RESEARCH BULLETIN ON POST-SCHOOL EDUCATION AND TRAINING

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& training

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Message from the Director-General

It is my pleasure to present the tenth edition of the annual Department of Higher Education and Training (DHET) *Research Bulletin on Post-School Education and Training* (PSET). The purpose of the Research Bulletin is to share information about the latest research developments on the PSET sector, which covers Universities, Technical and Vocational Education and Training (TVET) Colleges, Community Education and Training (CET) Colleges, Sector Education and Training Authorities (SETAs), and Qualifications and Quality Assurance Bodies. The Research Bulletin serves to draw the producers and users of post-school research closer to one another to inform policy and practice. The previous nine editions of the Research Bulletin can be found on the Department's website at www.dhet.gov.za.

In response to this year's *Call for Contributions* towards the 2021 Research Bulletin, we received one of our best number of submissions. It is true that with every edition, the response rate increases, which signals the growing significance of the Bulletin as a dissemination tool for research on PSET. Despite the persistence of the Corona Virus Disease (COVID)-19 pandemic, research on PSET has persevered. This issue of the Research Bulletin showcases a number of interesting research summaries on the effects of the pandemic in higher education. It is evident that our stakeholders have been busy with critical research endeavors, and their willingness to share this research with the public via this platform is appreciated. We look forward to sharing a snapshot of the work that has taken place, through this Research Bulletin.

Thank you to our dedicated stakeholders for sharing your research findings and recommendations, with which we can make informed, evidence-based decisions that can assist us in improving the PSET sector.
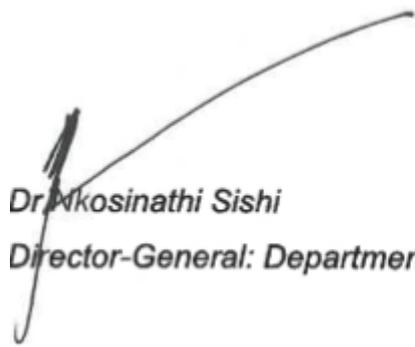
Dr Nkosinathi Sishi
Director-General: Department of Higher Education and Training

Editorial Statement

The *Research Bulletin on Post-School Education and Training* (PSET) is published every year by the Department of Higher Education and Training (DHET) as a resource for the research community, stakeholders and participants in lifelong learning. It is a browser-based application, comprising abstracts, summaries, and excerpts of completed, current and planned research and evaluations; book reviews; summaries of event proceedings; reflections on research practice; and statistics on post-school education and training, most of which have web links to full research articles and reports. The Research Bulletin promotes good quality research. It is not primarily a journal of opinion but is open to all well-argued and substantiated views, for which the authors alone will have responsibility. Contributions are expected to be brief and plain language is encouraged so that excessive use of jargon can be avoided. Contributions to the Research Bulletin are welcome from all researchers engaged in key research on PSET. The Department's Editorial Committee reviews all contributions made towards the Research Bulletin, and assesses their relevance to research on PSET, before finalising which contributions should be included. The final decision to accept a contribution rests with the Editorial Committee. Research contributions can be sent to dhetresearch@dhet.gov.za.

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AND

REPORTS

1. Rapid Labour Market Information Assessment to Inform Potential Post-Corona Virus Disease (COVID)-19 Support to South Africa on Addressing Youth Unemployment *(Marcus Powell and Hoosen Rasool)*

South Africa aims to transition to a green economy to drive sustainable growth, preserve the environment, advance social development, and create an inclusive society. It signifies a fundamental paradigm shift to a green economic model. The country's "brown economic model" based on the over-reliance of fossil fuel-based energy is struggling. Ninety percent (90%) of South Africa's electricity is generated by coal-fired plants. The "brown economic model" is leaving too many people behind. The fossil fuels industry is not creating jobs.

On the positive side, finance for green industrial development has steadily increased over the last 10 years. The South African government is financing approximately 50% of green economy initiatives. The renewable energy sector has garnered the most private-sector funding through the Renewable Energy Independent Power Producer Procurement Programme (REIPPPP) to open up the energy market. It is lauded as an international best practice in public-private partnerships. South Africa is a global leader in green buildings.

As the country is propelled along a green trajectory, the occupational skills demand in the renewable energy sector is expected to ratchet upwards. This study examined several major research studies that forecast occupational skills demand in the renewable energy sector. In summary, the occupational demand coheres around solar, wind, construction, engineering, Information Technology (IT), legal, project management, and design for engineers, technicians, managers, installers and technologists.

The following findings are derived from the demand and supply analysis:
- Core green occupations in demand, occupational shortages and emerging occupations tend to fall in broad engineering, construction, solar and wind occupational clusters.
- Support occupations in demand are drawn from the IT, legal, design, managerial and project disciplines.
- The occupations identified are within the intermediate and advanced skills categories, with little opportunity for low and unskilled work.
- Most green occupations require mathematics, IT and science competencies.
- There are low-skilled green occupations such as green pickers/collectors who sell metals, plastics and paper to recycling firms, but these are not occupations in demand.

The full version of the research study can be accessed at:

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2. Rapid Assessment of Reskilling and Upskilling Needs Arising from the Effects of the Corona Virus Disease (COVID)-19 Crisis in South Africa *(Hoosen Rasool and Melanie Mulholland)*

The International Labour Organisation (ILO), under the auspices of the Skills Anticipation Component of the Skills Initiative for Africa (SIFA), Project of the African Union Commission (AUC), and the African Union Development Agency - New Partnership for Africa's Development (AUDA-NEPAD), commissioned FR Research Services to conduct a rapid assessment of reskilling and upskilling needs arising from the effects of the Corona Virus Disease (COVID)-19 crisis in South Africa.

The scale of economic and social destruction of the COVID-19 pandemic is unprecedented. It is leading to foreclosures, unemployment and hardships. The most affected are the poorest of the poor, the marginalised, and hard-to-reach communities. Women, who bear the burden of managing the household, are slipping through the social safety net. The pandemic is worsening the youth unemployment problem and disrupting education and training.

The rapid assessment aims to help speed up recovery from the effects of the COVID-19 crisis, get people back to work safely, limit career scarring effects by skilling and reskilling, and take advantage of opportunities that may otherwise dissipate over time.

The Report focused on the clothing and textiles and e-commerce sectors (online retail, banking, and insurance), which have been negatively impacted or are experiencing a spike in demand for specific occupations and top-up skills.

Some of the key recommendations of the rapid assessment were:
- Skills training should be given to all workers on COVID-19 protocol and health issues;
- Micro-learning and digital credentialing should be recognised;
- The *Temporary Employer/Employee Relief Scheme* should be robustly implemented by Sector Education and Training Authorities (SETAs);
- Digital skills scaled up across the system;
- Existing youth job creation initiatives should be supported;
- Community centres and libraries, especially rural areas, to give youth access to free WIFI;
- All learning forms should be legitimised and recognised;
- The skills system should be flexible, responsive and efficient;

- Entrepreneurship and computer literacy should be offered by Technical and Vocational Education and Training (TVET) Colleges and Community Centres for women, free of charge; and
- A distinction should be made between skills and non-skill related problems so that every problem does not trigger a skills response.

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3. Effects of Corona Virus Disease (COVID)-19 in the Health and Welfare Sector: A Descriptive Analysis on Job Losses and Skills Dynamics *(Qaqamba Matha and Menzi Mthethwa)*

It is without a doubt that the pandemic has affected how things are done and how things will be going forward. Since the start of the Corona Virus Disease (COVID)-19 pandemic, we have noticed an increasing number of job losses in our economy. It has been reported that over three million jobs were lost in a short period. These job losses affected the accomplishment of the Sustainable Development Goals (SDGs), Goal 8, and target 8.5 aimed by 2030 to achieve sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. In South Africa, the COVID-19 pandemic deepened the economic crisis considering that the economy was entering the technical recession pre-COVID-19 pandemic. Additionally, several pieces of anecdotal evidence suggest the labour market has been severely affected by COVID-19, but the magnitude of these effects remains unknown especially within the health and welfare sector. Therefore, this study investigated the effects of COVID-19 in the health and welfare sector focusing on job losses and skills dynamics.

The study aimed to explore the effects of COVID-19 on job losses and skills dynamics within the health and welfare sector. The study made use of mixed-method research underpinned by explanatory research design to provide answers to the research questions. The study utilised three samples from 2020 and 2021. Two samples (15 and 22 semi-structured interviews) that adopted purposive sampling were from the Health and Welfare Sector Education and Training Authority (HWSETA) Sector Skills Plan (SSP) employer interviews from 2020 and 2021 respectively. The last sample (450) conducted in 2021 used convenience sampling for a structured survey with questions adapted from both the SSP employer interviews and Statistics South Africa' (STATS SA's) business impact survey of the COVID-19 pandemic in South Africa.

The study findings were not representative of the health and welfare sector but indicative. Findings from the study indicate that there were significant workforce changes in the health and welfare sector since the beginning of the COVID-19 outbreak with more than two-thirds (>70%) of the organisations across all samples not retrenching any of their staff. Findings from the structured survey show that 43% of the organisations were able to employ more staff between 01 April 2020 and 06 September 2021. These findings confirm the HWSETA SSP 2022/23 reporting an annual average growth of employment in the total sector of 8.7% from 2019 to 2020.

The study further indicates that the ability of organisations to avoid retrenchment and employ more staff explains the increased growth of employment in the total sector. Using regression, the findings from the structured survey showed that organisations were able to avoid retrenchment of their staff due to the declaration of the sector as an essential service. The latter ensured continuity in meeting work demands and organisations not reducing staff income. The ability of organisations to employ more staff was explained by the study as attributable to large size (>150 employees) organisations and the value-chain in which organisations operate being uninterrupted during the COVID-19 pandemic. This lack of interruption emanates from the declaration of the health and welfare sector by the Disaster Management Act as an essential service for the entire period since the COVID-19 pandemic in March 2020.

Furthermore, the findings also indicate that technology is among the major change driver since the beginning of COVID-19. COVID-19 was also listed as one of the change drivers since it affected how things are done and forcing different organisations to do things differently. COVID-19 disrupted skills development even though technology saved the day in some cases. Also, COVID-19 has expanded the need for different soft skills such as digital skills and emerging occupations such as telemedicine in the workplaces. Lastly, issues of access to skills development during the time of COVID-19 need to be closely monitored to ensure that no one is disadvantaged due to their inability to access or use technology.

This paper will be available on the HWSETA website: www.hwseta.org.za

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4. Track and Tracer Study amid the Corona Virus Disease (COVID)-19 Epidemic 2020/21 *(Daphney Makhubela and Johanna Ledwaba)*

This is a track and trace study that focused on the unemployed learners funded by the Health and Welfare Sector Education and Training (HWSETA) who successfully completed the HWSETA learning programmes namely, the Artisan, Bursary, Internship and Learnership sub programmes during the 2020/21 financial year. The main goal of the project was to determine the outcomes and career pathways of learners who have completed the HWSETA learning programmes. The goal was achieved by pursuing the following objectives:

- Determining the employment rate for the 2020/21 financial year;
- Determining whether these learners found jobs within six months upon successful completion of the programmes; and
- Evaluating the nature of the employment provided to the learners that participated on the programmes.

Data was collected through interviews with learners who completed the programme and engaging with employers to find out the learners' pathways. This year's tracer study included longitudinal follow-up of learners who were previously tracked and indicated that they were unemployed. Therefore, the current study had two cohort of learners, one was for new learners who have not been traced before and the second one was for follow-up learners who have been previously tracked with the aim of deducing as to whether there has been any changes on their status.

A total of 3 199 learners completed HWSETA funded learning programmes, of these 1 323 were new learners that have not been previously traced while 1 876 learners were from the follow-up learners who have been previously traced from the 2013/14 to 2020/21 financial years. Due to the lack of learner contact details only 2 782 learners from the 3 199 total targeted population formed part of the sample and only 1 430 learners responded to the survey. The study had an overall response rate of 51%.

The track and trace study conducted in 2020/21 resulted in 62% employment rate. This rate was only 2% above the previous year's employment rate which was recorded 60%. Furthermore, 50% of the follow-up learners indicated that they have since acquired employment. Only 84% of the learners acquired employment in less than six months after completion of a learning programme, while 11% took longer than six months to find jobs. On contrary, for the follow-up learners a third (33%, 162/486) of learners acquired employment

within 12 months of completing the programme while 26% (125/486) of the learners acquired employment within two years, and 7% received employment within 3 years (63/486).

The study found that the health sector employed 77% of the new learners of which 25% were employed in the private sector. The nature of employment found by learners was predominantly permanent as 78% of the learners found permanent employment. The study also found that these were good quality jobs as 35% of learners that found jobs earned a monthly salary between R12 801 – R25 600. Additionally, 58% of learners that did find jobs also received employer contribution to pensions (58%), Unemployment Insurance Fund (UIF) (50%), and medical aid fund (30%). Notably, 63% of the follow-up learners were employed in the social development sector and 31% in the health sector. Of these, the majority (17%) were absorbed by the government and 14% by the Non-Profit Organisation (NPO)/Non-Government Organisation (NGO) sector. Forty-seven percent (47%) earned a salary that was below R12 800 while 27% earned between R12 800 – R25 600. Forty-eight percent (48%) of learners that found employment reported that they received an employer contribution to the pension fund, UIF 50% and medical aid 27%. Up to two-thirds of learners, both new (65%) and follow-up (69%) indicated that their jobs were aligned to their qualification.

