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Message from Director General

It is my pleasure to present to you the fifth edition of the *Research Bulletin on Post-School Education and Training*. The four previous editions can be found on the Department's website at www.dhet.gov.za. As with every past issue, the response to the Department's call to stakeholders for contributions to the Bulletin has been excellent. Reader interest in the publication has increased over the past four years. At the time of finalising this edition of the Bulletin, the fourth edition had been viewed by about 1 325 readers. There is little doubt that the Bulletin is fulfilling a fundamental need in the research community by making available the latest advancements in Post-School Education and Training (PSET) research, and thereby inspiring future research endeavours in this complex arena. It is expected that the Bulletin will continue to attract more readers with every edition produced; providing innovative and enlightening insights into the ever-evolving PSET landscape. The Bulletin serves to draw the creators and users of post-school research closer to one another to inform policy and practice. Thank you again to various researchers, research organisations, universities and organisations involved in the PSET system, for their valuable contributions to this edition of the Bulletin.



Mr G F Qonde

Director-General: Department of Higher Education and Training

Editorial Statement

The Research Bulletin on Post-School Education and Training is published by the Department of Higher Education and Training as a service to the education research community and all stakeholders and participants in lifelong learning. It is an annual browser-based application, comprising research abstracts, excerpts, summaries, conference notices, call for papers, book reviews, reports of study tours, statistical analyses and short pieces of interest on post-school learning. The *Bulletin* promotes research. It is therefore 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 (maximum 400 words). Plain language is encouraged so that excessive use of jargon can be avoided. The Editorial Committee will assist authors to observe the criteria adopted by the Department to select articles for the publication. The final decision to accept a contribution rests with the Department's Editorial Committee. Material published in the Bulletin may be freely disseminated but the source (DHET, 2017: Research Bulletin on Post-School Education and Training) must be acknowledged.

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RESEARCH AND EVALUATIONS: SUMMARIES AND ARTICLES

1. Higher Education Access and Outcomes for the 2008 National Matric Cohort (*Hendrik van Broekhuizen, Servaas van der Berg, and Heleen Hofmeyr*)

This study examined university access, throughput, and dropout among matriculants in South Africa, using integrated data on the National Senior Certificate (NSC) examinations, public university enrolments and graduations (as ascertained from the Higher Education Management Information System - HEMIS), and school characteristics (as ascertained from the Education Management Information Systems - EMIS Masterlist). By linking the NSC learner records to university student records, this unique dataset made it possible to track an entire school-leaving cohort, namely the 2008 matric cohort, into and through the South African public higher education system over the following six years. This allowed for the first detailed, nationally representative quantitative analysis of: transitions from school to university; how matric results, demographics, and school background influence university outcomes; and how students' progress through the public university system.

The findings show that university access in South Africa is still limited. Even one-third of matriculants who obtain Bachelor passes - potential candidates for university degree programmes - never go to university. Many matriculants who do go to university also do not enter university in the year following matric, but only one or more years later. Furthermore, those who gain access to higher education often take a long time to complete their studies, with many never completing at all. As a result, only a minority of matric learners manage to obtain university qualifications. By the end of 2014, less than 10% of the 2008 national matric cohort had completed undergraduate programmes, with less than 7% having obtained degrees.

Significant inequalities in university outcomes between race groups and across geographical space also remain evident. However, these are strongly influenced by school results. Weaknesses in the school system have a major influence on who reach matric, and how they perform in matric. This in turn explains much of the differences in university outcomes by race, gender, province and school quintile. When considering only those matriculants who obtained Bachelor passes, university access does not vary much between race groups or even more affluent and poorer (lower quintile) schools. However, differences in access specifically to undergraduate *degree* programmes remain evident.

Lastly, it is evident that matric academic achievement is highly predictive of university access and also of university success, albeit to a lesser extent. In particular, participation and performance in key gateway subjects like Mathematics, Physical Sciences, and English Home Language are reasonably reliable signals of university readiness.

The full study is available as Working Paper 16 of 2016 from the website of the Department of Economics at Stellenbosch University, at <http://www.econ.sun.ac.za/wpapers> and from the Labour Market Intelligence Partnership (LMIP).

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- Servaas van der Berg is the South African Research Chair in the Economics of Social Policy and Professor of Economics at the University of Stellenbosch.
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2. Tracking of Newly Qualified Artisans (*Bina Akoobhai, Ken Duncan and Dorothy Mogane*)

In 2016, the Swiss-South African Cooperation Initiative (SSACI) was approached to assist the National Artisan Development Support Centre (NADSC) with the analysis of data in its central, web-based record system. They were required to look into the registration, progression and certification of trainee artisans at a national level; as entered into the database since 2012. Specifically, SSACI was requested to:

- Identify patterns and trends** in artisan development.
- Track the progression via looking at representative samples of apprentices on the database.** This would allow them to determine typical rates of progress within different programmes and identify blockages, detours and loops within those programmes.
- Conduct a tracking study of newly-certified artisans** to establish their whereabouts in the labour market and typical employment trajectories.

Despite some systemic problems in the collection of data by NADSC, mainly arising from poor record-keeping and reporting by Sector Education Training Authorities (SETAs), the following conclusions are warranted from the tracer study conducted:

- The training of artisans, especially in scarce trades, is on the increase. It is skewed towards a relatively small number of trades, which probably reflects ease of access to these training programmes rather than current demand from industry. This suggests an ongoing mismatch between supply and demand.
- Apprenticeships are once again the main form of artisanal training and are steadily on the increase, while learnerships and other skills training programmes for prospective artisans are in decline.
- The gender imbalance in favour of men (80:20) remains for all trades and has actually increased over the past few years, despite campaigns to attract more women into the artisan trades.
- Ethnic disparities are disappearing as large numbers of young Africans take up artisan careers, so that the racial demography of recent cohorts of apprentices approximates that of the general population.

- Artisan trainees are getting steadily older at registration and are taking longer to complete their training. Given that apprenticeships are meant to be a route to skilled employment primarily for recent school-leavers, this is a worrying trend.
- The successful completion rate for trainee artisans is higher than previously thought – perhaps as high as 75%, including trainees who pass the trade test on their second or third attempt.
- Employment prospects for apprentices are good, even for those with no previous work experience. The overall employment rate for recently-qualified artisans is 79%, of whom more than half find jobs within 3 months. Most of these jobs are on permanent contracts (74%) or longer than one year (12%) with decent starting wages and good prospects for increases and promotion.

All the above findings suggest that apprenticeships are generally working for employers and trainees alike.

The full report is available from SSACI's website: www.ssaci.org.za

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- Ken Duncan is the Chief Executive Officer at the Swiss-South African Cooperation Initiative (SSACI).
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3. Changing dispositions: Building a conceptual framework for researching higher education transformation (*Wayne Dirk*)

It is well known that large-scale, national processes of higher education transformation are contested and relatively uneven in their outcomes. Recently, many researchers have attempted to find explanations for the slow pace of transformation at South African universities. Such research work is particularly important because of the complexities associated with institutional transformation. The student protests that started in 2015 included calls not only for institutional transformation but also for the decolonisation of the curriculum. South African higher education researchers are therefore hard at work attempting to address the concerns of students, university managers and policy-makers. In an article recently published in the journal, *Higher Education*, which is derived from my Doctoral thesis, a conceptual framework for researching the slow pace of transformation is proposed as part of the search for strategies to better understand post-apartheid higher education transformation. The proposed framework, based on work of Pierre Bourdieu, enables the researcher to investigate the university as an institution that is comprised of a number of objective positions (structures). It also enables an empirical examination of the historical and social trajectory of such positions and the

dispositions of their occupants. The article, using a Faculty of Education as a case-study, argues that when the researcher examines the history of higher education in South Africa, it is possible to establish how universities, as social microcosms, have shaped the social and cultural dispositions of their students and academics. In this study, it is argued that the history of this particular university had social effects on the dispositions of its students and academics that negatively impacted transformation, particularly with respect to knowledge practices, interpersonal relationships and curriculum production. In the main, it is argued that the history and culture of the university became so strongly internalised into the dispositions of certain students and academics, that they either consciously or unconsciously held back institutional change. It is thus argued that the dispositions of university leaders and students negatively influenced the approach to government transformation policy causing it to “fail”.

Given the outcome of the research, the article argues that the relationship between disposition and position is central to understanding why transformation can be a slow and contested process. To better understand this occurrence and to hopefully change it, the article suggests that the relationship between powerful positions in the institutional structure, individual dispositions and institutional history must enter the discourse on South African higher education transformation. It is argued that by understanding the relationship between historically shaped dispositions and the decision-making of university managers, students and academics, it is possible to gain some insight into the reasons why post-apartheid transformation has been so incremental. The article ends optimistically with the argument that if dispositions are such powerful drivers of action (agency) in the higher education field, then it is necessary to encourage research that attempts to find ways to empirically identify and encourage reflexivity in those whose dispositions are hard to change when it comes to university transformation.

The article is available at: <http://link.springer.com/article/10.1007/s10734-016-0051-7>

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4. Leadership roles of campus managers in high and low performing TVET college campuses: A comparative study (*Nick Balkrishen*)

Improving the quality of Technical and Vocational Education and Training (TVET) colleges and student achievement is essential if these colleges are to meet the demands of skilling the youth for employment. The contexts surrounding TVET colleges in South Africa have many similarities, especially when comparing their programmes offered and student cohorts. Yet, the academic performance of TVET college campuses, even within the same college, varies greatly. This study sought to compare the leadership roles of campus managers in high and low performing college campuses. The positivist approach employed led to a survey research design being chosen. Questionnaires were used as the instrument for collecting the data so to determine the perceptions

of academic staff on the leadership roles of their campus managers in relation to student achievement. The four highest and four lowest performing TVET college campuses in the province of Mpumalanga in South Africa were chosen to participate in this study. The recurring themes from the literature review, on the leadership roles linked to student achievement, formed the theoretical framework for this study. This study explores whether the core leadership roles identified by Hallinger (2003), Cotton (2003), Leithwood, Louis, Wahlstrom and Anderson (2004), Marzano, Waters, and McNulty (2005) and McCaffery (2010), such as setting direction, developing staff, developing the organisational culture and managing the instructional programme, are perceived to assist campus managers to improve student academic achievement in TVET colleges in Mpumalanga. A comparison was then performed of how these leadership roles are applied by campus managers from high and low performing campuses.

Table 1: Significance of differences between the four highest and four lowest achieving campus groups in the TVET Colleges

Factor	Group	Mean	t-test (p-value)	Effect size (r)
Leadership and setting direction (FB1)	Lowest	2.36	0.000**	0.53
	Highest	4.11		
Leadership and developing people (FC1)	Lowest	2.19	0.000**	0.61
	Highest	4.07		
Leadership and developing organisational culture (FD1)	Lowest	2.03	0.000**	0.66
	Highest	3.99		
Leadership and managing the instructional programme (FE1)	Lowest	2.05	0.000**	0.62
	Highest	4.06		

* = Statistically significant at the 5% level ($p > 0.01$ but $p < 0.05$)

** = Statistically significant at the 1% level ($p < 0.01$)

Effect size – small ($r = 0.1$ – 0.29); moderate ($r = 0.3$ – 0.49); large ($r = 0.50$ +)

Arguably, the most substantial finding in this study is the significant difference in leadership roles played by campus managers of poorly performing campuses compared to campus managers of high performing campuses (Table 1). The leadership of campus managers of high performing campuses was rated at a significantly higher level than campus managers of poorly performing campuses. Notwithstanding the myriad of other factors that affect student achievement, the findings suggest that there is a tangible link between the leadership role of the campus manager and student achievement. The researcher believes that replicating the leadership roles of campus managers of high performing colleges, especially as the contexts surrounding the majority of colleges in South Africa are very similar, has the potential to positively affect student achievement.

