes	1 April 2015 to 31 March 2016
74.	SASSETA	Sector Skills Plan 2015/16 Update	Not available	July 2015
75.	SASSETA	Sector Skills Plan 2016/17 Update	Not available	Mid-July 2015
76.	SASSETA	Impact Assessment Studies: NSD II & NSD III Projects	Not available	Mid-July 2015

No.	Name of Organisation	Title of research	Purpose of research	Timeframes
77.	SASSETA	The dilemma of the judicial transformation in South Africa	Not available	Mid- December 2015
78.	SASSETA	The nature of the existing and emergent cooperatives, the need of the formal and informal SMEs in the safety and security sector.	Not available	December 2015
79.	SASSETA	The impact of the NSDI/III in advancing skills development in the safety and security sector.	Not available	December 2016
80.	HWSETA	Impact Assessment of HWSETA Bursary Programme for the period 2011-2013	To measure mid-term impact of HWSETA bursary programmes	March 2016- March 2017
81.	HWSETA	Monitoring of training offered by HWSETA accredited training providers	To determine trends in the implementation of training by training providers in order to advise on standardization of training schedules in the Health and Welfare sector	April 2015- March 2016
82.	HWSETA	Tracer study of HWSETA learners certificated in 2014/15	To track and trace learners who received certificates for HWSETA funded learnerships in 2014/2015 recorded in the SQMR, in order to find out if they received jobs within six months after receiving certificates.	September 2015- December 2015
83.	HWSETA	Monitor the implementation of the Sector Skills Plan (SSP)	To ascertain if projects implemented by HWSETA SDP division are in line with the SSP 2014/15	September 2015- March 2016