In conclusion, the country's rate of employment gives confidence to the HWSETA to conclude that its learning programmes result into a fairly high employment rate, as the 62% employment rate attained is 5.2% higher than the country's youth employment rate at 56.8%. It is also recommended that the HWSETA track and trace study should be continued in order to keep monitoring the learning programme outcomes.

This paper will be available on the HWSETA website: www.hwseta.org.za

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5. Centres of Specialisation (CoS) Programme Midterm Evaluation *(Zulaikha Brey, Kelly Brownell, Nargis Motala, Florus Prinsloo, Andrew Paterson, Raymond Matlala, and James Keevy)*

The government, through the Department of Higher Education and Training (DHET), has designed and implemented the Centres of Specialisation (CoS) Programme in the Technical and Vocational Education and Training (TVET) College sector. The CoS Programme entails the establishment of a dedicated unit (known as CoS) within a host TVET College which serves as an anchor, working closely with employers, to deliver a dual-system based apprenticeship programme.

In 2019, the DHET rolled out the CoS Programme in 19 public TVET Colleges. Thirteen priority artisan trades were selected, with each trade offered at two sites. In November 2020, the DHET commissioned a mid-term evaluation of the CoS Programme. The specific objective was to evaluate progress made and record lessons to date while the overall objective was to inform adjustments in programme design and implementation for the current cohort in order to effectively prepare for future cohorts.

This evaluation report presents the outcome of an exacting monitoring and evaluation process conducted by the Joint Education Trust (JET) Education Services in partnership with Trialogue. The evaluation unpacked and scrutinised the CoS Programme, taking into account many different perspectives, and then distilled and presented the findings. This report is robust and forthright in its assessment of the programme and in its attempt to provide valuable insights into programme implementation, while also offering well-founded suggestions for future action. Given the strategic importance and value of the CoS Programme for moving South Africa's skills development sector and the broader Post-School Education and Training (PSET) system towards a pragmatic and effective industry demand-based approach, in line with many similar global skills development processes, this approach is considered critically important to optimising a continual improvement process. The mid-term evaluation reported here was designed to focus on the institutional dynamics of the CoS Programme innovation, and was not mandated to give an account of the lived experiences of TVET and employer participants and role players in the programme. Various models show how, as institutions and individual actors adapt to innovation and change, participants experience a range of emotions, from resistance and fear to commitment and belief. It is therefore worth acknowledging these lived experiences of participants underlying the implementation of the CoS Programme, even if not included in the scope of the evaluation. It is also important to acknowledge that the DHET

conceived of the CoS Programme and made it a reality by committing significant resources to implementation and mobilising joint public and private energies and aspirations towards this purpose, more so during a period troubled by economic and pandemic events internally and externally. The CoS Programme has now emerged as a fully-fledged implementation of a concept that has experienced a long gestation period, as far back as 2012, when the dual-system pilots were initiated as a strategic approach by the Minister of Higher Education and Training.

The CoS Programme has far reaching potential to demonstrate the value of moving towards a more industry demand-led approach to skilling the youth of this country in such a way as to meet the skills needs of industry and unlock sectoral and economy-wide growth, while at the same time opening opportunities for youth to flourish in their career paths as graduates of the programme. The programme's importance, with its potential to demonstrate how to shift a huge bulk of the PSET system towards an industry demand-led system, should not be underestimated. The direction that the CoS Programme is taking and leading towards is breaking away from the taken-for-granted orthodoxy of a supply-side approach to the labour market, according to which education institutions, and not the market itself, decide what the labour market needs. This approach is aligned to global processes such as those currently underway through the International Labour Organisation (ILO) to adopt a global apprenticeship standard for all member states, inclusive of South Africa.

This mid-term evaluation finds a number of inefficiencies in the CoS Programme which, if left uncorrected, could threaten the achievement of the programme's longer-term outcomes. This does not, however, take away from the fact that considerable progress has been made in designing and implementing this new approach to apprenticeship training in South Africa, both to increase the number of artisans produced in line with demand and to improve the quality of the apprenticeship system being implemented at public TVET Colleges.

The CoS Programme captures the value that inheres in a Work-Based Learning (WBL) approach and leverages the joint contribution of practical and theoretical learning in preparing graduates for sustainable employment. Even though the Cos Programme in its current form is small in comparison with the vast structure of the PSET system, it does provide a proof of concept for a systemic shift in the future of education and training in South Africa towards greater responsiveness.

The synthesis report will be made available on the DHET website: www.dhet.gov.za

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6. Technical and Vocational Education and Training (TVET) - Programme Qualifications Mix (PQM) Research *(Kathryn Isdale and Michael Rogan)*

The extent to which there is alignment between available qualifications and skills possessed by the labour force and those demanded by employers is critical. This is particularly evident in South Africa where persistent inequalities in access to higher education, vocational training and the labour market result in considerable skill shortages. The Technical Vocational Education and Training (TVET) sector is a key component of the National Development Plan's (NDP's) (2011) vision for expanding South Africa's skills base over the long term by producing technically trained workers and artisans and has an important role to play in addressing mismatches between supply and demand.

Against this backdrop, the Department of Higher Education and Training (DHET) commissioned the University of the Western Cape (UWC) to lead a five year research programme on TVET where Programme Qualifications Mix (PQM) was one of the research projects. UWC partnered with Rhodes University on this project which undertook a spatial analysis of the complexities around the supply of (TVET college courses, learnerships, and apprenticeships) and demand (labour market structure and job vacancies for skills). The aim was to describe in detail what skills and qualifications are being gained across the TVET sector, mapping these onto the ones that are actually required by different industry sectors in the labour market in order to provide a comprehensive assessment of the skills-qualifications mismatch and provincial variation therein.

Based on a number of data sources on enrolment and vacancies as well as the Quarterly Labour Force Surveys (QLFSs), the research found that, overall, the match between supply and demand is very poor and not conducive to economic growth. Further, the study concluded with four key findings:

- There are not enough jobs: Coupled with the fact that economic growth has favoured medium-and high-skilled workers, despite the fact that the majority of the labour force have low skills, the consequence is an overarching structural imbalance between labour demand and labour supply. Put simply, there are more learners than job across all provinces and there are not enough jobs for them.
- Too many engineers and not enough accountants: There is a massive oversupply of Engineering qualifications across all provinces and all National Qualifications Framework (NQF) levels. The demand from the Manufacturing and Engineering sector is not present, either in terms of vacancies advertised or the structure of the labour market, which actually shows an overall contraction of three percent (3%) in the ten-year period to 2017.

Conversely, there appears to be an undersupply in skills related to the Finance, Insurance, Real Estate and Business sector as well as the Community, Social and Personal Services sector, both of which have seen overall growth of three percent (3%) each in the decade up to 2017.

- The need for a flexible approach: While the oversupply of skills in the Manufacturing and Engineering sector and the undersupply in Financial, Insurance, Real Estate and Business industries is evident across all provinces, there is also some provincial variation in the (mis)match between supply and demand, highlighting the need for a more locally driven approach to skills planning. The types of learnerships undertaken show greater variation provincially than courses in public TVET Colleges or apprenticeships, suggesting this type of vocational training might be more flexible to local demand.

- Available data need to be strengthened, expanded and centralised: This analysis draws on a number of different data sources, designed for different purposes, run by different departments, none of them linked. Without integrated and centralised data relating to the throughput and completion of vocational training and Workplace-Based Learning (WBL), linked to labour market outcomes, we will remain limited in our ability to both understand the role and effectiveness of the post- school education and training, as well as the accurately assess the size of the skills: demand gap.

The full report will be available on DHET's website: www.dhet.gov.za

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7. Accommodating Students – Building a Model for Technical and Vocational Education and Training (TVET) Student Housing *(Veerle Dieltiens)*

Mzabalazo Advisory Services (MAS) produced this report focusing on student accommodation under the Five Year Research Programme on Technical and Vocational Education and Training (TVET), commissioned by the Department of Higher Education and Training (DHET) and funded by the National Skills Fund (NSF).

This study is intended to develop a model for student accommodation in TVET Colleges and specifically to advise on the extent to which student accommodation should be left to the private sector to manage. In addition, the research provides recommendations on the norms and standards that should govern facilities and services for student accommodation.

Currently, policy relies on the financial determinants set by the National Student Financial Aid Scheme (NSFAS). Students may apply for an accommodation allowance if they live beyond a 40km radius from the college and, while the allowance should preferably be spent on public TVET-managed accommodation, it may be spent on private accommodation of the students choosing. Norms and standards for TVET accommodation are not specified and each college is left to determine how student accommodation should be managed. The quality of student accommodation, therefore, relies on the discretion of TVET management and on the supply and demand of the housing market. The laissez-faire implications of such market-related policy determination is that constitutional principles such as equity and democratic governance may give way to students trying to find the cheapest accommodation while landlords try to extract higher rents based on the demand.

This study argues that policy on student accommodation ought to consider a wider range of criteria than what can be 'bought' by the NSFAS accommodation allowance. Cost is critical, but it is not the only consideration in whether student accommodation can be outsourced wholly or partially to private providers.

An important factor to take into account is the reason for public support for student accommodation. This is because there are some objectives that can be more easily outsourced to private providers. For example, if the only objective is to provide housing to enable physical access to colleges, then private providers can manage the process and public funds can be monitored to ensure that access is provided to priority students. But where the purpose of providing student accommodation is linked to government's strategic outcomes, educational performance or socialisation into public-mandated values, then there needs to be

greater oversight on how the residences are governed and managed. While this does not preclude private provision, it does require a model of provision where there are firmer controls by government or the TVET College over the governance and management of the accommodation.

Currently the purpose of student accommodation is not well defined in policy. While reports such as the Commission of Inquiry into Higher Education and Training suggest TVET Colleges should follow the university trend and adopt a 'living-and-learning' model that responds to students' needs beyond physical access and welfare, in practice TVET accommodation is needs-based.

The second major factor to be taken into account in developing a model for student accommodation is the cost of establishing and maintaining student accommodation. While NSFAS pays more per student in college-managed on-campus facilities, it does not necessarily get value-for-money from these. While the survey conducted with students in five colleges showed higher levels of satisfaction than non-satisfaction with on-campus facilities, official reports (by the Parliamentary Oversight Committee and evaluations by DHET) describe dilapidated infrastructure and almost all of the principals admitted in a snap-telephonic survey that facility maintenance was an on-going problem. At three of the six case study sites, extensive renovations were underway in student residences. Private providers offer a much wider range of facilities to students – though in the main, cheap and informal housing is what is available.

The third factor to consider in modelling student accommodation is the capacity and willingness of TVET Colleges to manage student accommodation. From interviews with college principals, there is an overall commitment to student welfare and to the provision of accommodation, however the majority of those surveyed argued that the colleges did not have sufficient finances or capacity to provide or oversee student accommodation.

Finally, student preferences are rarely considered in decisions on infrastructure and services. Yet students are active consumers and their choices over accommodation can influence whether residences are used. Student preferences are bound to vary – age, status, socio-economic background and personality will all influence students' choices. Nevertheless, it is important to have some means of canvassing students before making decisions on their living spaces.

Our study shows that 49% of the students surveyed would prefer to stay in on-campus accommodation. Only five percent (5%) want to have food provided and 40% would choose to be self-catered if they lived on campus. Off-campus accommodation was mostly popular for the following reasons: affordability (students can save while staying off-campus), spending time with family, fewer restrictions, and more privacy.

This study is important as DHET begins building the infrastructure for more student accommodation on TVET colleges. It needs to build to a model that is not just made of bricks and mortar but which is designed to the interests and needs of those who will be managing it and those who will be living in it.

The full report will be available on DHET's website: www.dhet.gov.za

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8. Sector Education and Training Authority (SETA) Governance Evaluation Study (Olwethu Nyewe)

The Sector Education and Training Authority (SETA) Governance Evaluation Study was commissioned by the National Skills Authority (NSA) and the Banking Sector Education and Training Authority (BANKSETA) as part of a broader Research Programme on Monitoring and Evaluation (M&E). The study was undertaken by Rhodes University. The study evaluated the implementation of SETA governance, identifying successes and challenges in implementation and making recommendations for improvement. The study was conducted between November 2019 and March 2021.

In carrying out the study, a sequential mixed-method approach with interrelated elements was used, including:

- Literature review and document analysis of relevant policies and legislation;
- Literature review and document analysis of three pre-selected SETAs;
- Key informant interviews with a small number of selected key role-players in the PSET system; and
- Online questionnaire/survey of all SETA Accounting Authority members. A total of 47 responses to the questionnaire were received.