The full comparative study is available at:

<http://www.journals.ac.za/index.php/sajhe/article/view/571/547>

- Nick Balkrishen is the Principal and Chief Executive Officer of Gert Sibande Technical and Vocational Education and Training (TVET) College in Mpumalanga.

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5. Scholarship of Teaching and Learning – “What The Hell” Are We Getting Ourselves Into? (James Swart)

Universities must enable students to acquire the necessary disciplinary knowledge (theory), workplace skills (practice), and right graduate attributes (theory, practice and generic qualities) needed to meet the needs of industry, business and communities. Numerous strategies may be implemented to enhance academic teaching and support student learning in achieving this mandate. One of these strategies relates to academic staff development where academics are encouraged to reflect on the teaching and learning process, making these reflections public, and thereby seeking new pedagogies to improve and support student learning. These aspects of reflection, and developing and sharing teaching practices form part of many programmes that are centred on the Scholarship of Teaching and Learning. However, there seems to be resistance, or at least reluctance, among some academics to get involved in these programmes due to fear of change or discrimination. It must be emphasised that currently there is a dire need for academics to move past traditional teaching and learning pedagogies, implementing more effective ones to support student learning. The purpose of this research is to highlight the perceptions of four academics from different engineering fields (electrical, civil, mechanical and the built environment) towards the Scholarship of Teaching and Learning. This research employs a qualitative study where a focus group interview is used to try and ascertain WHAT academics thought about the programme and WHY they decided to join it. Perceptions as to WHY other academics are not joining the programme were also sought along with possible challenges. The session was limited to 40 minutes and was recorded for future in-depth analysis. Results indicate that academics joined the programme due to pressure from their heads of department or due to their previous nomination, albeit non-voluntary, to a national society of engineering education. Key challenges as to why other academics have not joined the program relate to fear of extra work and it being time consuming. Tangible benefits of doing so by these four academics were listed as “improving my CV”, “exposure to travel”, “receiving funding”, “developing a teaching action plan” and “belonging to a dynamic research group”. An implication of this research maybe to stimulate awareness among non-participating academics about the tangible benefits that result from the Scholarship of Teaching and Learning. This awareness may have the potential to motivate even more academics to engage with the Scholarship of Teaching and Learning, albeit it subsidiary to their main research field.

The full article is available at:

[https://www.researchgate.net/publication/305783807 Scholarship of teaching and learning %27 what the hell%27 are we getting ourselves into](https://www.researchgate.net/publication/305783807_Scholarship_of_teaching_and_learning_%27what_the_hell%27_are_we_getting_ourselves_into)

- James Swart is an Associate Professor in the Department of Electrical, Electronic and Computers Engineering at the Central University of Technology (CUT).

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6. Shackville Sham within the TVET Sector: Is there really a student accommodation crisis? (*Meluleki Zondi and Veerle Dieltiens*)

The Minister of Higher Education and Training, Blade Nzimande, acknowledged a shortage of student accommodation in the Technical and Vocational Education and Training (TVET) sector when he spoke at the first housing symposium on 21 July 2016. Here, he posited that only 1 in 70 students can be accommodated in TVET student residences, that is about 10 120 students. We set out to confirm these numbers by contacting the colleges (38 out of 49 colleges) and verifying the number of beds available.

We found that the situation was slightly better than noted by the Minister. We discovered that there were approximately 10 477 beds available in TVET colleges, nationally. It should be noted that there were instances of incongruity between the statistics quoted by the Minister and those obtained for this brief. For instance, the DHET report quoted 25 beds at Ekurhuleni East TVET College, but the college hostel administrator reported 234 beds. Central Johannesburg TVET College has 94 beds according to the DHET report, but the college told us that the college did not offer student accommodation.

On the grounds that this brief focused on the supply end of accommodation, we still do not know what the demand is or more importantly what constitutes a “crisis”. Further research into the actual demand is needed to shed some light as to whether there is an accommodation crisis in the TVET sector or not.

The full version of this paper with statistics is available at:

<http://www.educationpolicyconsortium.org.za/>

- Meluleki Zondi was an intern at the Centre for Education Policy Development (CEPD).
- Veerle Dieltiens is a senior researcher at the Centre for Education Policy Development (CEPD).

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7. Skills Supply & Demand in South Africa (*Vijay Reddy*)

This report on *Skills Supply & Demand in South Africa* provides a holistic understanding of the current state of skills supply and demand in the country. The report represents one of the first attempts to analyse how supply and demand interact to inform future skills policy in support of an inclusive economic growth path. The analytical approach used in this report represents a radical departure from manpower forecasting and attempts to understand the complexities and intricacies around this interaction of skills supply and demand, as well as the corresponding implications for skills planning.

This report was written by: Vijay Reddy; Haroon Borat; Marcus Powell; Mariette Visser; and Fabian Arends.

The full report is available at: <http://www.lmip.org.za/document/skills-supply-and-demand-south-africa>

- Dr Vijay Reddy is the Executive Director of Education and Skills Development at the Human Science Research Council (HSRC).

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8. LM-EM: A Tool for Skills Forecasting and Planning in South Africa (*Asghar Adelzadeh*)

Until recently, South Africa did not have a comprehensive system to produce consistent projections of skills and occupations. Through a project with the Department of Higher Education and Training (DHET), the Linked Macro-Education Model (LM-EM) was built to provide a platform to design economic, labour force, and education policy scenarios; quantify their impact; and forecast trends with regards to economic indicators, and the demand and supply of skills.

LM-EM combines economic, demographic, and education data with state of the art statistical and modelling techniques to capture key interactions and interdependencies within the economy; including the behaviour of households, the private sector, and government; and the links between the labour market and the education sector.

LM-EM's user-friendly web platform allows policymakers, analysts, researchers, scholars, and others to have direct access to the model to design 'what if' questions about the economy, labour force, and the education sector; and to obtain corresponding effects on future trends in demand and supply of skills, and occupations for the economy, SETAs, and economic sectors.

For example, we used the LM-EM to answer: *what are the likely future trends in South Africa's economic growth, labour market performance, and the demand and supply of skills?* If over the next 10 years performance of the economy gravitates between the Low and High growth scenarios, the LM-EM key findings include:

- The labour force will gradually grow by about 4 million over the next 10 years.

- The combined share of the bottom four qualification categories will gradually decline by 7.4%, from 51% in 2015 to 43.6% in 2025.
- The share of those in the labour force with Secondary Complete, and above, is expected to grow from 48.4% in 2015 to 55.8% in 2025.
- Total employment will increase between 2.38 million and 7.24 million, depending on whether the pace of employment creation is closer to the Low or the High scenario.
- The current share of High skill workers will increase from one-fifth to more than one-fourth of total employment by 2025.
- The average unemployment rate will be the lowest within the combined Managers and Professional occupations.
- If the economy follows a low job creation path, only about one third of job openings will be due to the expansion of the economy, compared to more than 50% under a high job creation scenario.
- If the economy generates levels of employment that are close to the Moderate or High scenarios, the size of job seekers will decline between 1 and 2.5 million over the next 10 years.
- If the economy achieves the High scenario path, for all except those with no schooling as their highest educational qualifications, the percentage of job openings relative to job seekers will double to triple over the next 10 years.

A short video about the LM-EM is available at: <https://www.youtube.com/watch?v=dH0j1aUasAg>

A brief overview of the model is available at: http://www.adrs-global.com/user_files/16111470_ADRS_Bridge_on_LMEM_for_South_Africa.pdf

A 10 year forecast of skills supply and demand in South Africa, click http://www.adrs-global.com/user_files/16111451_ADRS_Bridge_on_10_Year_Forecasts_of_Skills_Demand_and_Supply_for_South_Africa.pdf

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9. Report on the Status of Human Resource Development in South Africa – 2016 (*Brenda Ntombela*)

The report takes into account the challenges posed by issues such as poverty, inequality, health, unemployment levels, social cohesion and quality of education.

The methodology used in the report was through desktop research which relied on secondary data of reviewing official reports, dissertations, journals and articles.

Findings include the following:

Poverty and inequality

- 67% of the poor do not have any formal education.
- South African Gini-coefficient/ inequality has improved from 70.0 in 2008 to 65.5. Life expectancy is on the increase. The 2015 mid-year population estimates put the life expectancy at 60.6 years for men and 64.3 years for women.

Quality of education

- Over a period of seven years; 2005 to 2012, South Africa's Human Development Index (HDI) value increased from 0.61 to 0.65. The latest HDI released in 2014 is 0.66.
- South Africa's situation regarding the compromised quality of education and its impact on healthy broad development is exacerbated by other factors such as the widening class inequalities, deep systemic inefficiencies, and a limping governance, with poor accountability and corruption.

Absorptive Capacity of the economy

- The ability of the economy to absorb labour remains a major challenge with a labour-absorption rate of just over 40% at the end of 2012.
- Before the 2008 global economic crisis, the country had made notable strides in employment creation.

Social Cohesion

- Social cohesion is an extensive challenge due to the country's racial history which has featured contestations of ideas about how the society should be constructed and social life organised.
- The current student resistance taking place in higher learning institutions displays that the transformation agenda needs further consideration.

The report concludes by providing the following recommendations:

- There is no simple solution to South Africa's poverty and inequality perplexity; nonetheless, quality education and training is an important mechanism in reducing poverty and inequality, and developing human capital.
- The National Development Plan emphasises absorptive capacity as a tool to strengthen existing small businesses and entrepreneurship.

- The nation is characterised by unity and fragmentation, however, significant progress has been made on building social cohesion through reconciliation processes, as well as, policies to redress differences and inequality.

The report is intended to guide the Human Resource Development Council in its role to facilitate the development of skills and knowledge sets required for inclusive growth by the economy and society.

The full report is available at: www.hrdcsa.org

- Brenda Ntombela is the Head of Secretariat for the Human Resource Development Council (HRDC)

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10. Occupationally Directed Skills Development for Green Public Procurement (*Prof Eureka Rosenberg and Mike Ward*)

The green economy can be defined as an economy that reduces greenhouse gas emissions; uses resources efficiently; is socially inclusive; and has the potential to create hundreds of thousands of new jobs in South Africa over the next five years. However, in order to drive the green economy, government, business, labour, and civil society need to create new ways of doing business. It is in this context that National Treasury's commitment to use the R500 billion annual expenditure on goods and services by the public sector to support government's strategic priorities, could make a significant contribution to sustainable development.

In a proactive initiative aimed at identifying and developing the requisite occupations and related skills to support green Supply Chain Management (SCM) in the public sector, the Public Service Sector Education and Training Authority (PSETA) commissioned a study to explore three interrelated questions. These are:

1. What skills are required to effectively implement green SCM in the public sector?
2. Which occupations are involved and how should they be reflected in the Organising Framework for Occupations (OFO)?
3. What attendant organisational development and policy guidelines may be necessary?

From the literature reviews and the case studies conducted as part of this research, four strategic leverage points were identified that appear to be key to supporting the transition to green SCM in the public sector. These are:

1. The strategic alignment of policies and strategies between national and local levels;
2. The alignment between the provincial and departmental strategies, and the bid specifications for goods and services;
3. An understanding of strategic sourcing; and
4. Enhancing monitoring and evaluation of environmental performance of green SCM.

For each of these strategic intervention areas, relevant occupations were identified based on the OFO. The associated tasks for these occupations, contained in the OFO codes, and the competencies listed in the SCM Technical Competency Dictionary developed by National Treasury,

were reviewed. Specific skills related to green public SCM were identified and were presented in detail. Finally, specific suggestions were made regarding organisational collaboration and skills development initiatives to enhance green public SCM.

The findings provide insights into the required support for the development of occupationally directed skills as one key intervention required for the transition to a green economy. It is proposed that the methodology be applied in other sectors to enhance green skills development in post-school education and training in South Africa.