The results of the study confirmed that the SETAs are situated within a complex environment with diverse mandates that makes governance difficult. Below are among the key results to be noted:

- The adoption of a Code of Conduct and the training of members on the code and its implications is critical to the creation of an ethical culture across all SETAs,
- Evidence of meeting fatigue, combined with vacancies not being filled placed pressure on Accounting Authority (AA) members and Executives,
- Governance documents (e.g. constitution or charter) not being signed by incoming members early in tenure,
- A lack of alignment between Legislation, Regulations and internal governance documents weakens the governance framework,

- Annual reports provide information related to performance, programmes and partnerships, but are not integrated in nature and therefore do not project full corporate citizenship to all its stakeholders,
- The current arrangement whereby labour and employers nominate the majority of board members undermines the creation of an appropriate balance of knowledge, skills, experience, diversity and independence.
- There tends to be an underinvestment in information technology in support of governance activities.
- An Audit and Risk committee working alongside an internal audit function was critical for building a strong compliance assurance framework.

The recommendations of the study focus on measures to improve governance within the SETAs including the amendment of policies, legislation and improving governance practices. The following highlights from the recommendations are notable:

- Amend the Skills Development Act (Act 97 of 1998) for improved governance, composition and independence;
- Amend the SETA Governance Charter for improved functioning, alignment and cooperate governance;
- Amend the Governance documents to improve alignment with King IV prescripts,
- Improve the risk management policies and practices;
- Develop a framework to manage conflict of interest; and
- Strengthen board capacity and independence.

The full report is available on the following link:
https://www.dropbox.com/s/tllosy1hpmiahrj/NSA005_Evaluate%20SETA%20Governance%20Report_Web.pdf?dl=0

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9. National Skills Fund (NSF) Evaluation Study *(Olwethu Nyewe)*

The National Skills Fund (NSF) was established in terms of Skills Development Act (SDA) of 1998 to provide funds to support projects that are identified as a national priority in the National Skills Development Strategy (NSDS). The Fund also provides support on the Human Resource Development Strategy and the work of National Skills Authority (NSA). During the 2015 to 2020 strategic period, the NSF work became increasingly important as national priorities were identified during development of National Skills Development Plan (NSDP). The completion of the strategic planning period provided an ideal opportunity to reflect on the performance of the NSF between 2015 and 2020 in order to inform future funding decisions and improve the alignment, efficiency and effectiveness of the NSF's Post-School Education and Training (PSET) system-related interventions.

As guided by its statutory roles and responsibilities, the NSA initiated the study to evaluate the achievements of NSF during this strategic period. The study was conducted between March 2020 and April 2021. A theory-based, mixed-method participatory evaluation design was employed for the evaluation, where both quantitative and qualitative methods were used. The evaluation also incorporated elements from a contribution analysis that allowed for the re-creation and verification of the NSF's theory of change and the exploration of the attribution through an assessment of the contribution the NSF made towards specific results. As part of the mixed-method design, both method triangulation and data triangulation were employed.

The key results are categorised into relevance and coherence; effectiveness; efficiency and sustainability; and effects.

- Relevance and coherence of NSF programmes: The results indicate that the NSF was well-positioned to support targeted and evidence-based capability and capacity-building of PSET stakeholders to advance the NSF towards the attainment of the White Paper on PSET (WP-PSET) vision.
- Effectiveness: The NSF showed varied levels of effectiveness concerning the attainment of its strategic objectives and pursued outcomes but was hindered by human resource capacity and capability constraints. These constraints led to an extended duration of project approvals, delays in payments, heavily constrained project execution monitoring, and limited internal research capability that negatively influenced the performance of the NSF.

- Efficiency and sustainability: The organisation was effective in utilising its funds within the prescribed legislative framework. Concerning sustainability, the evaluation found that the NSF reserves dropped from R11.2 billion at the start of the period under review to R6.5 billion by the end of the period.
- Effects: The results of the study reveal that the NSF spent R10.5 billion on skills development that produced 137,019 individuals who completed training during the evaluation period. Considering the profile of the funded learners, the NSF reached approximately 1.4% of the unemployed and 0.11% of the employed in the country during the evaluated period. The results further indicate that 47% of the learners who completed training did not find employment which implies that the programmes had limited effect on the beneficiaries' employability.

The key immediate recommendations of the study include the following:
- The Department of Higher Education and Training (DHET) to allow and support the NSF to establish a fully functioning, self-sufficient Human Resource Management directorate;
- The NSF to speed up the transition towards the integrated digitised system;
- The NSF to clarify and, if necessary, revise the definition of a "rural area";
- The NSF to institute a change management process; and
- The NSF to improve its relationship with Sector Education and Training Authorities (SETAs) for better working dynamics pertaining to what informs occupations and skills identified as scarce and in high demand.

The full report is available on the following link:

https://www.dropbox.com/s/0txd5s0t77a8pkm/NSF001_Evaluation%20of%20the%20NSF%20report_Web.pdf?dl=0

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10. Alignment of Provincial Skills Development Forums (PSDFs) to the District Development Model *(Olwethu Nyewe)*

The Provincial Skills Development Forums (PSDF) were established under the Skills Development Act of 2008, in order to address specific provincial skills development needs, and to provide a bridge linking the National Skills Authority (NSA) and the provinces. The PSDFs aim to be forward thinking structures which unite the efforts of a range of role players, including key provincial government departments, business, labour, and training and capacity building institutions.

The District Development Model (DDM) was first proposed by the President in 2019, where the President called for a district-wide approach towards the effective coordination of 'all-of-government' programmes and projects within the 44 Districts and eight Metropolitan Municipalities. The DDM emphasis is on the improvement and strengthening of intergovernmental planning processes within the ambit of existing Constitutional and legislative provisions.

In May 2021, the NSA commissioned a project to create a strategy to align and synchronise the work of the PSDFs with the emerging DDMs.

The project employed the following procedures in gathering data and information:
- Review of PSDF Action plans;
- Contacting of officials involved in PSDFs;
- Assembling of information on the DDM;
- Initial analysis of the work of the PSDFs;
- Gathering of information from Sector Education and Training Authorities (SETA's), in particular the Local Government Sector Education and Training Authority (LGSETA);
- Consideration of the Provincial Growth and Development Strategies (PGDS);
- Analysis of data; and
- Developing of areas to be included in the framework.

The overall results of the study indicates that the PSDFs operate in terms of the draft PSDF Guidelines, 2008 but there appears to be a lack of clarity in terms of their relationship to the NSA and the Human Resource Development Council (HRDC). The PSDFs across the nine provinces are operational although they have limitations. It appears that the most functional

way of operating is where the PSDF is the technical coordinating vehicle providing inputs to the political HRDC structures.

In line with the aims of the study, a number of key areas of the operations of PSDFs were assessed to determine the degree to which the structure, powers and functions of PSDFs could be aligned to the emerging DDMs. Each of these areas is important in developing an alignment framework to the DDM in the following ways:

- The institutional location of PSDFs: given that most PSDFs or their equivalents are already in the Offices of the Premier, and given that the DDM is meant to be driven by Premiers but managed by Cooperative Governance and Traditional Affairs (CoGTA), it should be relatively easy for PSDFs to achieve institutional alignment with DDMs;
- The aims and objectives of PSDFs: one of the key aims of PSDFs is to better understand and coordinate skills development across each province, and DDMs require a better understanding of skills gaps in each district/metropolitan area, including supply and demand issues;
- Skills strategies and content of Master Skills Plans (MSPs): the existing MSPs are quite generic and whilst they provide some contextual information for each province, there is much more easily available information disaggregated to at least a municipal level which could better inform each of the key MSP areas. It appears that there is relatively little information in existing MSPs which is already disaggregated to a municipal level;
- Skills data used in the Master Skills Plans: there is a significant amount of already available information and whilst some of it is dated, it would be quite easy for each PSDF to analyse the information and identify gaps;
- Stakeholder membership of the PSDFs is in theory excellent, however, actual representation is often quite poor. The membership model also covers similar sectors which the DDMs aim to bring together at a District/Metro level; and
- The capacity and strengths of the PSDFs should be focused and aligned in a manner that that informs DDMs without creating new layers of bureaucracy and inefficiency.

The study recommended that the following areas be addressed as per framework of aligning the PSDF structures to the DDM:

- Alignment of activities, policies and programmes;
- PSDFs to ensure that One Plans prioritise the needs of the most vulnerable and focus on the creation of employment opportunities and bringing together of diverse role players;
- Information/ data sharing between DDMs and PSDFs;
- Strategic long term approach;

- Driven by local economic development;
- Cooperative governance principles to be followed;
- Accountable to government structures and departments;
- Localising skills development strategies; and
- Empowering PSDFs.

The full report is available on the following link:

https://www.dropbox.com/s/9l2r3vooz86kar1/POSITIONING-AND-ALIGNMENT-OF-PSDFs-TO-DDM.pdf?dl=0

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11. Tweeting #FeesMustFall: The Online Life and Offline Protests of a Networked Student Movement *(Thierry. M. Luescher, Nkululeko Makhubu, Thelma Oppelt, Seipati Mokhema, and Memory Zodwa Radasi)*

The publication "Tweeting #FeesMustFall: *The Online Life and Offline Protests of a Networked Student Movement*" has been produced as part of the larger research project "From #RhodesMustFall to #FeesMustFall: the new South African student movement" with the aim to better understand the dynamic relationship between the online and offline repertoires of student activists. The research pays in-depth attention to the ten days of the highly successful first #FeesMustFall campaign, which in the main lasted from 14th to 23rd October 2015. Within ten days of the start of the campaign and only four days of intense mass mobilisation in major centres and across all universities, #FeesMustFall activists achieved major concession from government and university managements. On 23 October 2015, President Jacob Zuma announced a 0% fee increment for 2016 and the establishment of a commission to investigate the feasibility of fee-free higher education for the poor and missing middle. In December 2017, President Zuma announced a new higher education funding policy of fee-free higher (and TVET) education for poor and working-class students that came into being from 2018. In addition, several other #FeesMustFall-related demands were taken up at institutional levels, including the insourcing of support workers, reviews of institutional cultures and commemoration, and curriculum decolonisation processes, to mention but a few. The #FeesMustFall campaign and related campaigns of 2015 and 2016 thus had an unprecedented national and institutional policy impact.

"Tweeting #FeesMustFall" explores the online and offline repertoires of protests related to the #FeesMustFall campaign in 2015. It uses a multi-method approach that integrates quantitative and qualitative empirical work. It provides systematic evidence of the cyberlife of the student movement during the #FeesMustFall campaign by analysing a social media database comprising of two datasets of tweets (over 330,000 unique tweets) as well as a related data set of user information (over 60,000 users) for a social network analysis. In order to account for the interaction of Twitter activism with offline protest events on and off the university campuses, the study established a protest event database and analysis. This nation-wide data is augmented with an analysis of materials from in-depth interviews with student activists from a selection of public universities.

The social network analysis of #FeesMustFall finds a distributed, multi-nodal and flat digital structure of the online Tweeting network, which correlates with the 'federal' and flat organisational and leadership structure of the South African student movement in 2015. The

analysis then takes a closer look at campus-specific online and offline protesting and finds evidence of a 'social media divide' in the movement, whereby students in metropolitan universities have been using a greater diversity of social media platforms, including prominently Twitter, while students in rural universities and universities of technology have more frequently used Facebook as platform for conscientising and mobilising students and staff, and to inform the public and media houses.

When comparing social media use to protesting in the street, the study finds that the 'social media divide' across the higher education landscape of 2015 is highly significant as it coincides with the incidence and intensity of offline protesting. The argument follows that social media use in protest movements, and especially Twitter with its unique affordances, can have a democratising potential in that social media can help mobilise protesting (online and offline) while producing public exposure to the protesters' demands, thereby reducing the need for protest violence to gain media attention. Thus, the case of #FeesMustFall in 2015 during which student activists used Twitter systematically and intentionally for these purposes, shows that under certain conditions social media can pay a democratic dividend (especially if it generates public media attention and enhances political responsiveness).

The study recommends that future studies to engage more extensively with the content of Tweets as well as analyse in more depth the use of other social media platforms, especially Facebook, WhatsApp, and others. Research should also be conducted into the "after-lives" of student activists in terms of the impact of exposure to protest violence in terms of students' mental health and wellbeing, and the long-term biographical impact of activists' participation in the student movement.

The study has been published as a chapter in an internationally edited book, which brings together a collection of research into contemporary, contentious student movements spanning many countries across the global South and North.

The full book is available on the following link:
https://link.springer.com/book/10.1007/978-3-030-75754-0
The chapter "Tweeting #FeesMustFall" can be accessed from researchgate at:
https://www.researchgate.net/publication/354063600_Tweeting_FeesMustFall_The_Online_Life_and_Offline_Protests_of_a_Networked_Student_Movement

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12. Is the Whole Greater than the Sum of its Parts? Exploring the Significance of Partnerships for Skills Development in the Western Cape *(Nisha Daya)*

South Africa is faced with structural unemployment issues, which has resulted in the understanding of the importance for all role-players - ranging from institutions of learning to employers - to collaborate on initiatives which can provide adequate and relevant skills, and thus increase the probability of employment. Under the Department of Economic Development and Tourism (DEDAT), the Western Cape Government (WCG) established an institutional approach known as the Provincial Skills Development Forum (PSDF) to address the structural unemployment challenge in the province. The PSDF was active from 2012 to 2015. From 2015 to 2019 another institutional approach known as the Apprenticeship Game Changer (AGC) was implemented. Whilst these approaches were introduced by the WCG, it was also supported by multiple stakeholders. The study aimed to determine the relative effectiveness of these approaches to Multi-Stakeholder Engagement (MSE) as it contributed to the strengthening of skills development at scale in the Western Cape.

To investigate the research questions, a process tracing methodology has been utilised to identify the MSE processes taken by both wholesale approaches in gaining stakeholder commitment; as well as the various interventions pursued which resulted in the achievement of the establishing collaborative partnerships. Interviews that were conducted were underpinned by Ostrom's principles of engagement. Through an analytical framework, this study examined the role of multi-stakeholder engagement, together with the relationship between measurement and accountability, as well as the relationship of the bureaucracy of which the two radical approaches were implemented. It was found that while the PSDF aimed to be a more learning and adaptive approach, the AGC appeared to be more top-down and outcome driven; of which each approach had yield key considerations. The strengths and weaknesses within each approach highlights the importance of fostering adaptive learning; as well as the need for a mechanism to measure accounts such as MSE in an institutional context. This study concludes with considerations that can be used to enhance similar approaches to MSE.

The full paper is available at the following link:

https://dhetgovza-my.sharepoint.com/:b:/g/personal/daya_n_dhet_gov_za/EdViBKqzxPxBswZHp1d9gFcBNZl9hLT_GZ-WpxXuPW8zgg?e=VcyKQl

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13. Institutionalising Technologies in South African Universities: The Imperatives in the Fourth Industrial Revolution (4IR) Era *(Tankiso Moloi)*

This study investigated the essentials for institutionalising technologies for teaching and learning across the three types of universities in South Africa. This was intending to determine the skills required for teaching and learning in the Fourth Industrial Revolution (4IR) era. A survey design using structured interviews was adopted for the study. The population consisted of all the Executive Deans/Deans of Faculties in twenty-six (26) South African Universities. A total of twenty-two (22) Universities were purposefully selected to allow fair representation to make the findings generalisable. Seventy (70) Executive Deans/Deans participated in the online data collection via Microsoft (MS) Teams and Zoom.

Findings revealed that the universities in South Africa deployed fifty-seven (57) different technologies to facilitate their teaching and learning activities, and teaching platforms had been supplemented with new technologies such as WhatsApp, Zoom, and MS Teams. Although resistance had been experienced in the past and most faculties had also not been provided with the institutional guidelines for embedding 4IR in their activities, the teaching staff is competent to moderately competent in the use of existing technologies for teaching because most faculties had provided training in an on-going basis. Improvements in the standard and quality of teaching and learning were observed, and the roles of the industry partners and the community of practice had been highly beneficial.

The study concludes that while universities are settled to adopt blended learning as the strategy to implement the convergence between human and machines in the era of the 4IR, there is a need to have a national policy in place that deals with funding (special grant) to plug the gap on the digital divide.

The full report is available on the following link:
https://www.etdpseta.org.za/education/sites/default/files/2021-09/Institutionalizing%20Technologies%20in%20South%20African%20Universities.pdf

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14. Key Features of the Fourth Industrial Revolution (4IR) in South Africa's Basic Education System *(Tankiso Moloi)*

The Fourth Industrial Revolution (4IR) brings a variety of changes in all the spheres of life, including industry and education. The unprecedented speed of technological innovation characterises 4IR. Education has attempted to keep up with these changes; however, technology's effectiveness and its challenges are not well documented in this sector. This study sought to assess the availability of the basic features needed to drive the 4IR in South Africa's basic education system. Essentially, the research question that the study sought to answer was 'what are the key features in place to drive 4IR in South Africa's basic education system'? Data was collected through interviews conducted through telephone, Zoom, and Microsoft (MS) Teams with various school principals.

The author's key findings was that the basic education sector in South Africa is not geared for 4IR; however, there are pockets of excellence driven by the private sector. The study found that various online platforms such as WhatsApp/Google Apps, YouTube licensing, Office 365 licensing/MS Teams and/or Zoom were used to facilitate teaching and learning, mainly in urban schools. The results indicated that many rural teachers were not competent as urban teachers in using technology to teach. Accordingly, teachers relied heavily on traditional teaching methods such as green board and chalk.

This study implies that the South African government must prioritise technologies that can facilitate teaching and learning in the 4IR as many schools did not have these technologies, especially in the rural areas. Very few interviewees understood 4IR and its implications. There is a need for higher learning institutions to design short learning programs aimed at introducing educators to 4IR. After the procurement of technologies in schools, there is usually a tendency to overlook the importance of training. As a result, there is a need for training to be intensified on how to operate these technologies for teaching and learning in South Africa.

The full report is available on the following link:
Key-features-of-the-fourth-industrial-revolution-in-South-Africas-basic-education-system.pdf
(Education, Training and Development Practices Sector Education and Training Authority (ETDPSETA).org.za).

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15. Readiness of Public Technical and Vocational Education and Training (TVET) for the Fourth Industrial Revolution (4IR): The Case of South Africa *(Varaidzo Denhere and Tankiso Moloi)*

This study aimed at determining the readiness of South African public Technical and Vocational Education and Training (TVET) Colleges to operate in the Fourth Industrial Revolution (4IR). An assessment of the indicators deemed to prove readiness by the researchers of this study based on literature conducted through virtual interviews with public TVET College Principals, Deputy Principals: Academic, Human Resources Managers and Information and Communications Technology (ICT) Managers.

A purposive sample of 26 public TVET Colleges from a population of 50 colleges proportionally representing the nine provinces of South Africa was identified. The interviews were video recorded and later transcribed. From the findings it was concluded that most of the public TVET Colleges realised the importance of readiness for 4IR as they got a push from Corona Virus Disease (COVID)-19 and started or intensified preparing but were not completely ready due to lack of inadequate teaching and learning technologies, training for teaching staff on the use of available technology, poor connectivity, lack of computing equipment, lack of ICT infrastructure, lack of ICT Strategies; and above all, lack of policy directive.

The findings could be used by the South African government to inform policy formulation and support higher education and training as a response to demands of 4IR to promote readiness by public TVET Colleges to operate in the era characterised by intense technological changes.

The full report is available on the following link:
Readiness of Public TVET for the 4IR_The Case of South Africa.pdf (Education, Training and Development Practices Sector Education and Training Authority (etdpseta).org.za).

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16. Trend Analysis of Hard-To-Fill-Vacancies (HTFVs) *(Mahali Makhetha and Menzi Mthethwa)*

The Health and Welfare Sector Education and Training Authority (HWSETA) has been reporting priority occupations for the development of priority skills development in the Sector Skills Plan (SSP) according to the Skills Development Act (SDA) (Act 97 of 1998), section 10 (1) (a). Up to the present moment, the HWSETA has been making use of a system called Enterprise Resource Planning (ERP) to collate and store Workplace Skills Plan (WSP) data since 2014. This data includes the Hard-to-Fill-Vacancies (HTFVs) reported by employers on an annual basis. The data itself has only been reported annually within the SSP and has never been analysed in a trend context to answer some of the current challenges faced by the sector. This study aimed to provide a more in-depth analysis of the trends in HTFV within the health, social and veterinary sector to check the transitions in HTFV from one year to another and as a collective of the three years (2018 to 2020).

The method used to analyse the population of HTFV is referred to as a trend analysis which covers a period of three years – 2018 to 2020, whereby the period 2018-2019 accounts for the period prior the Corona Virus Disease (COVID)-19 while 2020 accounts for the period during the pandemic. The study was quantitative in nature and the unit of analysis is at occupational level being expressed as a quantum using HTFV as a proxy for occupational shortages. Although the data is collected at employer level, it is recorded at occupational level of the reported HTFV. The database used comes from the HWSETA (private sector) and the Public Service Sector Education and Training Authority (PSETA) (public sector). The former consists of all the private sector organizations that submitted their Workplace Skills Plans (WSPs) to the HWSETA over 2018 to 2020 while the latter comprise of all the public sector employers reporting to and submitting their WSPs to PSETA, while their line of SETA function falls within the health and social development sector.

The target population for the study was made up of a total of 2 445 employers that submitted their WSPs for both private and public sector over the three years (2018-2020), which constitute only seven percent (7%) of all the organisations registered with HWSETA (36 375) as of 10 July 2021 from HWSETA ERP. As such, WSP submission data is not representative of all organisations registered with HWSETA. Consequently, the findings from the analysis of the HTFV over three years are indicative and not representative of the health and welfare sector occupational needs.

The key findings of the study showed that there was a noticeable decrease of HTFV from 2019 to 2020 which may imply that the health system responded drastically to meet the occupational needs (the HTFV) during the COVID-19 crisis probably from special additional funds allocated for COVID-19 interventions. A decreasing trend on the share of professionals was noted from 2018 to 2020 at 75% to 51% respectively. Technicians and associate professionals on the one hand indicated an increasing trend from 2018 to 2020 at 13% to 37% respectively. These trends predated the COVID-19 pandemic but were exacerbated by it. The overall (2018-2020) findings indicated that the three key reasons for HTFV were the required experience at 22%, followed by change in qualification (20%), and scarcity of required qualifications alone (16%). When disaggregated by sector (public vs private), change in qualification as the reason for HTFV was predominantly from the private sector while scarcity of people with experience and required qualifications was from public sector. In the main, the findings signal that occupational shortages stem from supply-side inadequacies.

The result suggests that there is general persistency in repeated occupational shortages overtime within the sector. Importantly, COVID-19 did not introduce new occupations within shortages. It can be concluded that the pandemic just worsened the shortages for some of the already existing occupational shortages.

This paper will be available on the HWSETA website: www.hwseta.org.za

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17. Perceptions of Engineering Lecturers and Graduates on Employability Skills: A Case of a Technical and Vocational Education and Training (TVET) College in Kwazulu-Natal, South Africa (*Joseph Mesuwini, Asheena Singh-Pillay, and Mapeto Bomani)*

South Africa requires a workforce with knowledge and expertise to contribute to national economic development. Technical and Vocational Education and Training (TVET) Colleges are the skills hubs, which produce mid-level skills and prepare students for the workplace (Department of Higher Education and Training (DHET), 2014). In order to achieve this milestone, employers have to hire highly skilled graduates who are technically competent with the capacity to make an immense contribution to the industry using relevant employability skills (Pitan, 2016). Therefore, adequately trained engineering TVET engineering graduates are a critical asset for industrial development. However, there seemed to be a mismatch between skills acquired by TVET graduates and those required by industry. Addressing this mismatch is crucial as it makes TVET graduates relevant to the industry. The purpose of the study was to investigate the employability skills required for sustainable employability of TVET graduates in the industry and develop a framework for addressing the mismatch between TVET graduate skills and the industry needs.

A qualitative case study approach was employed. Data were generated using semi-structured interviews from a sample of fifteen (nine students and six lecturers). Purposive and convenience sampling were employed to select the research participants. A conceptual framework from Pavlova's three pillars of sustainable development guided the study. Data were analysed through content analysis.

The findings showed that engineering graduates required both technical and soft skills for sustainable employability. The study recommended that the teaching methodology emphasise the impartation of technical and soft skills required by industry. Furthermore, the curriculum needed to be revised to reflect the new realities and address the industry requirements. TVET engineering instructors and lecturers should be equipped with the requisite skills to transfer the industry-relevant skills to graduates. Further studies could focus on the perceptions of employers on the skills set required for sustainable employability in the industry.

The full article is available on the following link:
http://www.sobiad.org/eJOURNALS/journal_IJSS/arhieves/IJSS-2020-2_ek/j-mesuwini.pdf

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**18. South African Qualifications Authority (SAQA) Bulletin 2020(1) on the National Qualifications Framework (NQF) and the Fourth Industrial Revolution (4IR) (*Yuraisha Chetty and Tshepho Mokwele)*

The South African Qualifications Authority (SAQA) continues to deepen and expand its understanding of the Fourth Industrial Revolution (4IR) and its implications for the South African National Qualifications Framework (NQF) and the broader education and training landscape in South Africa. As the custodian of the NQF and being responsible for its further development and implementation, SAQA's commitment resonates with its overarching vision, which is to have a world-class NQF that works for the people in South Africa. A SAQA Bulletin that focuses on 'The NQF and the 4IR' is a key step towards engaging with good practices and innovations in education, training and the workplace.

SAQA Bulletin 2020(1), published in 2021, contains a spread of richly textured innovations in and beyond South Africa. It includes 15 papers that focus on empirical and conceptual aspects of the 4IR from a range of sectors within the education and training context. The papers were categorized according to their foci on:

- Higher Education and Quality Assurance;
- Skills Development, Employment and Entrepreneurship;
- The Roles of Professional Bodies;
- Schooling – An Innovative Collaborative Initiative; and
- International Perspectives.