The report is available at <http://greenskills.co.za/greenskills-live-projects/mapping-green-occupations-and-the-fof/> or www.pseta.org.za

- Prof Eureka Rosenberg is the Murray and Roberts Chair of Environment and Sustainability Education and the Joint Coordinator of the Green Skills programme.
- Mike Ward is the founder of Creating Sustainable Value (CSV) and lead researcher on this study.

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11. The Significance of Constructivist Classroom Practice in National Curricular Design (*Celia Booyse and Rajendra Chetty*)

Evidence of the value of constructivist theory in the classroom is especially important for educational practice in areas of poverty and social challenge. Research was undertaken in 2010 into the application of constructivist theory on instructional design. The findings of this research are particularly relevant to the current curricular crisis in South Africa which threatens to side-line constructivist priorities and return learners to rote learning from textbooks. The findings are situated here within the national debate over curricular design and instructional models. Placing instructional design within the larger context of national pedagogical contestation provides important evidence of the central role of Freirean imperatives for South Africa's educational future. This paper indicates that a constructivist framework, when pertinently arranged, provides holistic and sustainable procedures for knowledge creation. The findings from the research project showed that, in an environment conducive to learning, learners become self-motivated and better able to master the next phase of the curriculum. As a result of the constructivist framing, participants grew into strategic and effective learners who took responsibility for their own learning. These findings add weight to the call for reconsideration of constructivist foundations in national curriculum design.

The full article is available at: <http://www.rajendrachetty.com/assets/chetty-booyse-article.pdf>

- Dr Celia Booyse is the Senior Manager for the Statistical Information and Research unit at Umalusi (the Council for Quality Assurance in General and Further Education and Training).
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12. Pedagogical Guidance for Consumer Studies Reflected in the South African Curriculum and Assessment Policy Statement (CAPS): An International Benchmarking (*Adri du Toit & Celia Booyse*)

This paper reports on a part of the research regarding subjects in the Further Education and Training (FET) Phase in the South African school curriculum conducted by Umalusi (the Council for Quality Assurance in General and Further Education and Training). The research included a comparative study and the benchmarking of the Consumer Studies curriculum with respective international qualifications on twelve curriculum dimensions. This paper only reports on the benchmarking of the subject Consumer Studies with selected curricula of other countries, and with specific reference to the pedagogical guidance provided by the curricula for the teaching of this subject. The launch of the larger study transpired in the last quarter of 2014 and early 2015.

The full paper is available at: <http://www.ajol.info/index.php/jfec/article/view/120845/110277>

- Adri du Toit is a lecturer for Consumer Studies and Technology Education at the North-West University (NWU).
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13. The impact of feedback on the quality of assessment in a diverse schooling community (*Celia Booyse*)

One of the most crucial educational challenges requires educators to develop learners with critical, creative and conceptual minds. Put differently, the development of the learner's ability to solve increasingly complex problems in particular subjects as well as in daily life should be a central pre-occupation of the work in the classroom. This paper argues for teachers' deeper apprehension of the

need for learning to progress towards specific levels of skill and understanding by using formative assessment and feedback as teaching tools. Formative assessment helps both teacher and learners to identify and understand the gaps between learners' actual and desired performances. The paper addresses how an enhanced understanding of the formative monitoring of learner progress, attention to cognitive domain considerations in the creation of formative assessment and the place of formative assessment in a larger educational system are able to meet the challenge of developing well-rounded and innovative learners. The focus in this paper is on the use of formative assessment practices: the value of effective questioning in eliciting evidence of understanding; the role of peer- and self-assessment; and how clear task- and assessment criteria can build in reflective thinking practices. Recognising the full range of learner achievement in a diverse teaching and learning community through constructive feedback allows learners to learn from the experience of the group. The motivational effect of such feedback, inspires learners to achieve their best. In this way the learner becomes a strategic and effective learner.

The full paper is available at:

http://www.academia.edu/19221269/The_impact_of_feedback_on_the_quality_of_assessment_in_a_diverse_schooling_community

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14. Student Perceptions and Attitudes towards the HWSETA Post-graduate Research Bursary Programme (*Mpho Phago – Researcher; and Sikhumbuzo Gcabashe Reviewer*)

The Health and Welfare Sector Training Authority (HWSETA) Postgraduate Bursary Programme under review was implemented in 2013. The postgraduate bursary programme has three aims. Firstly, to increase the volume of research conducted in the health and welfare sector. Secondly, the programme seeks to increase the number of researchers in the health and welfare sector. Finally, the bursary programme aims to build academic and research partnerships with various universities.

The main objective of the study was to determine learners' perceptions and experiences of the HWSETA Post-Graduate Research Bursary Programme.

The study used a mixed methods approach (i.e. questionnaires and in-depth interviews). The participants included bursary recipients and bursary programme implementers at the HWSETA and the respective universities.

The bursary programme was implemented in terms of the Discretionary Grant Policy of the HWSETA. One finding from the study was that there was no groundwork conducted to assess what the bursary programme aimed to achieve and how best to implement and achieve the goals of the bursary

programme. The study also found that more effort needed to be made to achieve equity and development imperatives, and that advertising should continue at a national level using print media. However, the advertisement should also be released simultaneously to the universities.

Students who participated in the study felt strongly that the bursary programme is one of the important contributors to addressing skills and research gaps, especially among the disadvantaged communities.

This baseline study and the bursary programme directly contribute to national policy and the strengthening of the link between SETAs, Government policy objectives and the universities.

This study was funded by the HWSETA in terms of its annual performance plan. The views expressed in this study are those of the author(s) and not of the HWSETA.

The full study is available at: http://www.hwseta.org.za/?page_id=474

- Mpho Phago is a Researcher at the Health and Welfare Sector and Education and Training Authority (HWSETA).
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15. Student perceptions and attitudes towards the HWSETA Artisan Programme (*Mpho Phago – researcher; and Sikhumbuzo Gcabashe - Reviewer*)

The Health and Welfare Sector and Education and Training Authority (HWSETA), in partnership with the Swiss-South African Co-operative Initiative (SSACI), implemented the HWSETA Artisan Support Programme. This project was inspired by the Department of Higher Education and Training (DHET) which aims to increase the number of Artisans qualifying each year. The HWSETA's main role was to provide funding, while SSACI was responsible for overall project management.

The main objective of the study was to determine learners' perceptions and experiences about the HWSETA Artisan Support Programme and programme partners, namely HWSETA and SSACI). A further objective was to provide recommendations in order to improve the programme.

The study involved the use of questionnaires and the conduct of in-depth interviews. The sample of the study included learners, host employers, and project co-ordinators from the HWSETA, SSACI and TVET Colleges.

The study found that the Artisan Programme was overall well implemented. Although the Artisan Programme experienced a high completion rate and improved the employability of individuals, the study found that 59.6% of those interviewed were currently unemployed. The issue of unemployment can be related to a number of factors, as indicated below:

- a) The trade test results provided by centres do not have official stamps, which some employers did not accept as valid.
- b) There was a possibility that the Artisan Programme was recruiting for trades that are not currently in demand.
- c) Host employers had their own Artisan Programmes, which meant they were more likely to employ those who were part of their own Artisan Programmes.

According to the research report, the learners were of the view that the programme was helping those from previously disadvantaged backgrounds to learn and gain the necessary experience. However, they suggested that HWSETA needs to be more involved in the Artisan Programme and increase the involvement of employers within the health and social sectors to provide workplace learning and eventually employ the learners.

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The full study is available at: http://www.hwseta.org.za/?page_id=474

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16. Mid-term evaluation of the HWSETA funded pre-apprenticeship project (*Menziwokuhle Mthethwa – Researcher; and Bulelwa Plaatjie - Reviewer*)

The mid-term evaluation had a specific focus of design, process and implementation evaluation, to establish the performance of a pre-apprenticeship project established to enable unemployed learners without the minimum requirements to enter into the artisan program. The intention of the mid-term evaluation was to appraise the performance of the Health and Welfare Sector Education Authority (HWSETA) pre-apprenticeship project in terms of effectiveness, efficiency, relevance, and sustainability. The sequential mixed method research design guided the evaluation. Quantitative population data analysis preceded qualitative data collection.

The mid-term evaluation findings indicate that the pre-apprenticeship project is not efficient. The project implementation in financial year 2013/14 was delayed by six months. Findings also revealed that the project was not effective since 77% of learners supported were not able to pass the Nated level 1 since the project inception. The project was not sustainable because of dissatisfaction from Technical and Vocational Education and Training (TVET) colleges with operations of the project such as the funding model, as it related to the 2nd tranche of payment. The unsustainability was further worsened by a disconnect of the project to TVET systems, such as academic plans and the calendar year. However, the pre-apprenticeship project remains relevant to learners who are the primary beneficiaries as it meets their socio-economic needs. And the project objectives are correctly aligned to National Skills Developments Strategy (NSDS) III priorities.

In conclusion, the Pre-apprenticeship project should be retained premised on its relevance and alignment to HWSETA's Service Level Agreement, Annual Performance Plan, the NSDS III, and most importantly beneficiaries' views and needs. Evaluation findings clearly indicate project design and implementation failures.

This study was funded by the HWSETA in terms of its annual performance plan. The views expressed in this study are those of the author(s) and not of the HWSETA.

The full evaluation is available at: http://www.hwseta.org.za/?page_id=474

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CURRENT AND PLANNED RESEARCH

1. An Exploratory Study into Articulation Challenges for TVET Colleges Students into Higher Education in the Northern Cape Province (*Thomas Masvosve*)

A study in 2012 by the Organisation for the Economic Co-operation and Development (OECD), on Higher Education in Regional and City Development on the Free State Province established that, like the rest of South Africa, higher education and training has primarily become a “university” sector without a significant intermediate college sector, limiting further education opportunities for the youth. The White Paper for the Technical and Vocational Education and Training (TVET) College envisages the development and support of an articulated post-school education and training system, one where bridges are created between vocational or occupational programmes and academic programmes in such a way that learners are not left with dead ends after their college study.

Articulation is defined by the Council on Higher Education (CHE, 2013) as the linkage between educational levels, phases, programmes or qualification types. In this study, the term articulation refers to educational continuity between the TVET college level to the university level, that is, vertical articulation.

The **Transition Theory** as advanced by Schlossberg (Evans, Forney, Guido, Patton and Renn, 2010) becomes the initial perspective for this study. The study will also focus on the interaction between different educational systems and sub-systems, hence, a **System Theory** will also form part of the theoretical framework for this study. Goodman, Schlossberg and Anderson (2006) specify the three phases of transition, namely “moving in”, “moving through” and “moving out”. In this study “moving in” means the learner entering a TVET college, “moving through” comprises all the support one receives during the study, and “moving out” of a TVET college completes the first transition. “Moving in” to the university begins the next transition. Donald, et al (2014) highlights nine elements that characterise human systems, namely, Interdependence, Systems and sub-systems interaction, Patterns of functioning, Cycles of cause and effect, Goals and values, Communication patterns, Roles within the system, Boundaries and Time and development. These elements and processes of a human system will be explored with respect to the transition of learners from TVET colleges to universities.

Face-to-face interviews, focus-group interviews, and questionnaires will be used as data collection methods using purposive sampling. Both quantitative and qualitative data will be collected.

It is hoped that through this study, institutions of higher learning can open up and support the articulation spaces for these students in the Northern Cape Province and that synergies may be established between the University and the TVET colleges.

This abstract is part of author's PHD Studies in Technology Education.

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2. Green Skills Occupational Studies: Implications for Employers, SETAs and the OFO **(Eureta Rosenberg)**

In 2016 the Department of Environment Affairs through the Green Fund invested in an initiative to strengthen capacity in the national skills system to respond comprehensively to South Africa's need to shift economic and social practices towards a more environmentally sustainable and socially inclusive future. The result was the Green Skills project, led by Rhodes University under the auspices of the National Environmental Skills Planning Forum.

Within the project, green skills researchers then undertook a series of occupationally directed studies with a range of partners: in Coal Mining (with the Mining Qualifications Authority); Paint (with the Chemicals Industry Education and Training Authority - CHIETA); Catalytic Converters; Paper and Pulp (with Fibres Sector Education and Training Authority - SETA); Government Procurement (with the Public Sector SETA); and Agriculture. The research was led by either Rhodes University, Wits or UCT. These 'multi-purpose' projects aimed inter alia to provide insights for the Organising Framework for Occupations (OFO), employers and the SETAs, on the new green occupations or specialisations, or the need for green skills in existing occupations, within these sectors.

A meta-analysis of these studies and the occupational data they generated will be undertaken early in 2017. Some insights have already been documented in reports that are either available on www.greenskills.co.za, or from the respective SETAs.

The research processes have already been useful for employers. For example, Human Resources (HR) staff who participated in the Mining and the Paint studies mentioned that the research questions helped them reflect on and name the kinds of skills their companies need. These employers knew that they had to improve environmental management in their businesses. This meant that they had to employ what one HR manager memorably called "more environmentals". Businesses generally had a good sense of the tasks they needed 'the environmentals' to undertake, but often lacked the language to articulate the occupation. The researchers also found different terms being used for similar occupations between industries. In a follow up study with CHIETA, scope has been created to engage employers even more actively in the study.

The research questions related to the OFO include whether and how 'green' occupations and specialisations should be listed there. In the Agricultural study the example of the egg farmer provided food for thought. In response to changing consumer demand there is a new product on the

market, the organic and/or free range egg. These are produced through very different farming practices to the eggs laid by ‘battery’ hens penned permanently inside factory style sheds. Should the ‘fresh air’ egg producer be listed on the OFO as a different occupation from the ‘factory style’ egg producer? Based on the broad task descriptions in the OFO, they do exactly the same thing – farm to produce eggs. But the nature and quality of their work, their challenges and underlying principles (what matters) differ dramatically. If they are both simply ‘egg farmers’, how do providers know what curricula to develop – or does the OFO not guide education providers? And, if the Labour Force Survey counts a diversity of egg farmers simply as one category, how would one be able to size new emerging sectors such as fresh air egg producers? Or does the OFO not guide the Labour Force Survey? These and other questions will be followed up in the meta-review paper. The relevant stakeholders including the Department of Higher Education and Training will be invited to participate in the further framing and analysis of this work.

Note: There is currently a system of flagging ‘green occupations’ in the OFO. It is difficult to set the criteria for including or excluding an occupation. Are these core green occupations, or occupations in which there is a green specialisation? If the criteria are too broad, all occupations should in some ways be ‘green’. It is hoped that the research reported here will help to inform the ongoing refinement of and conceptual discussions about the OFO.

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3. Targeting South African public TVET colleges towards the needs of the poor”: a new project being launched at the Centre for Integrated Post-School Education and Training (CIPSET) (*Lesley Powell and Lucky Maluleke*)

The last half decade has seen three important international calls for the transformation of Vocational Education and Training (VET). The Sustainable Development Goals (SDGs) launched in 2015 established VET as central to addressing unemployment, poverty, inequality and sustainable development (UN, 2015). The 2012 Global Monitoring Report (UNESCO, 2012a), the Third International Congress on Technical and Vocational Education and Training (UNESCO, 2012b) and, more recently, UNESCO’s Strategy for Technical and Vocational Education and Training (2016-2021) (UNESCO, 2016), all focused on the relevance and expansion of VET. Together these reports emphasise transforming VET to better address worldwide increases in youth unemployment, growing inequality and persistent poverty. In terms of these documents, this is to be done by targeting VE towards employability through the following four policy moves: (i) Improving the relevance of VE to the needs of the labour market; (ii) radically and rapidly expanding participation, particularly to women and communities who have been marginalised from accessing VE; (iii) improving the quality of teaching and learning; and (iv) expanding across sectoral partnerships to share the cost and responsibility of VE across the public and private sectors.

In opposition to the emphasis on employability in the international and national policy discourse and in support of a growing literature that critiques the employability agenda underpinning VET (see for

example Allais, 2012; Hyslop-margison, 1998; McGrath, 2012; Powell, 2014; Wedekind, 2014), a new study has been initiated at the Centre for Integrated Post School Education and Training (CIPSET). The study which is entitled, *Targeting South African public Technical Vocational and Training colleges towards the needs of the Poor*, draws on dialogues undertaken with South African Technical and Vocational Education and Training college (TVET) students in two poverty stricken South African communities. Established in the Freirian sense into two 'learning circles', TVET college students are encouraged to identify and discuss over a series of meetings, generative themes that have significance on their lives as community members, as well as those generative themes that affect their experiences as TVET college students.

Despite policy ambitions to rapidly expand participation in TVET colleges, very little is understood about TVET college students who are for the most part depicted within a deficit framework as poor, academically weak; and by some, as delinquent (Powell & McGrath, 2014). Even less is understood about the community contexts from which students come, and even more less about the ways in which this 'situatedness' affects the experience, understanding and responses of TVET learners to the colleges, and how this in turn affects student success rates and the outcomes of TVET college students. Equally important – and some would argue of even greater importance – is that little to no understanding exists on how the 'situatedness' of learners affects the ways in which colleges (the student and staff body and the institutional culture) responds to, understands and negotiates the differential 'situatedness' of learners.

Developed in consultation with TVET college students, the study attempts to capture and codify the lived experience of TVET college students and the role(s) that students believe TVET colleges should play in addressing the community development needs of communities rather than, as proposed in policy, the employability of students. While the generative themes identified overlap and interweave, the separation between students, as community members, and students, as learners, allows diagnostic emphasis on TVET college students as part of communities. By so doing, the study challenges the orientation of public TVET colleges in South Africa, raises concern with the division between community education and vocational education, points to the inadequacy of individualised notions of skills, defies the deficit model of students implicit in TVET policy and practice, and initiates a discussion into the role(s) that Vocational Education can play in mobilising and empowering young people as active community members and engaged citizens.

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4. Understanding Gender Dynamics in TVET Colleges: Perspectives of Female South African College Staff (*Sonya Leurquain-Steyn*)

There is relatively little known about the subjective experiences of female Technical Vocational Education and Training (TVET) College lecturing staff. While the sector tends to focus on dimensions of race - predominantly in relation to student demographics - it is largely unaware of the ways in which female lecturing staff navigate their realities in a historically male dominated space.

While there is an acknowledgement that gender disparities exist within the sector as evident in an analysis of examination registrations in 2013 where 32% of those who registered for the National Certificate (Vocational) 4 level examinations in engineering related subjects were female and 67% male (DHET, 2015), these disparities tend to be reduced to percentages and figures while largely ignoring the qualitative experiences of women occupying spaces within the college.

With the release of the White Paper on Post-School Education and Training (PSET), the Department of Higher Education and Training (DHET) has committed to developing a PSET sector which, among other key objectives, aims to assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa; expand access, improve quality and increase diversity of provision; and be responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives (Department of Higher Education and Training, 2013). Understanding who it is that forms part of the PSET landscape is vital if government plans on fulfilling this mandate in meaningful and sustained ways. As Chavous & Cogburn (2007:25) note, there is a dearth of scholarship on the educational processes of black women that can help [us] to comprehensively explain their seemingly contradictory experiences and outcomes in academic contexts. This omission inhibits scholars' ability to understand black girls' and women's unique educational risks, needs, and resilience characteristics and strategies, as well as variation among the group with regard to these factors.

This compels scholars within this field to conduct research which aims to understand the experiences of women in education. The complexities of women's experiences is highlighted by scholars such as Belenky (1986), Unterhalter (1990), Moletsane (2004), and Chavous & Cogburn (2007) who discuss the intersections (race, gender, class) at which women experience oppression and marginalisation. Unterhalter, (1990:60), for instance, notes that opportunities have increased, they have been unequally distributed throughout the population. In particular South Africa suffers, as do so many other countries, from gender inequality in education. Black women suffer doubly, by virtue of race and of gender.

Despite the establishment of colleges for all 'races' post-apartheid, women were still excluded from technical and vocational education particularly in areas such as engineering and construction. This can be seen in Powell (2014:20) which states: "this gender divide in programmatic enrolment patterns with very few women enrolled in programmes historically existing as male dominated industries persists to the present day".

Hegemonic approaches to research are steeped in patriarchal ideals which have had the effect of historically silencing the voices of women (Belenky, 1986). The effects of this are profound when one considers that these oppressions are often reproduced in silence as girl children carry into their woman-hood “all the accumulated burdens of the past” (Burra. 1989: 660).

The importance of the study is therefore located in the significant role that lecturers play in the learning experience and achievement of learners. As Hattie (in Watson and Wedekind, 2016: 16) insists, “it is what teachers know, do and care about which is very powerful in [the] learning equation”.

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5. Work Integrated Learning for Environmental Skills in High Demand: Critical Success Factors for Increased Employability and Employment (*Dr Glenda Raven*)

The aims of the World Wide Fund for Nature, South Africa’s (WWF-SAs) Graduate Internship programme are to attract new entrants; and enable access and entry into green careers in high demand. Since its inception in 2011, the programme has steadily expanded, with 78 new entrants placed up to 2016 and a further 50 recruited for placement in 2017.

Results of a recent tracer study in August 2016 reflect that 92% of interns have successfully transitioned into the workplace, 70% of these into green jobs. This significant success rate in job placements, has prompted evaluative reflections on what this success might be ascribed to, which will not only inform the future of the WWF-SA programme; but would also allow us opportunity to share these insights with organisations across and beyond the environment sector, towards strengthening workplaces as spaces of learning for increased employability.

Anecdotal evidence suggests that four critical factors, amongst others, have contributed to the quality and success of the programme i.e. (1) the strong emphasis on relevant and appropriate placement of interns; (2) quality mentoring for workplace-based learning; (3) career focused training and development; and (4) networking for career growth and development. A short description of these factors (as provided, below) provides a precursor to future proposed research to understand if and how these factors contribute individually and / or collectively towards supporting new entrants in accessing and gaining entry into jobs for the environment. In a context of increasing youth and graduate unemployment, we believe that this research will enable: (a) better understanding of quality work integrated learning for career development; and (b) a strengthening of the workplace-based mentoring processes that facilitate access and entry into jobs.

(1) Placement for environment skills in high demand: A rigorous process of recruitment, selection and placement, ensures that interns are placed with host organisations and mentors; and are in job functions that are aligned with (a) environmental skills in high demand, and (b) the academic

background and career vision of the incumbent. Internship placements therefore seek to more closely align the supply of skills to the demand for these skills in the sector.

(2) Quality mentoring: An equally rigorous process of selecting mentors for their experience and skills, complemented by structured mentors' training (in systems, methods and tools), ensures quality mentoring towards environmental skills in high demand. This approach moves mentoring beyond the finite period of placement and reflects a greater focus on the cumulative skills required by professionals in the workplace, throughout career growth and development. This area of focus has the added benefit of building stronger organisations for workplace-based learning through training and supporting the development of an increased number of mentors.

(3) Career development planning and assessment: Structured processes of career development planning and assessment ensure an increased focus on the development of technical skills for the job, complemented by the development of professional skills that enable constructive interactions within and across workplaces, including amongst others, time management; engaging within performance management processes; rights and responsibilities in the workplace; relationships; communications; and ethics in the workplace. Structured development objectives are set quarterly through interactions between the intern and mentor; and are assessed at the end of the quarter with feedback in relation to subsequent development planning.