Each of the papers makes a valuable contribution to understanding education and training in the context of the 4IR. In order to spread the knowledge and insights from these initiatives, SAQA hosted a webinar on 22 November 2021 to engage with various papers in the volume. The webinar included four panel discussions as follows: **Panel 1**: Aligning systems in the 4IR context; **Panel 2**: Inclusivity in the 4IR context; **Panel 3**: Teaching and learning in the 4IR context; and **Panel 4**: Quality assurance in the 4IR context. In so doing, SAQA continues to share with education and training stakeholders, new knowledge, good practice and innovations that are responsive to the needs of society and the economy.

It is hoped that readers of SAQA Bulletin 2020(1) will be inspired and encouraged to reflect on technological advancements in their respective contexts and engage with the discourses around the 4IR.

SAQA's 2020(1) Bulletin is available on SAQA's website at the following link: https://www.saqa.org.za/documents/saqa-bulletins/saqa-bulletin-volume-20-number-1-september-2021

The presentations from SAQA's webinar panels are available on its website at the following link: https://www.saqa.org.za/documents/notices

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19. A Survey by the South African Qualifications Authority (SAQA) on the Roles and Responsibilities of Professional Bodies in South Africa (*Yuraisha Chetty and Tshepho Mokwele)*

The Department of Planning, Monitoring and Evaluation (DPME) evaluates national South African policy implementation on an ongoing basis, towards strengthening the implementation and further development of the policy concerned. In 2016-2017, the DPME, in collaboration with the Department of Higher Education and Training (DHET) in South Africa, conducted an Implementation Evaluation of the South African National Qualifications Framework (NQF) Act. This evaluation found that the NQF implementation is embedded in the system for education, training, development and work in the country. It also found some areas of inefficiency and areas needing further development. The recommendations of the evaluation led, in 2018, to the development and implementation of the 'NQF Improvement Plan' by the DHET, the South African Qualifications Authority (SAQA) and the Quality Councils. One of the actions in this plan includes clarifying the roles and responsibilities of professional bodies in the context of the NQF.

SAQA has since conducted an in-depth analysis of the overlaps in legislation for the NQF, SAQA, the Quality Councils and statutory professional bodies. Furthermore, SAQA hosted separate half-day workshops with statutory and non-statutory bodies in August and September 2020 respectively, to engage with the legislation overlap analysis and initiate discussions to identify and clarify the roles and responsibilities of professional bodies. The workshops yielded a wide range of views and insights and informed the development of an online survey that SAQA sent to all professional bodies. The survey sought, amongst other things, to deepen NQF partner understandings of the roles and responsibilities of professional bodies. This report presents the findings of SAQA's online survey.

The full research report is available on SAQA's website at the following link:
https://www.saqa.org.za/documents/research-papers/roles-and-responsibilities-professional-bodies-south-africa

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20. Reflections on the Dichotomy of Intellectual Transformation of Postgraduate Students versus Commodification of Education: University of South Africa (UNISA)-School of Business Leadership (SBL) Perspective *(Andile Nobatyi and Pumela Msweli)*

In 2021, the University of South Africa (UNISA) School of Business Leadership (SBL) completed 56 years of its successful existence in providing business education. The Business School survived a number of threats and uncertainties including the oil shocks of the 1970s, the global financial crisis of 2008; the ushering of the digitised economy in the past 10 years, let alone the canon ball that the Corona-virus pandemic has added to the business landscape. Amidst these challenges the SBL through the UNISA, has awarded over 100 doctoral qualifications; over 2 000 masters qualifications; and over 2 000 postgraduate diplomas and executive education certificates. To achieve this commendable feat, over the years SBL has evolved its administrative and governance systems which has had an impact on its cost-revenue ratio. The case study presented in this paper traces the cost-revenue ratio over the past 10 years; and juxtaposes the budgeting process and commodification of business education with postgraduate intellectual transformation. We define commodification of postgraduate education as a management process that involves budgeting and related management activities to increase the quality of student experience. The paper measures intellectual transformation by the ratio of peer reviewed papers produced and co-produced with postgraduate students.

Using the reflexive discourse analysis methodology, we select commodification of business education as a compass discourse to assess whether the cost-revenue ratio in the budgeting of postgraduate education yields desired intellectual transformation outcomes. Accordingly, we assess the explicit and implicit dimensions of the budgeting process to see if the process matches our intention to intellectually transform our postgraduate students. Our key findings, which are based on archival secondary data show that commodification of business education has gained ascendancy in relation to intellectual transformation over a 10 year period from 2011-2021. The key recommendation we put forward is that: to transform postgraduate outputs, the budgeting process must include impact variables in the cost-revenue projections in order to closely monitor the desired outcome of intellectual transformation.

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21. A Paradox of Access and Success in Higher Education in South Africa *(Stephen Khehla Ndlovu, Pumela Msweli, and Faith Khoza)*

In South Africa, access to higher education has become a mantra repeated by policy makers, educators, and students. The education transformation discourse took a different shape after the 2015-2016 student revolt demanding a decolonised and affordable access to education system. The discontents articulated by the student started a shift in the discourse of access to higher education, that prompted the President of South Africa to institute a Commission of Inquiry into the feasibility of making higher education fee-free. The Commission of Enquiry chaired by Honourable Justice Heher culminated in a report that was released in 2017. The recommendations in the Heher Commission report focused substantively on the funding of the post-schooling education and training sector; and in particular the funding of student accommodation, Technical and Vocational Education and Training (TVET) students, postgraduate students, and funding of university students. The problem now is that the Corona Virus Disease (COVID) pandemic has affected fee income; and on top of that there is a significant decline in student success rates. There is also a decline in public education expenditure, as well as an increase in access. All this has added a complex dynamic in the access-success debate in higher education in South Africa. Against this background, this paper seeks to address three questions:

- What is the South African Higher Education funding trajectory after the release of the Heher Commission report?
- What accounts for the disjuncture between access to higher education and success?
- With the onset of the COVID pandemic, with the state afford to fund higher education in South Africa?

The paper uses data published in the South African Higher Education Management Information System (HEMIS) to predict the future of state revenue to fund higher education in South Africa. Exponential Smoothing forecasting method is used to analyse time series data on stage funding for the past 20 year. The findings show a decline in the value of state university budget as a percentage of Gross Domestic Product (GDP) from 1,38% in 2021 to 1,35 in 2022. By 2027, the exponential smoothing method forecasts that the state funding as a percentage of GDP will increase from 1,35% in 2022 to 1,53% in 2027.

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22. Academic Richness to Guide Sustainability of Small to Medium Enterprises (SMEs) within Business Training Programmes in Emerging Economies - A South African Higher Education Context *(Nhanhla Mlitwa and Moses Kachunda)*

The industry and the business sector in general, are a major contributor to the Gross Domestic Product (GDP), national fiscus, socio-economic development, innovations and growth. The Small to Medium Enterprise (SME) sector is key to this equation. Particularly, to fast-tracking innovations, employment generating and highly decentralised economic activity (to a micro-social level), and ultimately, economic growth. Ascertaining a competitive advantage however, becomes key to fostering competitiveness and long-term sustainability, regardless of the size, specialisation and location of the entity. For this reason, governments and the multi-national development bodies have moved to prioritise small business development efforts, with academic institutions located at the forefront of training programmes towards this end.

A provision of academic programmes on entrepreneurship, development and management of SME's – have since become a defining characteristic of business school offerings over the past decade. As much as a handful of success can be traced in South East Asian countries however, the SME failure rate remains high in most of the developing world, smaller enterprises seem to miss a competitive edge in respect markets across the rest of the developing world. Leading to a high failure rate, incompatible management skill, and a competitive business acumen, emerge as explanations. The status-quo, which brings into question, the curricula mix and focus of relevant training offerings among the academic institutions in the SME sector.

As a result, the authors wanted to explore the extent to which academic programmes are geared towards improving SME sustainability among higher education graduates in emerging economies, including the essence of a competitive advantage to drive sustainability of the SME's. They were curious about the competitive advantage concept; whether it is a capability, a state of performance, a performance indicator or whether it is a qualitative or quantitative phenomenon to recommend an expertise yielding framework on harnessing a competitive advantage for SMEs. They argue that strategic training programmes must be relevant to earmarked economic and industry contributions, let alone the directly affected socio-economic exigencies. Indeed, academic curricula should prepare graduates to understanding sustainable SME dashboards. They adopted a survey and the multi-case study strategy based on the quantitative and qualitative components embedded therein. They found a competitive advantage and business sustainability to be the multi-layered phenomena. To this effect, guidelines to advancing a competitive advantage for SME's in emerging economies are

recommended. The competitive advantage dashboard is then offered to demonstrate various stages of a competitive advantage life cycle - whose insight we believe, would strengthen long-term sustainability and growth of the SME sector. With this recommendation, Higher Education institutions will be better positioned to adapt their offerings, towards improved relevance and efficacy in their SME training programmes.

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23. Towards a Problematisation Framework for the South African Research Landscape
(Nthabiseng. C. Nhlapo, Huibrecht. M. van der Poll, and John. A. van der Poll)

While the primary function of institutions of higher learning centres around teaching and learning activities, research culminating in the South African Department of Higher Education and Training's (DHET) accredited research output is gaining steady ground to becoming on par with tuition. Owing to the worldwide Corona Virus Disease (COVID)-19 economic downturn, tuition-related subsidies to institutions of higher learning is diminishing. The DHET is currently rewarding institutions in 'Rands and Cents' for accredited research output and institutions have, therefore, been placing more emphasis on research activities of, not only their academic staff, but also aspiring professional (generally known as administrative) staff members. Emphasis on research-related activities have led to the institution of research managers, research professors, and research chairs to guide research activities with respect to numerous policies, funding applications and annual reporting of research activities.

The challenge with accomplishing good research output is that unlike tuition, research is not largely "automated" in the sense that with tuition the drawing up of study material, scheduling and teaching classes, the setting of examination question papers, taking the exams, marking of the scripts, publishing the marks, and final graduation of the candidates all take place at predetermined times during the year or semester, with of course the assistance of support staff. Research, however, is not "automated" in this sense. Often researchers turn to their own research only after the tuition duties for the examination period has been concluded, just to find themselves having to backtrack with their research to a point where they could last remember what they were busy with.

Numerous other challenges with research emerge. Researchers are tempted to polony-slice their work to get more mileage out of their research; owing to time shortages, predatory or pseudo-predatory journal publishing houses and conferences have found innovative ways of entering the market, preying on researchers who may be desperate to publish their work. Journals are flooded with submissions leading to possible compromises in quality in favour of quantity.

In this work the researchers turn to aspects of problematisation through an inductive research approach, supported by a qualitative research choice of a literature review, blended with the experiences of the researchers to develop a problematisation framework of the above and many other challenges associated with the South African research landscape. The

problematisation framework is structured around challenges with respect to postgraduate students, academics, and research management at institutions. Further aspects in the framework include, amongst other, considerations of Africanisation; interpretation of institutional research policies; the role of the National Research Fund (NRF) as a mega South African funder; self-plagiarism aspects arising from students being encouraged (or required) to publish their work before submitting their dissertations or theses for examination; and the drive to publish in high-impact international journals versus supporting South African journals to gain an international standing.

Future work in this area is noted as the refinement of the framework among South African stakeholders, the development of a solution framework, and exercising parts of such solutions.

The full report will be available in December 2021.

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24. Academic Readiness of Students for Higher Education: A Case for Academic Support at Rhodes University *(Lebogang Khoza)*

The worrying existence of incidences of student retention, poor pass rates and an increase in repetition rates is a cause for concern for institutions of higher learning in South Africa. The problem of student retention is not new in our institutions of higher learning. Support structures, strategies, and policies need to be developed for different academic and social challenges that students face daily. Academic readiness and academic support are topical issues in higher education. The study was conducted against the backdrop of under-preparedness of students, high attrition rate, the notion of first-generation students, admission of minorities in institutions of higher learning and massification in higher education.

In South Africa, specific key factors that inform this study include redressing the apartheid legacy, issues of access and justice, higher education transformation and the articulation gap from basic education to higher education. The argument that this study is putting forward is that academic support programmes ignore quite a number of students who are susceptible to several forms of unpreparedness and adaptability. Such students are not supported through conformist support approaches and structures and consequently feel excluded from ordinary support services. Students in mainstream who are at risk when it comes to their studies use services accessible to them in so far as they are aware of these, regardless of doubt about the success of these support services. Students experiencing other types of risk deal with their problems through relationships with acquaintances', family and religious support. This kind of support contributes to retention and throughput.

As soon as a student leaves school (Basic Education) and enters institutions of higher learning, they must be given support to succeed, which institutions of higher learning are in many instances failing to do. Using literature on academic support in institutions of higher learning, this study presents the crisis in the Department of Basic Education, and an overview of the higher education landscape in South Africa. The study argues that as long as effective and adequate academic support is lacking, students will continue to experience difficulties in completing their studies. The findings from the study reveal that at present, Rhodes University provides support to students who are in extended studies. However, this support system disadvantages many students, notably those not in the extended studies programme. As a result, such students are not supported through strategies and structures that extended studies students receive. Furthermore, the data generates internal and external problems that students face daily, as a result, the findings showed that there is a need for academic support

at Rhodes. The study recommends that Rhodes University must establish an academic unit that will provide academic support to all students registered in the university.