(4) Networking into key communities of practice: Through the technical work with which interns engage (structured around key performance areas), they are introduced to and interact within key communities of practice. These interactions enable the development and growth of key professional networks from which interns can draw on for their future job access and careers.

A five year monitoring and evaluation framework for 2017 to 2022, including an ongoing tracer study, will provide further empirical insights into these success factors and how they support, not only increased employability, but more importantly, increased employment for new graduates entering work for the environment.

This summary represents proposed research by the author.

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6. Evaluation of Student Learning Outcomes in the Renewable Energy Technology (RET) (RET) subject, NC(V) Level 2 in 2015 (Steffen Becker and Karsten Feuerriegel)

In 2015, the Department of Higher Education and Training (DHET) introduced the subject Renewable Energy Technologies (RET) in the National Certificate (Vocational) Electrical Infrastructure and Construction programme (EIC). This new subject is the latest addition to the vocational specialisation options offered in Technical and Vocational Education and Training (TVET) colleges and was developed for students who want to learn more about renewable energy generation and its related technologies, as well as, energy and resource efficiency.

The overall goal of the RET subject is to increase relevant skills for a green economy labour market and thus students' employability. Under the auspices of the DHET and supported by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Ministry of Economic Cooperation and Development (BMZ), the Skills for Green Jobs (S4GJ) programme drove the process of developing this new subject, including curriculum and training material development, as well as, the training of TVET college lecturers on the subject matter content and on new didactical training equipment. The latter can be considered as part of continuous professional development for the lecturers, so that they can teach the new subject in a practical and progressive manner.

First results are now available and seem promising. Six TVET colleges offered the new subject in 2015, with an additional three colleges coming on board in 2016. In addition to these nine colleges, another six colleges will offer the subject in 2017. Student numbers are growing accordingly, from approximately 300 students in 2015 to 600 students in 2016, to just over 1000 students projected to study Renewable Energy Technologies from 2017 onwards. With 15 colleges and three levels, student growth is projected to reach a plateau in 2019 with around 2000 students.

The pass rate for the RET subject Level 2 in 2015 was 81% on average. The pass rates per campus ranged from 58% to 96%. The 81% average makes it the second highest scoring subject in the EIC programme after the subject "Life Skills".

As an overall assessment of the first year of implementing the RET subject in 2015, it can be said that it has been successful - it shows success and achievements on the side of the lecturers as well as the students.

The various sources of data collection (lecturer survey, student survey, site visits, lecturer questionnaires for training workshops etc.) reveal general satisfaction with the implementation process of the new subject. The RET students perceive an improvement in their technical and mathematical skills as well as their soft skills (group work dynamics, problem solving etc.). The majority of the students feel that the subject has been helpful for their career orientation and the practical work of the subject is appreciated. It can be stated that the students' learning outcomes for the 2015 intake have been achieved and that the continuous professional development of RET lecturers does generate positive results in student achievements and lecturer satisfaction.

- Steffen Becker is the Monitoring and Evaluation adviser of GIZ's Skills Development and Employment Programmes in South Africa.
- Dr Karsten Feuerriegel is the Programme Manager of the Skills for Green Jobs Programme at GIZ.

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REVIEWS AND CONFERENCES

1. Booklet: Reflections on Community Participation in Education: The Community Literacy and Numeracy Group (CLING) (*Britt Baatjes*)

This booklet is about small groups of concerned citizens (collectively called the CLINGs) from so-called 'marginalised' communities (Freedom Park, Evaton North and West, and Sebokeng in Gauteng) who are attempting to address the crisis of educational failure through a focus on literacy and numeracy. The booklet highlights their emergence; present-day activities; issues and problems; and plans, hopes, and dreams.

It emphasises education as a public good and shows how 'ordinary' community members (self-organising volunteers) participate in education in their communities.

The CLINGs may be small in size but their power should not be underestimated – they demonstrate to us that even though they are small and marginalised, they can and do make important changes. They act/'do' and push back against the failures they and their children are forced to live with – this is a demonstration of agency. The CLINGs should be seen and understood as part of a larger effort to reform public education such as the students' movement #feesmustfall and many others.

The CLINGs show us how education is directly connected and intertwined with people's lives. This 'education' is about learning in action. It is about the direct participation in the events of life as people see/experience; reflect/think; and do/act.

The CLINGs demonstrate new and alternative pedagogical approaches to education.

The booklet highlights the value of non-formal and informal learning and shows us that meaningful and valuable learning does not necessarily have to happen in a 'brick and mortar' place, but can and does happen in other spaces.

The CLINGs allow us to imagine something different that is here now.

The booklet is written in 'plain language' in order to make it more accessible to a larger audience. It includes photographs, cartoons, explanations of words, quotes in original languages, and poetry.

It asks of us to consider what it is that the CLINGs can teach us (for example, the volunteers are community adult educators - albeit not formally recognised as such). It asks us how policy makers and others should respond to groups like the CLINGs.

The production of this booklet is supported by the EPC.

- Britt Baatjes is a Researcher at the Centre for Rights and Transformation (CERT), University of Johannesburg.

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2. Book review: Inclusive Education: An African perspective (Janet Condry)

As all universities grapple with the #FeesMustFall movement and how to decolonise our curriculum, this book, which I was privileged to be invited to edit, entitled, *Inclusive Education: An African perspective*, attempts to offer practical content and pedagogical suggestions on how to address some of these exceptionally complex issues. This book draws on authentic experiences of national as well as international authors from Nigeria, Zimbabwe, Botswana, Namibia, Kenya, South Africa and Sydney by creating strong links between inclusive education, ubuntu, and indigenous knowledge systems. It creates a space for effective and culturally sensitive ways of implementing the African worldview of prevailing philosophies present in a holistic view of education. This is a unique book that helps equip professionals with attitudes, knowledge and skills to respond mindfully to the diverse needs of our learners, facilitating greater educational access and success.

This book aims to deepen and widen our understandings of inclusive education and to foster a sense of 'morality of care' or ubuntu philosophies. These value systems are not new to African communities; they have always been in existence, but like many 'other ways of knowing' have been kept at the margins and often referred to negatively as 'primitive, backward, archaic, outdated or pagan'. For too long the European epistemology has taken precedence over African epistemology.

The thought-provoking case studies in this book introduce concepts and provide illustrations of everyday African life experiences. Throughout the chapters, questions are asked of professionals to apply their prior lived knowledge and offer their opinions enhancing critical engagement. The end-of-chapter questions require dialogic critical reflection and engage professionals in practical applications of the conceptual thinking and theoretical principles advanced in this book.

This book was edited by N Parsha and J Condry.

- Janet Condry is an Associate Professor in the Faculty of Education at the Cape Peninsula University of Technology (CPUT).

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3. Book Proposal: Community Education and social action in South Africa (Working title) (Aziz Choudry and Ivor Baatjes - eds)

Community education in South Africa has a rich and diverse history, but there has been relatively little published about this topic. This edited collection will document and reflect critically upon the politics, processes and practice of community education work and non-formal learning in networks associated with the Centre for Integrated Post-School Education and Training (Nelson Mandela Metropolitan University) and the Centre for Education Rights and Transformation (University of Johannesburg), in and with working class communities, primarily in the Eastern Cape and Gauteng.

In doing so, this book seeks to conceptualise and broaden awareness and understanding about ways of knowing and doing community education which is grounded in practice and critical reflection. The book critically engages with dominant ideas about community education, employing a critical historical lens which connects past, present and future, and bridging the divide between schooling and post-schooling education and training sectors.

Although there has been growing academic interest in the dynamics of education/learning and social change, this collection connects community learning, education, knowledge production and action in ways that are grounded in practice and informed by both critical academic literature and by the knowledge, theorising and research which takes place in the course of doing this work and within communities themselves.

In this manuscript, contributors critically engage with intellectual and educative aspects of this work in and with working-class communities that is often overlooked and/or disconnected from policy and practice concerning formal schooling and education, to the detriment of social and economic justice. While arguing that the learning, education and knowledge production that takes place in these milieus is of profound significance, these processes can also be fraught with contradictions and tensions. Thus, in contrast to accounts which tend towards celebratory, rhetorical, or abstracted understandings of 'community' and 'critical consciousness', or indeed, perspectives which use deficit/social pathology models, the collection will explore and critically discuss the tensions and challenges of doing community education work in South Africa today. Drawing on/in dialogue with critical South African and international education, social movement learning, and community organising literature (e.g. Thompson, 1983; Youngman, 1986; Alexander, 1990; Allman, 2010; DeFilippis, Fisher and Shragge, 2010; Newman, 2006; Cooper and Walters, 2009; Carpenter and Mojab, 2012; Vally and Motala, 2014; Choudry 2015), the book adopts an expansive view of education and learning, and documents the practice and research work in these networks over the past eight years. It also thinks through the relationships between community education and action for social change, in ways which acknowledge the inherent complexities and tensions.

While the collection will discuss the emancipatory potential and prospects of such learning and community education work, it will also address questions of power within such contexts, as well as interrogating the tensions concerning community education in relation to short-term results and outcomes-based orientations and longer-term processes of building consciousness and social

action. The book will address theoretical and analytical questions, but in a way that is also relevant to community practitioners, students, educators and policy makers.

The book will be divided into three sections. The first four chapters contextualise community education in South Africa in relation to national and international critical literature as well as addressing: a) its historical context and the relevance of earlier experiences of community education; b) the connections between education, organising and mobilisation; and c) challenges, contradictions, tensions, and possibilities of doing this work. The second section comprises ten chapters which document, discuss and critically reflect upon a range of community education initiatives, and the scope and potential for such community education to inform action for change. These include contributions on: community food sovereignty; community education and workers; community education and cooperatives; community education and the solidarity economy; vocational education and community development; curriculum and community education; fishers and community education; students as engaged intellectuals/rethinking community engagement at the university; the schooling/post-schooling nexus. The final section comprises two chapters that will critically synthesise and draw upon the lessons and broader implications of the cases discussed, and point to ways forward for rethinking approaches to community education in South Africa.

This manuscript draws on the research of the EPC.

- Ivor Baatjes is the Director of the Centre for Integrated Post-School Education & Training (CIPSET), Nelson Mandela Metropolitan University (NMMU).
- Aziz Choudry is a Canada Research Chair (Tier 2) in Social Movement Learning and Knowledge Production and an associate professor at the Department of Integrated Studies in Education, McGill University, Canada.

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4. Book Proposal: Renewing and Revitalising Workers' Education (Provisional Title) (*Linda Cooper and Sheri Hamilton - eds*)

There is general acknowledgement that the current labour movement (and left forces more generally) are facing a crisis. Many have argued that in rebuilding the labour movement, it should not return to what it was, but that it needs to become something different. At the core of something new is the need to reinstall values of old, that of building internal democracy, accountability, worker control, independence, and worker solidarity. At the core of this is the need to defend and advance worker interests, not only on the shopfloor, but also amongst the broader working class and the poor. New forms of workers' education can play a vital role in supporting this. A radical, 'transformative' workers' education approach can build class consciousness, and create visions for the future. The values and traditions on which workers' education have been founded and have developed is at the centre of that re-visioning.

The book will contribute to the exploration, understanding and future visions of workers' education, with chapters exploring history, and local and international experiences in order to draw lessons on the forms that a revitalised workers education might take. The focus will be centred on how we re-invent workers' education in order to learn from the past, engage with the new and build our visions for an alternative future.

The book will focus on four themes:

- The history and values of the labour movement and the role of workers' education within that.
- Understanding of the current context and what is happening in the labour movement and workers' education in particular.
- Envisioning a radical and alternative future: where are we going and what forms of workers education can help to ensure that we get there?
- Conceptual, institutional and organisational frameworks that can facilitate the journey towards this envisaged future.