The full paper is available on the following link:

https://vital.seals.ac.za/vital/access/manager/Repository/vital:38678?site_name=GlobalView&view=null&f0=sm_publisher%3A%22Faculty+of+Humanities%2C+Sociology%22&f1=sm_citation_publication_date%3A%222020%22&sort=ss_dateNormalized+asc%2Csort_ss_title+asc&f2=sm_type%3A%22Thesis%22&f3=sm_type%3A%22MSocSc%22&f4=sm_subject%3A%22School+failure+---+South+Africa+---+Makhanda%22

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25. Monitoring and Evaluation (M&E) Frameworks for Sector Education and Training Authorities (SETAs) *(Lebogang Khoza and Rakal Govender)*

The Banking Sector Education and Training Authority (BANKSETA) in partnership with the Services Sector Education and Training Authority (Services SETA) commissioned a Research Chair/Programme on Monitoring and Evaluation (M&E). Prof Eureta Rosenberg from Rhodes University (RU) led the project and partnered with other research organisations on various components of the programme. The Department of Higher Education and Training (DHET) supported the work of the chair by coordinating a collaborative research working group made up of the Sector Education and Training Authorities (SETAs), Quality Councils and the South African Qualifications Authority (SAQA). The outputs of the programme were shared at these meetings and engaged with.

In addition to the M&E research programme, there were Research Chairs on Occupations and Skills, led by Prof Presha Ramsarup from the Centre for Researching Education and Labour (REAL) at the University of the Witwatersrand (Wits), and a Research Programme on the Fourth Industrial Revolution (4IR), led by Dr Colin Thakur from the Durban University of Technology (DUT).

Some of the main outputs of the M&E programme included an overall M&E framework for SETAs, as well as M&E frameworks for discretionary and mandatory grants. These frameworks can be accessed on the RU website: www.ru.ac.za.

Some of the main outputs for the Occupations and Skills Research Programme included a jobs to occupations tool and is available on the following link: http://ofotool.kayvion.africa:90. The tool is free to everyone.

Other projects under this programme included a projects on:
- Occupational Change and Just Transition;
- International Collaboration;
- New and Emergent Occupations
- Analytical and Conceptual Alignment, Gaps and System Use; and
- Lessons for the Post-School Sector.

The outputs of the 4IR Research Programme included projects on:
- Post-School Education and Training (PSET);

- Financial Technology (Fintech) Development; and
- Geographic Information System (GIS) Mapping.

These outputs are available via the Bank SETA: www.bankseta.org.za.

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CURRENT OR PLANNED RESEARCH

1. **An analysis of key processes and systems being used by Sector Education and Training Authorities (SETAs) and the National Skills Fund (NSF) to manage and fund Learnerships, Apprenticeships and Internships (LAI)** *(Rakal Govender and Renay Pillay)*

The Department of Higher Education and Training (DHET) has commissioned a study on "An analysis of key processes and systems being used by Sector Education and Training Authorities (SETAs) and the National Skills Fund (NSF) to manage and fund Learnerships, Apprenticeships and Internships (LAI)".

The National Skills Development Strategy (NSDS) III intends to increase access to high quality and relevant education and training and skills development opportunities, including workplace learning and experience, to enable effective participation in the economy and society by all South Africans. The National Skills Development Plan (NSDP) builds on the implementation of the NSDS III and intends to address systemic considerations to improve the effectiveness and efficiency of the skills development system. It integrates skills development interventions within the Post-School Education and Training (PSET) system through skills development interventions such as learnerships, apprenticeships and other forms of Workplace-Based Learning (WBL).

Research on how WBL programmes are implemented draw attention to several challenges in the implementation of WBL. For instance, NSDS III report showed that there is a lack of support from senior management or employers for WBL learners, insufficient commitment of mentors for WBL learners, employers have inadequate capacity to host WBL learners, processes to recruit learners are not transparent, and processes are long, laborious and overly bureaucratic. In addition, it is well known that processes followed by SETAs for the management and funding of LAI are not uniform. This lack of coherence across the skills system makes it more difficult for the public to access services because it means that applicants have to follow different processes and procedures to apply for WBL opportunities.

In order to develop appropriate solutions to the problems identified above, it is imperative to obtain a deep understanding of how WBL processes are managed and funded. This study therefore seeks to examine key processes and systems used to manage and fund LAI.

The study involves an analysis of the existing policy and legislative regime for LAI; analysis of challenges experienced by learners, employers, providers, SETAs and the NSF in the implementation of LAI; assessment of the appropriateness and effectiveness of current LAI

models; mapping of processes followed by 12 SETAs and the NSF in managing and funding LAI; assessment of the systems used by SETAs and the NSF to manage, fund and report on LAI; and the identification of good practices by SETAs and the NSF in the management and funding of LAI.

This study will be concluded by May 2023 and the final report will be available on www.dhet.gov.za.

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BOOK REVIEWS

1. **New Publication Highlights the Researchers` Role in the Fight against the Corona Virus Disease (COVID-19)** *(Maryke Hunter-Hüsselmann)*

The latest edition of Stellenbosch University's (SU) multi-award winning publication Research at SU is now available. Produced annually by the Division for Research Development (DRD), Research at Stellenbosch University is regarded as one of SU's flagship publications.

This is a special edition of innovative and interesting Corona Virus Disease (COVID)-19 research at SU during 2020 and beyond that places the pandemic front and centre in studies across all academic disciplines. Offering the national and international scientific community as well as other interested parties a comprehensive, yet accessible overview of such research, it features breakthroughs in medical explorations, highlights the important role SU immunology experts play in combatting the pandemic and looks at how biotechnology is being employed to overcome COVID-19-related challenges. It also includes research that tracks the socio-economic impact of the pandemic and emphasises how researchers and thinkers in the humanities responded to our current situation.

Some of the topics covered in this edition focuses on COVID-19 research related to full-genome sequencing, wastewater management, immunology, biomarkers, new diagnostic tools, synthetic pharmaceuticals, conservation, oxygen treatment, pathogen transfer, housing, children, sport and exercise medicine, vaccines, education, personal protective equipment, food security, women researchers, music, coronavirus visualisations, social distancing, lockdowns, mental health, tax relief, rehabilitation, nurses, gender equality, disability and businesses.

- *Read the flipbook version of Research at SU here: https://bit.ly/su_research_20.*
- *SU researchers also wrote many COVID-19-related editorials and opinion pieces. The DRD compiled a report with more than 50 of these contributions produced between March 2020 and February 2021: http://www.sun.ac.za/english/research-innovation/Research-Development/_layouts/15/WopiFrame.aspx?sourcedoc=%7bC144F9F5-BD1B-401B-970A-7874498BDCF1%7d&file=Research%202020_Opinion%20Final.pdf&action=default*
- *During the coming weeks, we will feature some of the highlights in the publication on the SU Facebook page: https://www.facebook.com/stellenboschuniresearch or @stellenboschuniresearch*

- *For now, watch the video to get a sneak peek of what you can expect: https://www.youtube.com/watch?v=oFiSi4tWz7k*

Any enquiries related to the publication can be directed to the author of this summary.

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RESEARCH EVENTS

1. The 2021 Department of Higher Education and Training (DHET) Research Colloquium on Open learning: Flexible and Blended Learning in Post-School Education and Training (PSET) *(Lebogang Khoza and Rakal Govender)*

On 22 September 2021, the Department of Higher Education and Training (DHET) hosted a Research Colloquium on *Open Learning: Flexible and Blended Learning in Post-School Education and Training (PSET)*.

In the build up to the main Research Colloquium, the DHET hosted five pre-Colloquium Webinars on the following topics:
- Institutional Leadership and Management;
- Lecturer Development and Open Educational Resources (OER);
- Opening Learning through a New Qualifications Perspective;
- Flexible and Blended Teaching and Learning Practices in PSET; and
- Inclusivity in PSET.

These webinars featured research from the Cases on Open Learning (COOL) Project. The events were well attended and included delegates from across the PSET sector.

The Research Colloquium included presentations from international presenters, including, Professor Asha Singh Kanwar, President of the Commonwealth of Learning in Vancouver, Canada. She presented on the topic: *Research in Open Learning: Lessons for a* Post-Corona Virus Disease (COVID) *World*. Prof Singh Kanwar argued that the COVID-19 pandemic exposed issues of students not having access to technological devices, as well as, the fact that technology was a barrier to even teachers, and that teachers needed assistance when it came to the use of technology. Overall, COVID-19 exposed learning inequalities in our institutions.

Prof Asha Singh Kanwar further provided ways in which we can move forward, including:
- Government policy and financial support critical for research and extension activities;
- Technology infrastructure and connectivity key;
- New research required in curriculum and pedagogy for open learning;
- Open learning for employability; and
- Targeted research on social inclusion.

The second international presenter, Mr Peter van der Hijden, an Independent Higher Education Strategy Advisor from Brussels, Belgium presented on the topic: *Digital Credentialing in Higher Education – What Africa can learn from Europe?* He noted how short-term courses are becoming more valuable in many institutions.

The third international presenter, Dr Ebba Ossiannilsson, Chair of the International Council for Open and Distance Learning (ICDE) OER Advocacy Committee (OERAC), as well the ICDE OER Ambassador for Global Advocacy in Sweden, presented *on Blended Learning: State of the Nation -- ICDE Insight Paper*. She stated that the COVID-19 pandemic has interrupted learning for at least nine out of 10 students worldwide. Many institutions adopted a hybrid learning approach, but for this approach to be a success there are certain steps that institutions must provide:

- Design for open communication;
- Design for critical reflections and discussions;
- Create and sustain a sense of community;
- Support purposeful inquiries;
- Ensure students sustain collaboration; and
- Ensure that inquiries move to resolutions.

The international presentations were followed by local experts each providing insights on open learning from their various perspectives. An overview of COOL was also showcased, including feedback from the pre-Colloquium webinars and a presentation on the impact of COVID-19 on the youth by Higher Health. The Closing Session featured an overview of the Colloquium by Universities South Africa (USAf) before the way forward, and closure.

The Colloquium was also well attended by stakeholders including those from Technical and Vocational Education and Training (TVET) Colleges, Sector Education and Training Authorities (SETAs), universities, government departments, business, labour, quality councils and international representatives etc. The event was a great success and the proceedings report will be made available on the DHET website: www.dhet.gov.za. The presentations and recordings of the events are also available on the following link: https://www.dhetresearchcolloquium.co.za.

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2. 2021 National Skills Conference *(Olwethu Nyewe)*

The National Skills Authority (NSA) and Skills Development partners hosted the 2021 National Skills Conference. The Conference took place against the backdrop of a challenging landscape compounded by the Corona Virus Disease (COVID)-19 pandemic and emergence of Fourth Industrial Revolution (4IR). The country is facing unprecedented unemployment and the sector must respond with innovative and agile solutions. Implementation of the National Skills Development Plan (NSDP) 2030 goals should be fast tracked in order to promote accessibility, inclusivity and transformation to curb the gaps between the poor and the rich. An apprenticeship system was identified as one of the quick wins for skilling the youth and creating opportunities for employment.

During the conference, Minister Dr Blade Nzimande emphasised the importance of creating work placement opportunities by all role players especially industry. Minister reminded Sector Education and Training Authorities (SETAs) to make budget available for Economic Reconstruction and Recovery Plan (ERRP) Skills Strategy interventions in order to support recovery.

The conference had an attendance of over 900 delegates which represented all constituencies and sectors in the country. Below discussion highlights some of the important outcomes that the conference was able to achieve:

- Reskill and re-equip the workforce to support quick and agile response to digital skills demands (ERRP Skills Strategy);
- The Department of Higher Education and Training (DHET) should develop work placement partnership master plan between Colleges and industry in order to address the weaknesses of the Community Education and Training (CET) and Technical and Vocational Education and Training (TVET) system;
- Collaborate with relevant authorities to ensure the review Early Childhood Development (ECD) curriculum to include digital literacy and skills for industry and the future of work must be developed to ensure successful implementation of digital skills;
- Align skills development to the needs to District municipalities through the District Development Model;
- NSA in conjunction with SETAs should create Digital hubs in community centres, libraries, education and training centres with free access to Wi-Fi for education and learning purpose;
- A framework should be developed around digitalisation of workplaces as an enabler for People with Disability;

- Refocus the application of the skills levy to include design and implementation of digital ecosystems underpinned by inclusive technology for use in upskilling and reskilling of vulnerable groups through accessible hubs;

- Position South Africa as a regional hub by developing a digital transformation roadmap for our skills development system;

- Invest in Advanced Skills programmes and transition to the Quality Council for Trades and Occupations (QCTO) occupational certificates, thus replacing legacy qualifications;

- Review curricula and methodologies by adding more modules to the Pre-vocational Learning Programme (PLP) to prepare learners for entrepreneurship;

- Enhance the artisan training and testing systems by simplifying the artisan systems and injecting quality into the full scope of developing an artisan, providing support to independent individuals who are ready for a trade test even if not linked to any SETA and professionalising the trades to enhance a positive image of artisans;

- Build the requisite skills needed to leverage the green economy to contribute towards the livelihoods of people;

- Strengthen collaboration of stakeholders in Post-School Education and Training (PSET) work across economic sectors;

- NSA to strengthen Monitoring and Evaluation (M&E) to support collaboration beyond just signing Memoranda of Understanding (MOUs) but move towards effective implementation with measurable impact; and

- Future NSA Conference (s) should be broadened to include other role players such as Government Departments responsible for key recommendations made in this conference.