Issues that will be engaged in include:

- The history of workers' education: what can we learn from this history? What inspirations can we draw for the future?
- Reflections on the current conjuncture of the workers' movement: what current education initiatives are seeking to address this conjuncture, and how are they succeeding in doing so?
- Women and workers' education: how can this challenge patriarchy within the labour movement and society more broadly, and contribute a stronger 'gender justice' agenda for the future?
- Accrediting radical workers education: is this a contradiction in terms, or can accreditation of learning strengthen workers education?
- The nature of learning and forms of knowledge produced within new worker organisations and social formations;
- Concerns in workplace learning: what is workplace education doing for – or to – workers?

The book will be a collaborative effort, involving local and international contributions which draw on the experiences and knowledge of educators and activists who have had extensive practical involvement in workers' education over a long period of time.

- Linda Cooper is Professor of Education at the University of Cape Town (UCT).
- Sheri Hamilton is a senior lecturer in the Faculty of Education, University of Johannesburg (UJ).

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5. Review: TVET Discussions: Critical Views in Pursuit to Be the First in Vocational Education and Training (*Mvuyisi Siko*)

Ikhala TVET College has developed a publication entitled, *TVET DISCUSSIONS: Critical views in pursuit to be the first in vocational education and training*. This publication is the brainchild of the Planning, Research and Institutional Development (PRAID) section within the college. The publication was developed as a response to the Department of Higher Education and Training (DHET) Research Agenda 2014-2017. The research unit decided to write short research articles focusing on the 9 themes of research as identified in the research agenda.

The college managed to produce the first issue at the end of 2015 which contains the following articles:

- *TVET Colleges and the NSDS III*
- *Opening Doors of Learning: Access at Ikhala TVET College*
- *Career Guidance: A Tool for Student Success*
- *The Practical Element: An Advantage for Shaping Skills*
- *Skills Planning for Relevant And Responsive Education and Training*
- *Management: The Cornerstone to Achieving Strategic Objectives*

The purpose of the publication was to participate in the provincial and national discourse with the regards to the Post-School Education and Training (PSET) sector as well as contribute innovative ideas with the aim of improving the quality of Technical and Vocational Education and Training (TVET). The publication has been presented at the establishment of the Eastern Cape TVET Colleges Research Round Table.

TVET Discussions is a publication aimed at improving the research capacity and participation of TVET Colleges in South Africa. The PSET sector relies on universities and universities of technology for research and academic publications, while the publication is yet to reach the level of an academic journal, the college hopes to be in a position to produce an academic journal in the near future. Currently the college is preparing to host a research chair that will produce articles to be published in the *TVET Discussions* publication.

The second issue is currently being developed for publication in February of 2017. It consists of a surprise feature and the following articles:

- *Learnerships: Responding to Stakeholders Needs or Not? Reviewing Ikhala TVET College Learnerships in the Eastern Cape*
- *Financial Exclusion: A Threat to Access*
- *Student Performance*
- *Factors to Consider for Skills Planning*
- *Governance and Management: Strengthening Relations for Improved Service Delivery*

The research team and the author of the publication are the pioneers of the Eastern Cape TVET Colleges Round Table, also being members of the South African Education Research Association

(SAERA). The publication accepts research articles in line with the DHET Research Agenda 2014-2017 from TVET sector employees and academics.

- Mvuyisi Siko is a Researcher at Ikhala TVET College.

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6. Review of the ‘Situational Analysis of Skills Development Providers’ Study (*Rakal Govender*)

A study commissioned by the Construction Education and Training Authority (CETA) in collaboration with the Department of Higher Education and Training (DHET), sought to provide a situational analysis of Skills Development Providers (SDPs) in South Africa.

In an effort to locate SDPs within the current institutional landscape, the study set out to determine the number of SDPs offering education and training; their demographic details; details about their offerings; and their legal and accreditation statuses. The study also sought to gain insights into how such intuitions are funded; learner enrolment trends; and staffing. For the purposes of this study, SDPs refer to those entities providing education and training, but that are NOT established by, or registered with, the Department of Higher Education and Training (DHET).

With the overall aim of contextualising how SDPs fit into the Post-School Education and Training (PSET) landscape, the study hoped to subsequently provide policy and legislative recommendations for SDPs in this sector.

The study revealed that there are a wide range SDP categories. Some SDPs are located in large private corporations such as Imperial Motors and Woolworths, others are located in national, provincial or local government departments and in parastatals such as ESKOM and TRANSNET, while others are small private providers or even Non-Profit organisations. Many SDPs work with and are funded by Sector Education Training Authorities (SETAs) servicing the various industries in terms of education, training and skills. Other sources of funding come from student fees and sponsorships.

Based on information submitted by SETAs, it was estimated that there were around 3 832 SDPs in South Africa in 2015, of which 373 provided artisan training. In terms of learner enrolment, there was an estimated number of 337, 078 registrations at these SDPs for this period. The study surmises, that SDPs appear to account for less than 10% of the PSET sector, in terms of student enrolment. However, the study concluded that SDPs contribute to the PSET sector not in volume but in proximity to communities, providing opportunity and access in community’s located distances

away from TVET colleges and universities. Some of the key recommendations of the study are as follows:

- a) Clarify the definition of SDPs, as well as their and their location in the PSET sector;
- b) Establish a single coherent national database for SDPs; and
- c) Clarify the roles of SETAs and the QCTO with respect to SDPs

- Rakal Govender is the Deputy Director of Research Coordination in the Research Coordination, Monitoring and Evaluation Directorate at the Department of Higher Education and Training (DHET).

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7. Review of 'The list of occupations in high demand: 2014' (Nono Likhoeli and Collins Ndlovu)

In November 2014, the Department for Higher Education and Training (DHET) published a Government Gazette entitled, *The list of occupations in high demand: 2014*. This publication asserted that the 'provision of education and training...be coordinated with the needs of society and the economy'. A critical review of this publication was produced by Siphelo Ngcwangu and David Balwanz; as published in the 2015 Research Bulletin on Post-School Education and Training. The South African Graduate Development Association (SAGDA) also shares a similar view to that of the aforementioned reviewers, having also identified further areas that can contribute to the economy and society at large, in addition to those listed in the occupations in high demand publication.

According to SAGDA there is a need to realign the needs of society to the skills required for growing the economy and closing down any existing gaps. For example an Agricultural practitioner is not classified as an occupation of high demand but it can contribute to job creation. This can be seen via the high volume of food imports by local suppliers. It can, thus, be argued that agriculture can play an active role in the growth of the economy. This contradicts the view of DHET that high demand skills can solve the societal and economic problems South Africa faces today.

SAGDA shares further common areas of thinking with the reviewers in terms of growing the economy and curbing societal problems such as unemployment. SAGDA highlights how for instance artisans can make an immense contribution towards the economy. This can be deduced from Eskom's need to increase their capacity in building more power generating stations etc. A second common view SAGDA shares with the reviewers is the need for social workers and psychologists in the workplace so to help workers deal with post traumatic stresses emanating from spousal death, child abuse, alcohol abuse and other social and psychological factors that may hamper their performances. SAGDA also suggests the need for law practitioners and trained human resource managers which can have a positive impact on employer-employee relations, contributing towards a conducive and accommodative working environment. A further area suggested was creative arts, the role it can play in addressing the needs of society, and the contribution it can make towards growing the economy, which in recent years has seen growth and shown great potential (Ngcwangu and Balwanz. 2015).

The last area identified was that of hospitality. Here, some provinces play a huge role such as Kwazulu Natal, in which the Department of Tourism has experienced immense growth, but has also experienced problems due to the international financial meltdown. Nonetheless, it is an industry that is growing and can also help solve the problem of unemployment.

- Nono Likhoeli is a Marketing and Research Manager at the South African Graduate Development Association (SAGDA).
- Collins Ndlovu is Research Coordinator at the South African Graduate Development Association (SAGDA).

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8. DHET / LMIP Research Colloquium 2016 (*Gugu Ndlazi*)

A Research Colloquium on Skills Planning was held at Birchwood Hotel in Johannesburg from 29-30 September 2016. The Colloquium was organised and hosted by the Department of Higher Education and Training (DHET) in partnership with the Labour Market Intelligence Partnership (LMIP); and with the support of several Sector Education and Training Authorities (SETAs). A sum of 256 participants attended the event across the two days. Attendees included staff from DHET, other government departments, entities of the Department, HSRC, employer bodies, professional bodies, universities, colleges, NGO's, and international organisations.

The main purpose of the Research Colloquium was to inform and support the skills planning policy and practice of DHET and its entities. The Colloquium provided an opportunity for DHET stakeholders to share research evidence, and to engage on what was possible in relation to national development challenges, whilst also reflecting on international trends. The structure of the Colloquium programme comprised individual panel sessions which were highly commended by attendees. Most notably, participants remarked that contributions by the presenters on skills planning were very enlightening, making an excellent contribution to the Colloquium topic, and being thoroughly research based.

Strengths

Overall, participants applauded the Colloquium by saying it was very good, the programme was well organised and the topics were relevant. Another comment noted that the Colloquium was informative and a bigger picture reflection of what the LMIP is about. One participant remarked on the usefulness of the pre-Colloquium workshops as they gave detailed presentations of the specific topics.

Challenges

There was contention between the programmes having too many presentations and there not being enough time for presenters to provide further details on their topics.

A comment also came through on day two which stated that there were many issues being dealt with at the same time.

Speakers paying attention to slides instead of engaging with the audience came across as a common area of concern by participants.

Recommendations

One participant noted that more group sessions should be considered so to encourage more interaction with the crowd.

It was also advised that more time should be given to presentations and that the number of presenters be reduced.

Most participants emphasised the need for taking Colloquium issues forward and not just containing it to an event. More needs to be done to show the significance of the Research Colloquium. The topics and issues discussed need to be addressed and responded too.

A final recommendation noted that invitations needed to be extended across the spectrum especially towards the Department of Basic Education (DBE), the Department of Labour, and Technical and Vocational Education and Training (TVET) Colleges.

Proposed topics for future events:

The following topics were proposed by participants:

- Skills demand: What has been done and where are we in meeting those demands?
- The post schooling sector and the challenges for skills planning.
- Focus on TVET Colleges instead of universities.
- More applied policy, structure, strategies than on research.
- Stakeholder participation.
- How graduate saturation overwhelms the labour market?
- More details on government policy and challenges.
- Challenges of policy borrowing.
- Engagements with the DBE, vocational education and quality education.
- Building and understanding skills for informal sector unemployment and community empowerment.
- Higher education and the labour market.
- Cost of education per institution, per student, per course etc.
- Skills acquirement without having to go to university.
- International skills planning perspective.
- The implementation of issues dealt with during the Colloquium.

- Gugu Ndlazi was a Research Intern at the Department of Higher Education and Training (DHET).

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9. DHET/ LMIP Research Colloquium: How Do We Meet South Africa's Skills Needs? (Jennifer Rust)

In creating a new space for researchers, policy makers, planners, educators and trainers to engage in answering this question, the Department of Higher Education and Training (DHET) and the Human Sciences Research Council (HSRC) held a Research Colloquium where researchers from the Labour Market Intelligence Partnership (LMIP) shared frameworks, approaches and practices of skills planning.

In the skill planning session, Professor John Buchanan from Sydney University posed the following crucial question around planning for skills development: “Are we clear on the distinction between workforce planning versus planning for workforce development”?

In an attempt to address this question, Buchanan indicated that the context of global perspectives on skills planning contains a “tacit narrative”, which is that of workforce planning. This approach is generally based on the understanding that the future is certain and can be taken for granted, and that all you need to do is fill gaps. He continued that there is another narrative of planning for workforce development – which entails working with complexities and contradictions. He asserted that these are not mutually exclusive narratives, but skills planners have to be aware of each and work with them. He suggested that the most appropriate future approach to planning for the provisioning of skills in South Africa can be assisted by asking the following two questions:

- **Planning for what?** Are we planning to fill a skills gap or are we planning for a broad set of skills that will be needed? Buchanan suggested that our approach should be to deepen adaptive capacity in support of social and economic renewal.
- **Planning about what?** Buchanan indicated that the concept of occupations has its challenges, adding that we need a stable set of arrangements or a common understanding around occupational categories.

In conclusion it was noted that there are a number of practices that could be built into the education and training planning process. One would be the search for a common set of capabilities required within occupational categories. Another would be working on social partner readiness – the readiness of role players such as employers and workplaces to support training at this broader level (rather than specific “on the job” training for a specific job need). Finally there is a need for the development of communities of trust. Employers need to have a level of trust in those doing the training and trade unions need to believe that employers are training in the interests of workers and so on. If there are three or four potential scenarios developed, stakeholders can then consider what is needed to achieve a preferred outcome.

Conference presentations, full reports and policy briefs are available at: www.lmip.org.za

- Jennifer Rust is based in Education and Skills Development at the Human Science and Research Council (HSRC).

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10. The 42nd International Association for Educational Assessment (IAEA) Conference (21 August – 26 August 2016) (Dr Celia Booyse)

Umalusi hosted *The 42nd International Association for Educational Assessment (IAEA) Conference* from 21 – 26 August 2016 in Cape Town. The conference with the theme, *Assessing the Achievement of Curriculum Standards* (an ongoing dialogue) was attended by more than 330 delegates, representing 42 countries from various regions.

The two pre-conference workshops on Sunday, 21 August 2016 focused on: *Assessment as and for learning – Towards a Holistic Approach to Teaching-Learning and Assessment Cohesion* by Dr Celia Booyse and Ms Elizabeth Burroughs of Umalusi; and *Analysing the Alignment between Curriculum Standards and Assessments* by Professor Norman Webb. These well-attended and stimulating sessions helped set the tone for the entire conference.

Professor Sarah Howie set the stage on the first day of the workshop, by taking the delegates through the South African context of assessment as a tool of political accountability. She asked a very compelling question, “how do we ensure that assessment becomes a means towards educational quality?” She also touched on various models of standardised assessments which attempted questioning society’s intention to learn, the standard and quality of curriculum implementation, and the impact on learner achievement. Another aspect covered was the impact of political obligations on, for instance, the Annual National Assessments (ANA’s). Others to also take cognisance of is learner achievement in the Progress in International Reading Literacy Study (PIRLS); the Trends in International Mathematics and Science Study (TIMMS); and the Southern Africa Consortium for Monitoring Educational Quality (SAQMEC); as well as, what such assessments reveal about achievement in Reading, Language, Mathematics and Natural Sciences. A last matter raised was that in many instances the Grade 12 National Senior Certificate (NSC) exams benchmark against personal evaluations of stakeholders rather than the quality / success of learning and teaching.

Delegates experienced the same level of depth from the key note addresses of Professor Norman Webb, Dr Brian Stecher and Dr Michael Chilala on Tuesday, 23 August, Thursday, 25 August and Friday, 26 August, respectively. Each key note address set the tone for the conference’s focus as aligned to the sub-theme of the day. The four sub-themes were: (1) Assessment as a tool for of political accountability/a means towards educational equality; (2) Alignment of curriculum standards and assessment with implications for student achievement; (3) Standardised testing: the controversy; and (4) The art of reporting learner performance.

Professor Webb emphasised the importance of alignment of curriculum standards and assessment in a performance-based system, because teachers need to focus on what is critical for learners to learn, to set priorities and to teach for depth of expected learner understanding. He voiced concern about a democratic system that is still heavily dependent on a political process and driven by professional decisions. He stressed that proper alignment should result in improved learning which would also include the clarification of important learning outcomes and priorities, and the design of an appropriate formative assessment. Many of the presentations on the day reiterated Professor Webb’s cue on the purpose of assessment and the benefits of an aligned system where standards, assessment and teaching make it easier to develop an understanding of expected learner attainment.

In his address on the controversies in standardised testing, Dr Stecher questioned whether test results are really measuring effective teaching and learning. He called for reflection on testing methods, quality and purpose. Dr Chilala, in his presentation on *The art of reporting on learner*

performance, reiterated the importance of not only collecting and analysing learner performance, but to also reflect on evidence to inform decisions / judgements about learning.

Two Council members also dignified the conference on crucial matters. Professor Leketi Makalela provided insights about epistemological thinking to re-image assessment for language and literacy in Africa. Professor Sechaba Mahlomaholo used learner performance data from a Grade 12 English First Additional Language class to show how alignment of the intended and assessed curriculum leads to enhanced levels of learning.

On the last day of the conference, representation from the United Kingdom, Nigeria and Hong Kong addressed their challenges in assessment and what changes need to be made. Dr Chong Sze Tong (Hong Kong) discussed meeting educational and societal needs by providing valid, reliable and equitable examinations and assessment services in a professional, innovative, efficient and effective manner. He asserted that standardised testing needs to accommodate learner diversity (especially in assessments), because the most brilliant minds do not always shine in such tests because they do not have standardised minds.

A well-attended post-conference workshop followed. Facilitated by Dr Mary Pitoniak and Dr Linda Cook from the Educational Testing Service (ETS) in the United States; the workshop provided clarity on the construct of assessment as the intended standard to be tested.

- Dr Celia Booyse is the Senior Manager for Statistical Information and Research at Umalusi, (the Council for Quality Assurance in General and Further Education and Training).

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RESEARCH PRACTICE

1. A Methodical Approach for the Design of a New Learning Programme at a University of Technology in South Africa (*MMH Mostafa and DK Das*)

This article reflects on the methodology adopted in developing a new learning programme for a University of Technology in South Africa. The article presents the outcomes achieved and their associated implications as resulting from this process. Following the principle that graduates are immediately oriented towards specific competencies required in the workplace, enabling them to be professionally relevant and equipping them with the broad ability to apply knowledge across situations, the formulation of the new learning programme was based on the development of theoretical frameworks, and inclusive and rigorous participation of all the stakeholders. Surveys and a consultative workshop were employed to collect data from the stakeholders and various organisations. This resulted in a multitude of opinions and feedback covering areas including the conducting of a needs analysis; benchmarking; alignment with the requirements of the Department of Higher Education and Training and accredited organisations; as well as, the viability and sustainability of the learning programme. From this process it was deduced that a new learning programme leading to an Advanced Diploma in Logistics and Transportation Management, would be a unique and viable interdisciplinary academic programme that would enrich the higher education scene, as well as, contribute towards providing expertise in this particular field.

The full article is available at: <https://library.iated.org/view/DAS2012AME>

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2. SAQA'S Articulation Research and Work (*Heidi Bolton*)

The South African Qualifications Authority (SAQA) in partnership with the Durban University of Technology (DUT) is conducting research on articulation in the South African education and training system. South Africa inherited a racially segregated, unequal education and training system. Different types of learning did not enjoy equal respect; and qualifications were not necessarily linked to learning pathways. The South African National Qualifications Framework (NQF) was the means chosen to integrate the system, and to enable progression within it. The South African Qualifications Authority (SAQA) is mandated to oversee the implementation and further development of the NQF, and conducts research to support this work. SAQA's Research Directorate is small and expands its capacity through long-term research partnerships.

Much has been achieved regarding systemic redress, access, progression, quality and transparency in the context of the NQF. One of the current major foci is on systemic articulation – including the extent to which learners can move into and through Technical and Vocational Education and Training (TVET), into workplaces or universities, according to their needs. There are known transitioning barriers. SAQA-DUT partnership research seeks to investigate successful transitioning models. The research includes a survey of articulation across all public TVET Colleges and Higher Education Institutions (HEIs); in-depth case studies of articulation initiatives; and using an action research approach to enhance relational agency and articulation in the system.

Earlier SAQA Partnership Research¹ deepened understandings of articulation as follows:

- it can be understood broadly, as ‘systemic articulation’ or ‘joined up’ qualifications and various other elements aligned to and supporting, learning pathways;
- it could also be seen more specifically, in terms of the structuring of qualifications, to allow progression (with or without institutional agreements), such as via, place reservation; or Credit Accumulation and Transfer (CAT), *etcetera*; and
- it could refer to the pathways followed by individuals as they progress, and are supported in, their learning and work. The quality of qualifications/teaching/learning and of career development advice, are part of this support.

This research complements SAQA’s other articulation-related work which includes but is not limited to, the development of the NQF policy suite and oversight of its implementation; other research such as the analysis of the learning pathways data in the National Learner’s Records Database (NLRD); international liaison; provision of NQF Advice Services, qualifications Verification Services; Foreign Qualifications Evaluation and Advice Services; and other coordination and relationship-building work.

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3. Research Matters – A Retrospective Review of Research at the University of Pretoria (*Dr Nthabiseng Taole*)

The research strategy at the University of Pretoria (UP) is built on the very real challenges presented by the contexts of which we are a part – our place in Africa, and our commitment to knowledge production that speaks to a global world. Each year UP publishes a retrospective Review of research productivity and achievement in which we profile the rich and diverse endeavour of our leading researchers, and of young and emerging scholars.

The latest Review is on research in 2015, as this is the most recent year for which audited information is available. The research profiles, ranging from the humanities and social sciences to the natural

¹ See articles from the SAQA- University of the Western Cape (UWC) research into Flexible Learning and Teaching Provision (FLTP), and from SAQA-Rhodes University research into Learning Pathways.

and applied sciences, are grouped into the following five themes: *Society, Health, Environment, Resources* and *Identity*.

The themes, and the research profiled under each theme, demonstrate what has become widely accepted – that the role of universities is about knowledge production, and equally, about the public good. This approach also allows the University to illustrate the importance of the claim that *Research Matters*, with each theme demonstrating the challenges that are being addressed through research and innovation.

The Research Review also showcases the University's A-rated scientists, outstanding research awards, and the many research chairs, institutes, centres and units that constitute a critical mass of research excellence at UP, making us a flagship institution in Africa.

The Research Review is available at: <http://www.up.ac.za/research-innovation>, and <http://www.researchmatters.up.ac.za/>

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STATISTICAL PUBLICATIONS

1. Statistics on Post-School Education and Training (PSET): 2015 (*Nthabiseng Tema*)

The Department has been publishing the annual statistics report on Post-School Education and Training (PSET) in South Africa since 2010. The reports for the years 2010 - 2014 are available on the Department's website at www.dhet.gov.za. Significant legislative and policy changes were effected on 01 April 2015 concerning Public Adult Education and Training (AET) Centres, which have been renamed Community Education and Training (CET) Colleges. The 2015 publication therefore adopts the nomenclature of CET Colleges, as opposed to that of AET Centres, which was used in the previous statistical publications. Furthermore, legislative changes have resulted in changes to the way in which data on private Colleges are being reported. Previous publications provided separate data from the then private Further Education and Training Colleges (FET) and private AET Centres. The 2015 publication, in line with legislative shifts, reports on private Colleges, which reflects a combination of the two previous categories of private Colleges.

The publication covers statistical information for public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) Colleges, private Colleges, CET colleges, and workplace-based education and training facilitated by Sector Education and Training Authorities (SETAs).

The publication contains statistical information on student enrolment, graduation and staffing levels at PSET institutions, as well as other relevant information pertaining to the PSET sector, including workplace-based education and training. It also includes key financial statistics pertaining to the National Student Financial Aid Scheme (NSFAS), the Skills Levy, and funds allocated to key components of the PSET system.

The report 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 post-school sector. Researchers and other stakeholders are encouraged to continue to use the publication as a basis for further inquiry and analysis. The 2015 statistical publication will be available on the Department's website in March 2017.

- Nthabiseng Tema is the Information Systems Management Director at the Department of Higher Education and Training (DHET).