These outcomes will be monitored through the NSA Committees and Skills Development stakeholders so that the sector improves it its programme delivery.

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3. Fourth Human Resource Development Council (HRDC) of South Africa Summit (Margret Molefe)

The Human Resource Development Council (HRDC) of South Africa hosted its Fourth Summit from 11 to 13 August 2021. The theme of the Summit was *"Skills required for the 21st century".*

The thematic areas that were covered were:
- Building the foundation for a Transformed Economy and Society;
- Building the skills for a Transformed Economy and Society; and
- Building a Capable and Developmental State.

The Summit mode was delivered through a hybrid model with 50 delegates attending on site and 500 delegates attending virtually daily. The Summit sought to bring social partners together to deliberate over the human resource capacity needs of the country, make collectively social binding compacts and align the Summit deliberations with the outcomes of the Human Resource Development (HRD) Strategy Towards 2030.

The Summit highlighted key priority issues for theme one of 'Building the foundation for a Transformed Economy and Society' that 21st Century skills drivers are changing the nature of the economy, nature of skills requirements, idea of knowledge economy. There needs to be construction of a future teacher education agenda built on four actions – common vision, prioritising of investment, investing in teachers, and building evidence-based information.

The Summit highlighted key priority issues for theme two of 'Building the skills for a Transformed Economy and Society' that with 63% of youth in South Africa unemployed, an inclusive approach is required to navigate these scenarios. The curricula should deliver a range of transferable problem-solving skills; a critical approach to knowledge; flexibility in thinking and approaching problems; comfort with diversity in backgrounds, disciplines and approaches; and an appreciation of a team approach to developing different solutions.

The Summit highlighted key priority issues for theme three of 'Building a Capable/Developmental State' where professionalising means changing attitudes and behaviour; having qualified people, equipped to perform their jobs with diligence; having professional categories in the public service; employing public servants who are non-partisan and depoliticised; creating decisive reforms; and including occupation specific competency assessments.

The recommended areas to be addressed through the thematic areas and enhanced are skills pathways, policy development, curriculum development, aligning the provincial HRD Strategies with the national HRD Strategy, the Fourth Industrial Revolution (4IR), professionalisation of the public sector, funding, skills development and government engagement.

The full report is available on the following link:

https://hrdcsa.org.za/2021/10/21/4th-hrdc-summit-report/

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RESEARCH PRACTICE

1. Stellenbosch University to Quality Assure New International School-Leaving Qualification *(Sarah Howie)*

Stellenbosch University Unit for International Credentialing (SU-UIC) housed within the Africa Centre for Scholarship (ACS) in Stellenbosch University's International division will be responsible for the quality assurance processes for a new international school-leaving qualification, known as the International Secondary Certificate (ISC).

The ISC was developed and will be implemented by the South African-based Independent Examinations Board (IEB) – International. The ISC has been evaluated by Universities South Africa (USAf) and international candidates who obtain the ISC qualification with merit or at an "advanced level", and are offered a place at a South African higher education institution, will have met the minimum requirements for admission to degree programmes at South African Universities. Furthermore, the IEB has engaged UK Ecctis (previously known as UK NARIC), the institution that represents the UK in all matters relating to international qualifications, to benchmark the qualification and specific subject curricula internationally. The first cohort of Grade 12 students will write ISC examinations in a number of SADC countries in October 2022 and therefore qualifying candidates would be applying to universities in South Africa and internationally for 2023.

SU-UIC: http://www.sun.ac.za/SU-UIC
IEB-International: www.iebiq.com/pages/aboutus

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2. Africa Centre for Scholarship (ACS) at Stellenbosch University (SU): Developing Scholarship through Online Learning on the Continent *(Sarah Howie)*

The Africa Centre for Scholarship (ACS) aims to contribute to the development of the African continent and its people by developing new and emerging scholars in Africa. It does this by connecting scholars globally and creating opportunities for research, teaching and learning at Higher Education level. Since 2020, the scholarship development activities in Africa have moved online expanding aspiring scholars' access to the ACS offerings

The Centre provides high-quality, affordable, competency-based education that enhances transdisciplinary pre-doctoral through to post-doctoral scholarship and career development. This is achieved through its [African Doctoral Academy](#)'s (ADA) Doctoral Schools focusing on such topics as research methodology, academic career development and training in postgraduate supervision. These Doctoral Schools are presented multiple times annually, and have hosted more than 5600 delegates over 280 workshops since 2009.

Other, more recently established programmes include its Joint Research Schools with African partners and an [Emerging Scholars Initiative](#) (ESI) targeted at doctoral students and early career researchers in nine other African countries. The ACS's offerings have recently also moved online across their platforms, presenting its ADA Doctoral Schools and Emerging Scholars Initiative short courses across Africa, virtually, paving the way for hybrid offerings planned for 2022.

The Centre is also home to the Stellenbosch University (SU) Unit for International Credentialing *(see separate article).*

ACS:
http://www.sun.ac.za/english/SUInternational/about-us-1/centres/africa-centre-for-scholarship

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3. Stellenbosch University (SU) to Quality Assure New International School-Leaving Qualification *(Sarah Howie)*

The Stellenbosch University Unit for International Credentialing (SU-UIC) housed within the Africa Centre for Scholarship (ACS) in Stellenbosch University's International division will be responsible for the quality assurance processes for a new international school-leaving qualification, known as the International Secondary Certificate (ISC).

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IEB-International: www.iebiq.com/pages/aboutus

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Prof Sarah Howie is the Director in the ACS at SU (sarahhowie@sun.ac.za).

4. Stellenbosch University (SU) Knowledge Directory Opens up its Expertise to the World *(Jennifer de Beer)*

Stellenbosch University (SU) recently re-launched its Knowledge Directory, originally launched in 2015, to increase the visibility of its research expertise. The breath of new life is only temporary though, as Stellenbosch plans to implement a new system in the coming year. This tool was collaboratively developed by the Division for Research Development, Postgraduate and International Office and Information Technology at SU. The aim is to make information about the expertise of SU researchers more accessible by means of a web console which features on the SU website. The value of this directory lies therein that: prospective postgraduate students will be able to identify possible supervisors; it will assist media liaison; potential national and international research collaborators and industry partners will be able to search the directory for SU experts; it has the potential to promote interdisciplinary networking amongst SU researchers; and in general, it has the potential to enhance the visibility of SU research strengths and individual research expertise.

If you would like to get into contact with researchers working in a particular area of expertise, please visit the SU Knowledge Directory: http://www0.sun.ac.za/knowledge_directory/

Any queries regarding the Knowledge Directory can be forwarded to the author of this summary.

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5. Stellenbosch University (SU) Distinguished Professors (*Maryke Hunter-Hüsselmann)*

Stellenbosch University (SU) started with a programme in 2014 whereby its top researchers are honoured by Distinguished Professorships. The title was created to recognise the very best academics who have reached the pinnacle of achievement in their university careers. Eligibility criteria include having been appointed as a professor at SU for at least five years; continuous excellent performance over the last three years; international stature in their particular field; proven exceptional performance and leadership in higher education in research and publications, postgraduate study leadership, learning and teaching, and community interaction. Furthermore, they must have demonstrated alignment with the vision of the University, which is to be inclusive, innovative and future-focused. Currently, there are 38 distinguished professors at SU. The Division for Research Development (DRD) at SU launched an online campaign to highlight the profiles of some of our distinguished professors through a series of questions. https://sites.google.com/view/distinguishedprofessors/home

Any enquiries related to SU`s distinguished professors can be directed to the author of this summary.

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6. Stellenbosch University (SU) Women in Research (*Maryke Hunter-Hüsselmann)*

As part of Women`s Month, the Division for Research Development (DRD) at Stellenbosch University (SU) wanted to acknowledge, honour and celebrate our Women in Research. The SU research community includes women researchers with exceptional talent and innovative ideas, who deliver excellent research with relevant outcomes. Their research and research-related activities include instances where they are able to influence decision-making processes, where direct contributions are made to improve the lives of people, where innovative ideas lead to technological developments, and where new concepts lead to more sustainable practices. The DRD created an online platform dedicated to the accomplishments of our Women in Research over the past few years: https://bit.ly/suwomen.

Any enquiries can be directed to the author of this summary.

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7. Research at Stellenbosch University Facebook and Twitter page *(Whitney Prins)*

The Facebook and Twitter page for Research at Stellenbosch University (SU) serves as platform to enhance and expand the reach of the research being done at the university as well as highlight the profile and achievements of our researchers.

Facebook: https://www.facebook.com/stellenboschuniresearch
Twitter: https://twitter.com/MatiesResearch

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8. Stellenbosch University`s (SU's) Research Chairs and Centres of Excellence Featured *(Aasima Gaffoor)*

Stellenbosch University's (SU's) vision is to be innovative, inclusive, and advance knowledge in service of society. The SU strategic position and the focus of their Research Chairs and Centres of Excellence (CoEs) show that they are aligned with national needs and priorities, as confirmed in the South Africa's presidency's Medium Term Strategic Framework (MTSF), South Africa's National Development Plan (NDP) and the global Sustainable Development Goals (SDGs). The publication provides a snapshot of the key initiatives of their Research Chairs/CoE's that enable them to vigorously pursue research excellence and contributes to the development of local and global capacity. They realise the benefits it has, not only at institutional level in terms of increased visibility, but also for researchers - enabling funding opportunities, research collaboration and networking. It also showcases the relevance and applicability of their research in society, and contribution to improving societal conditions. For ease of access and increasing reach to larger target audiences virtual copy is available at: https://tinyurl.com/chairs-coe

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9. Launch of School for Data Science and Computational Thinking *(Maryke Hunter-Hüsselmann)*

Stellenbosch University (SU)'s new School for Data Science and Computational Thinking was officially launched on Monday (29 July 2019) at a function at the Stellenbosch Institute for Advanced Study. Aiming to be a world-class institution for data science and computational thinking in and for Africa, the newly established School will work across SU's ten faculties with multi- and inter- and trans-disciplinary collaboration. It will also span the entire academic project, from under- and postgraduate training to research and specialist consultation. "Through our new School for Data Science and Computational Thinking, Stellenbosch University is ready to enhance South Africa's competitiveness in the Fourth Industrial Revolution."

More on the School here: https://www.sun.ac.za/english/data-science-and-computational-thinking/

Any enquiries can be directed to the author of this summary.

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STATISTICS AND FACT SHEETS

1. Statistical publication: Statistics on Post-School Education and Training (PSET): 2019 *(Nthabiseng Tema)*

The Department of Higher Education and Training (DHET) has been publishing the annual Statistics on Post-School Education and Training (PSET) in South Africa report since 2010. These reports are used for decision making and planning at different levels of the PSET system and are also used to monitor progress on the targets set in the National Development Plan (NDP).

The 2019 report was published in March 2021, and contains statistical information for public and registered private higher education institutions, Technical and Vocational Education and Training (TVET) Colleges, registered private Colleges, Community Education and Training (CET) Colleges and Workplace-Based Learning (WBL) facilitated by Sector Education and Training Authorities (SETAs).

Statistical information on student enrolment and completion (which are key measures of success), staffing levels at PSET institutions, as well as other relevant information pertaining to the PSET sector such as key financial statistics pertaining to the National Student Financial Aid Scheme (NSFAS), the Skills Development Levy, and funds allocated to key components of the PSET system are also included in the report.

The Department seeks to improve on the quality of data collected from different PSET sectors, and the 2019/20 data for SETAs was submitted through the Skills Education and Training Management Information System (SETMIS) for the first time, while data for the previous financial years were submitted to the Department through the SETAs Quarterly Monitoring Reports. Unit Level Record data for CET Colleges was also for the first time used for reporting on 2019 enrolment for the sector instead of using aggregated data.

Data for the other sectors are acquired through different sources, namely, the unit level record Management Information Systems of the Department (TVETMIS and HEMIS), annual survey data for registered private colleges and CET colleges, annual reports submitted by registered private HEIs, data extracted from the DHET levy system, data obtained from NSFAS Annual Reports and NSFAS database and the National Examinations Database, which contains administrative data about student examinations and certification for the General Education and Training Certificate-Adult Basic Education and Training (GETC-ABET), the National Certificate (Vocational) [NC(V)] and the National Technical Education (NATED) part-qualifications.

The report is available to all stakeholders and serves as an important resource for planning and for the allocation of budgetary resources in the PSET sector. It is a reference document for reporting processes in government, including the monitoring and evaluation of the PSET system. In addition, it provides statistics for use in research, policy and decision-making at the different levels of the system, and by the public. It therefore makes a crucial contribution to the achievement of the goals of the PSET sector. Researchers and other stakeholders are encouraged to continue to utilise the report as a basis for further inquiry and analysis.

The reports for the years 2010-2019 are available on the Department's website and accessible through the following link: https://www.dhet.gov.za/SitePages/HRDPlanningNew.aspx .

The reports for future years will be uploaded annually in March and can be found similarly on the above-mentioned link. Infographics are also available on the fore mentioned site for an easier and comprehensive understanding of the data detailed in the report.

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2. Fact Sheet on Age for Students in Post-School Education and Training (PSET) Institutions *(Nthabiseng Tema)*

The Fact Sheet on Age for students in Post-School Education and Training (PSET) institutions based on 2019 data provides an analysis of the age of students in PSET institutions, in particular the type of programmes/qualifications they enrol and complete/graduate in. Age analysis of students accessing PSET institutions is vital for planning purposes, given the high number of youth that are Not in Employment, Education or Training (NEET), which was reported to be 5.6 million in January – March 2021 for youth aged 25-34 years old.

In summary, the Fact Sheet indicates that students accessing PSET institutions were mainly youth aged 20-24 years old in all PSET institutions (i.e. public higher education institutions (HEIs), Technical and Vocational Education and Training (TVET), Community Education and Training (CET) and private Colleges). A large number of students aged 20-24 years old enrolled for Science, Engineering and Technology in public HEIs and same age group enrolled for Report 191 in TVET and private colleges. Although majority of enrolments in CET Colleges were for General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) level 4, students in the age group 20-24 years enrolled mainly for Grade 12, while enrolment in the other age groups was predominantly in GETC: ABET level 4. Public HEIs enrolment for Masters and Doctoral studies was dominated by students aged 35 years and older.

This Fact Sheet is available on the following link:

https://www.dhet.gov.za/Information%20Systems%20Coordination/Fact%20Sheet%20on%20Age%20for%20Students%20in%20PSET%20Institutions.pdf

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3. Fact Sheet on New Entrants in Technical and Vocational Education and Training (TVET) Colleges: 2019 *(Nthabiseng Tema)*

The Fact Sheet provides an indication of the demand for new enrolments and the need for physical space in Technical and Vocational Education and Training (TVET) Colleges, and also reflects on the capacity of TVET Colleges to absorb potential new entrants. Such data can be used to undertake future projections of new entrants and thereby support planning in TVET Colleges, especially with regards to enrolment planning.

In summary, the Fact Sheet indicates that new entrants in TVET Colleges have declined from 243 534 in 2017 to 219 793 in 2019. The proportion of new entrants (out of the total number of headcount enrolments) has also declined from 50% in 2017 to 45% in 2019. About 95% of new entrants in 2019 were youth aged 34 years and younger while five percent (5%) were 35 years and older.

This Fact Sheet is available on the following link:

https://www.dhet.gov.za/Information%20Systems%20Coordination/Factsheet%20on%20New%20Entrants%20in%20TVET%20colleges.pdf

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4. Fact Sheet on Access to Higher Education in South Africa: Country Comparison using Gross Enrolment Ratio (GER) *(Mamphokhu Khuluvhe and Elvis Ganyaupfu)*

The extent of participation in tertiary education, has critical implications for a country's relative international position on the production of human capital stock. The National Planning Commission notes that although the South African higher education system functions relatively well, the system still suffers from low participation rates, making it a mid-level performer in terms of knowledge production by international standards.

The aim of this Fact Sheet is to assess how South Africa's participation rate at universities fares when compared to other countries, using Gross Enrolment Ratio (GER) as a proxy measure of the degree of participation in tertiary education. The GER is often used internationally to compare participation in education across various countries.

This Fact Sheet is available on the following link:

https://www.dhet.gov.za/Planning%20Monitoring%20and%20Evaluation%20Coordination/Fact%20Sheet%20-%20%20Access%20to%20Tertiary%20Education%20-%20Country%20Comparison%20using%20Gross%20Enrolment%20Ratio%20-%20March%202021.pdf

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5. Fact Sheet on 2020 Global Competitiveness: South Africa's Performance on the Path to Recovery *(Mamphokhu Khuluvhe and Elvis Ganyaupfu)*

The Global Competitiveness Report is published annually by the World Economic Forum (WEF), which ranks countries based on progress scores derived from annual assessments of drivers of productivity and long-term economic growth. Competitiveness generally refers to a country's productivity level determined by a set of institutions, policies and factors of production. Preceding editions of the report successively released information regarding each country's economic competitiveness based on a Global Competitiveness Index (GCI). The 2020 release of the report is a special edition which assesses each country's readiness to both transformation and recovery from the combined effect of health and economic shocks experienced by countries globally, and the accelerated effects of the Fourth Industrial Revolution (4IR) on trade, skills, digitisation, competition and employment.

In line with the WEF's 2020 Global Competitiveness Report – Special Edition, the purpose of this Fact Sheet is to provide a brief overview of South Africa's global standing in relation to readiness for economic transformation, the transformation of education curricula and investment in skills.

This Fact Sheet is available on the following link:

https://www.dhet.gov.za/Planning%20Monitoring%20and%20Evaluation%20Coordination/Fact%20Sheet%20-%202020%20Global%20Competitiveness-%20South%20Africa%E2%80%99s%20Performance%20on%20the%20Path%20to%20Recovery%20-%20March%202021.pdf

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6. Fact Sheet on Gender Parity in Post-School Education and Training (PSET) Opportunities *(Mamphokhu Khuluvhe and Vusani Negogogo)*

In South Africa, education has long been recognised as a way of promoting equality of opportunities. The Post-School Education and Training (PSET) system as envisaged in the White Paper for PSET is expected to be equitable, accessible and affordable to all sections of the population. South Africa also has international obligations under binding policies in the field of human rights which promote equality and prohibit unfair discrimination. Among these obligations are the United Nations Sustainable Development Goal (SDG) 4 which calls for an inclusive and quality equitable education for all, and Goal 5 which aims to achieve gender equality and empowerment of all women and girls.

This Fact Sheet monitors the strides made within the PSET system to enhance equity and promote transformation, particularly in terms of gender. It uses the Gender Parity Index (GPI) to measure the relative access to post-school education and training opportunities of males and females. GPI is often used internationally to compare relative access to education between males and females across various countries. Such comparisons serve as a barometer for how countries perform in terms of equity and transformation that speaks to the proportional representation of historically and currently disadvantaged groups within all levels of the education system.

This Fact Sheet is available on the following link:

https://www.dhet.gov.za/Planning%20Monitoring%20and%20Evaluation%20Coordination/Fact%20Sheet%20on%20Gender%20Parity%20in%20Post-School%20Education%20and%20Training%20Opportunities%20-%20March%202021.pdf

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7. Fact Sheet on Adult illiteracy in South Africa *(Mamphokhu Khuluvhe)*

The White Paper on Post-School Education and Training (PSET) points out that the PSET system is expected to cater for adults who never attended school or who did not complete schooling. South Africa also has international obligations to ensure the provision of education for all. Among these obligations are the United Nations Sustainable Development Goal (SDG) 4 that calls for an inclusive and quality equitable education for all, and to ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. It is therefore imperative for the Department to understand the extent to which adults do not have the levels of education that could make them functionally literate, and to provide programmes that could deal with this challenge.

The purpose of this Fact Sheet is to show the extent to which there is potential demand for programmes that address the challenge of adult illiteracy in South Africa.

This Fact Sheet is available on the following link:

https://www.dhet.gov.za/Planning%20Monitoring%20and%20Evaluation%20Coordination/Fact%20Sheet%20on%20Adult%20Illiteracy%20in%20South%20Africa%20-%20March%202021.pdf

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8. Fact Sheet on the Highest Level of Education Attainment in South Africa *(Mamphokhu Khuluvhe and Vusani Negogogo)*

One of the key challenges for the Post-School Education and Training (PSET) system is to expand access to education and training and to change the makeup of the skills set of the population in the country. This is essential not only to take account of the needs of the youth who completed school but also for those who do not complete their schooling and for adults who need further education and training to allow them to live fuller and more productive lives as both workers and citizens. Given such challenges, this Fact Sheet aims to monitor the skills set amongst people in the population, to assess whether the PSET is making any transformational impact.

This Fact Sheet is available on the following link:

https://www.dhet.gov.za/Planning%20Monitoring%20and%20Evaluation%20Coordination/Fact%20Sheet%20on%20the%20Highest%20Level%20of%20Education%20Attainment%20in%20South%20Africa%20-%20March%202021.pdf

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9. Fact Sheet on the Throughput Rate of Technical and Vocational Education and Training (TVET) College Students (National Certificate (Vocational) (NC(V)) for, the Period 2016 to 2018 *(Mamphokhu Khuluvhe and Reratile Mathibe)*

Information about throughput rates is crucial to understanding, among others, the level of efficiency of an education system. Throughput rates provide insights into how quickly or slowly students move through the system. The slower the movement of students from enrolment to completion, the greater the cost to the system. Moreover, the slow movement of students through the system (which is caused largely through high levels of repetition) creates a bottleneck in the system, resulting in constraints to the admission of the number of new entrants to Technical and Vocational Education and Training (TVET) Colleges.

This Fact Sheet serves as a prototype, to provide information and insights into the extent and nature of the throughput rate of TVET College students enrolled in National Certificate (Vocational) (NC(V)) programmes. Such insight can be drawn upon to inform interventions to address relevant challenges and to improve accountability in the system.

This Fact Sheet is available on the following link:

https://www.dhet.gov.za/Planning%20Monitoring%20and%20Evaluation%20Coordination/Fact%20Sheet%20on%20Throughput%20Rates%20for%20TVET%20College%20Students%20(NCV)%20-%202021.pdf

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10. Fact Sheet on Not in Education, Employment or Training (NEETs) *(Mamphokhu Khuluvhe and Vusani Negogogo)*

Expanding access and diversifying education and training provision, as well as improving its quality and responsiveness to the world of work are the main policy objectives of the Post-School Education and Training (PSET) system (White Paper for PSET, 2013).

However, attainment of these objectives remain challenging as South Africa continues to face an ever-increasing number of people who are Not in Employment, Education or Training (NEET). In respect of the PSET system, the upsurge in the number of NEET suggests the need to expand access to post-school education and training opportunities in the system beyond current provisioning levels in order to accommodate such growing number of people who are NEET.

This requires PSET institutions to offer a diversity of programmes not only to take account of the needs of the youth who completed schooling, but also for those who did not complete their schooling.

This Fact Sheet provides a detailed profile of people who are NEET in order to support decision-making in the PSET system. Information about NEETs assists the Department, Community Education and Training (CET) Colleges, Technical and Vocational Education and Training (TVET) Colleges and other stakeholders to make informed decisions about PSET provisioning. This Fact Sheet is therefore an essential information resource for policy-makers and education and training providers to guide improvements in the design and implementation of education and training policies that can respond to the NEET challenge in the country.

This Fact Sheet is available on the following link:

https://www.dhet.gov.za/Planning%20Monitoring%20and%20Evaluation%20Coordination/Fact%20Sheet%20on%20NEET%20-%202021.pdf

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11. Fact Sheet on Population Group for Students in Post-School Education and Training (PSET) Institutions, 2019 *(Nthabiseng Tema)*

This Fact Sheet provides an analysis of the population groups of students in Post-School Education and Training (PSET) institutions, in particular the type of programmes/qualifications they enroll and complete/graduate in. This analysis can also serve as a monitoring tool to track the provision of PSET opportunities for individuals in different population groups.

In summary, the Fact Sheet indicates that majority of student enrolled in all PSET institutions (i.e. public and private higher education institutions, Technical and Vocational Education and Training (TVET), Community Education and Training (CET) and private colleges) in 2019 were Africans. Consequently, the largest number of graduates in all PSET institutions were Africans. The Age Specific Enrolment Ratio however suggests that a higher proportion of White and Indian/Asian students are accessing public HEIs as compared to African and Coloured students.

The second largest enrolment in public and private higher education institutions as well as private colleges were for White students, while TVET and CET Colleges' second largest enrolment was for Coloured students.

The largest number of African students completed National Accredited Technical Education Diploma (NATED) (N)3 and N6 part-qualifications, however, the highest completion rate for N3 was recorded for Indian/Asian students in TVET Colleges, while Coloured students in private colleges obtained a higher completion rate for the same part-qualification.

White students in private colleges obtained the highest completion rate for both N6 Business and Engineering studies, while African students recorded a higher completion rate for N6 Engineering Studies in TVET Colleges.

The Fact Sheet further highlights that a large number of African students completed a General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) level 4 qualification in CET Colleges in 2019, however, the completion rate for this qualification was higher for White and Indian/Asian students.

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