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Message from Director General

It is my pleasure to present to you the fifth edition of the *Research Bulletin on Post-School Education and Training*. The four previous editions can be found on the Department's website at www.dhet.gov.za. As with every past issue, the response to the Department's call to stakeholders for contributions to the Bulletin has been excellent. Reader interest in the publication has increased over the past four years. At the time of finalising this edition of the Bulletin, the fourth edition had been viewed by about 1 325 readers. There is little doubt that the Bulletin is fulfilling a fundamental need in the research community by making available the latest advancements in Post-School Education and Training (PSET) research, and thereby inspiring future research endeavours in this complex arena. It is expected that the Bulletin will continue to attract more readers with every edition produced; providing innovative and enlightening insights into the ever-evolving PSET landscape. The Bulletin serves to draw the creators and users of post-school research closer to one another to inform policy and practice. Thank you again to various researchers, research organisations, universities and organisations involved in the PSET system, for their valuable contributions to this edition of the Bulletin.



Mr G F Qonde

Director-General: Department of Higher Education and Training

Editorial Statement

The Research Bulletin on Post-School Education and Training is published by the Department of Higher Education and Training as a service to the education research community and all stakeholders and participants in lifelong learning. It is an annual browser-based application, comprising research abstracts, excerpts, summaries, conference notices, call for papers, book reviews, reports of study tours, statistical analyses and short pieces of interest on post-school learning. The *Bulletin* promotes research. It is therefore 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 (maximum 400 words). Plain language is encouraged so that excessive use of jargon can be avoided. The Editorial Committee will assist authors to observe the criteria adopted by the Department to select articles for the publication. The final decision to accept a contribution rests with the Department's Editorial Committee. Material published in the Bulletin may be freely disseminated but the source (DHET, 2017: Research Bulletin on Post-School Education and Training) must be acknowledged.

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RESEARCH AND EVALUATIONS: SUMMARIES AND ARTICLES

1. Higher Education Access and Outcomes for the 2008 National Matric Cohort (*Hendrik van Broekhuizen, Servaas van der Berg, and Heleen Hofmeyr*)

This study examined university access, throughput, and dropout among matriculants in South Africa, using integrated data on the National Senior Certificate (NSC) examinations, public university enrolments and graduations (as ascertained from the Higher Education Management Information System - HEMIS), and school characteristics (as ascertained from the Education Management Information Systems - EMIS Masterlist). By linking the NSC learner records to university student records, this unique dataset made it possible to track an entire school-leaving cohort, namely the 2008 matric cohort, into and through the South African public higher education system over the following six years. This allowed for the first detailed, nationally representative quantitative analysis of: transitions from school to university; how matric results, demographics, and school background influence university outcomes; and how students' progress through the public university system.

The findings show that university access in South Africa is still limited. Even one-third of matriculants who obtain Bachelor passes - potential candidates for university degree programmes - never go to university. Many matriculants who do go to university also do not enter university in the year following matric, but only one or more years later. Furthermore, those who gain access to higher education often take a long time to complete their studies, with many never completing at all. As a result, only a minority of matric learners manage to obtain university qualifications. By the end of 2014, less than 10% of the 2008 national matric cohort had completed undergraduate programmes, with less than 7% having obtained degrees.

Significant inequalities in university outcomes between race groups and across geographical space also remain evident. However, these are strongly influenced by school results. Weaknesses in the school system have a major influence on who reach matric, and how they perform in matric. This in turn explains much of the differences in university outcomes by race, gender, province and school quintile. When considering only those matriculants who obtained Bachelor passes, university access does not vary much between race groups or even more affluent and poorer (lower quintile) schools. However, differences in access specifically to undergraduate *degree* programmes remain evident.

Lastly, it is evident that matric academic achievement is highly predictive of university access and also of university success, albeit to a lesser extent. In particular, participation and performance in key gateway subjects like Mathematics, Physical Sciences, and English Home Language are reasonably reliable signals of university readiness.

The full study is available as Working Paper 16 of 2016 from the website of the Department of Economics at Stellenbosch University, at <http://www.econ.sun.ac.za/wpapers> and from the Labour Market Intelligence Partnership (LMIP).

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2. Tracking of Newly Qualified Artisans (*Bina Akoobhai, Ken Duncan and Dorothy Mogane*)

In 2016, the Swiss-South African Cooperation Initiative (SSACI) was approached to assist the National Artisan Development Support Centre (NADSC) with the analysis of data in its central, web-based record system. They were required to look into the registration, progression and certification of trainee artisans at a national level; as entered into the database since 2012. Specifically, SSACI was requested to:

- Identify patterns and trends** in artisan development.
- Track the progression via looking at representative samples of apprentices on the database.** This would allow them to determine typical rates of progress within different programmes and identify blockages, detours and loops within those programmes.
- Conduct a tracking study of newly-certified artisans** to establish their whereabouts in the labour market and typical employment trajectories.

Despite some systemic problems in the collection of data by NADSC, mainly arising from poor record-keeping and reporting by Sector Education Training Authorities (SETAs), the following conclusions are warranted from the tracer study conducted:

- The training of artisans, especially in scarce trades, is on the increase. It is skewed towards a relatively small number of trades, which probably reflects ease of access to these training programmes rather than current demand from industry. This suggests an ongoing mismatch between supply and demand.
- Apprenticeships are once again the main form of artisanal training and are steadily on the increase, while learnerships and other skills training programmes for prospective artisans are in decline.
- The gender imbalance in favour of men (80:20) remains for all trades and has actually increased over the past few years, despite campaigns to attract more women into the artisan trades.
- Ethnic disparities are disappearing as large numbers of young Africans take up artisan careers, so that the racial demography of recent cohorts of apprentices approximates that of the general population.

- Artisan trainees are getting steadily older at registration and are taking longer to complete their training. Given that apprenticeships are meant to be a route to skilled employment primarily for recent school-leavers, this is a worrying trend.
- The successful completion rate for trainee artisans is higher than previously thought – perhaps as high as 75%, including trainees who pass the trade test on their second or third attempt.
- Employment prospects for apprentices are good, even for those with no previous work experience. The overall employment rate for recently-qualified artisans is 79%, of whom more than half find jobs within 3 months. Most of these jobs are on permanent contracts (74%) or longer than one year (12%) with decent starting wages and good prospects for increases and promotion.

All the above findings suggest that apprenticeships are generally working for employers and trainees alike.

The full report is available from SSACI's website: www.ssaci.org.za

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3. Changing dispositions: Building a conceptual framework for researching higher education transformation (*Wayne Dirk*)

It is well known that large-scale, national processes of higher education transformation are contested and relatively uneven in their outcomes. Recently, many researchers have attempted to find explanations for the slow pace of transformation at South African universities. Such research work is particularly important because of the complexities associated with institutional transformation. The student protests that started in 2015 included calls not only for institutional transformation but also for the decolonisation of the curriculum. South African higher education researchers are therefore hard at work attempting to address the concerns of students, university managers and policy-makers. In an article recently published in the journal, *Higher Education*, which is derived from my Doctoral thesis, a conceptual framework for researching the slow pace of transformation is proposed as part of the search for strategies to better understand post-apartheid higher education transformation. The proposed framework, based on work of Pierre Bourdieu, enables the researcher to investigate the university as an institution that is comprised of a number of objective positions (structures). It also enables an empirical examination of the historical and social trajectory of such positions and the

dispositions of their occupants. The article, using a Faculty of Education as a case-study, argues that when the researcher examines the history of higher education in South Africa, it is possible to establish how universities, as social microcosms, have shaped the social and cultural dispositions of their students and academics. In this study, it is argued that the history of this particular university had social effects on the dispositions of its students and academics that negatively impacted transformation, particularly with respect to knowledge practices, interpersonal relationships and curriculum production. In the main, it is argued that the history and culture of the university became so strongly internalised into the dispositions of certain students and academics, that they either consciously or unconsciously held back institutional change. It is thus argued that the dispositions of university leaders and students negatively influenced the approach to government transformation policy causing it to “fail”.

Given the outcome of the research, the article argues that the relationship between disposition and position is central to understanding why transformation can be a slow and contested process. To better understand this occurrence and to hopefully change it, the article suggests that the relationship between powerful positions in the institutional structure, individual dispositions and institutional history must enter the discourse on South African higher education transformation. It is argued that by understanding the relationship between historically shaped dispositions and the decision-making of university managers, students and academics, it is possible to gain some insight into the reasons why post-apartheid transformation has been so incremental. The article ends optimistically with the argument that if dispositions are such powerful drivers of action (agency) in the higher education field, then it is necessary to encourage research that attempts to find ways to empirically identify and encourage reflexivity in those whose dispositions are hard to change when it comes to university transformation.

The article is available at: <http://link.springer.com/article/10.1007/s10734-016-0051-7>

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4. Leadership roles of campus managers in high and low performing TVET college campuses: A comparative study (*Nick Balkrishen*)

Improving the quality of Technical and Vocational Education and Training (TVET) colleges and student achievement is essential if these colleges are to meet the demands of skilling the youth for employment. The contexts surrounding TVET colleges in South Africa have many similarities, especially when comparing their programmes offered and student cohorts. Yet, the academic performance of TVET college campuses, even within the same college, varies greatly. This study sought to compare the leadership roles of campus managers in high and low performing college campuses. The positivist approach employed led to a survey research design being chosen. Questionnaires were used as the instrument for collecting the data so to determine the perceptions

of academic staff on the leadership roles of their campus managers in relation to student achievement. The four highest and four lowest performing TVET college campuses in the province of Mpumalanga in South Africa were chosen to participate in this study. The recurring themes from the literature review, on the leadership roles linked to student achievement, formed the theoretical framework for this study. This study explores whether the core leadership roles identified by Hallinger (2003), Cotton (2003), Leithwood, Louis, Wahlstrom and Anderson (2004), Marzano, Waters, and McNulty (2005) and McCaffery (2010), such as setting direction, developing staff, developing the organisational culture and managing the instructional programme, are perceived to assist campus managers to improve student academic achievement in TVET colleges in Mpumalanga. A comparison was then performed of how these leadership roles are applied by campus managers from high and low performing campuses.

Table 1: Significance of differences between the four highest and four lowest achieving campus groups in the TVET Colleges

Factor	Group	Mean	t-test (p-value)	Effect size (r)
Leadership and setting direction (FB1)	Lowest	2.36	0.000**	0.53
	Highest	4.11		
Leadership and developing people (FC1)	Lowest	2.19	0.000**	0.61
	Highest	4.07		
Leadership and developing organisational culture (FD1)	Lowest	2.03	0.000**	0.66
	Highest	3.99		
Leadership and managing the instructional programme (FE1)	Lowest	2.05	0.000**	0.62
	Highest	4.06		

* = Statistically significant at the 5% level ($p > 0.01$ but $p < 0.05$)

** = Statistically significant at the 1% level ($p < 0.01$)

Effect size – small ($r = 0.1$ – 0.29); moderate ($r = 0.3$ – 0.49); large ($r = 0.50$ +)

Arguably, the most substantial finding in this study is the significant difference in leadership roles played by campus managers of poorly performing campuses compared to campus managers of high performing campuses (Table 1). The leadership of campus managers of high performing campuses was rated at a significantly higher level than campus managers of poorly performing campuses. Notwithstanding the myriad of other factors that affect student achievement, the findings suggest that there is a tangible link between the leadership role of the campus manager and student achievement. The researcher believes that replicating the leadership roles of campus managers of high performing colleges, especially as the contexts surrounding the majority of colleges in South Africa are very similar, has the potential to positively affect student achievement.

The full comparative study is available at:

<http://www.journals.ac.za/index.php/sajhe/article/view/571/547>

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5. Scholarship of Teaching and Learning – “What The Hell” Are We Getting Ourselves Into? (James Swart)

Universities must enable students to acquire the necessary disciplinary knowledge (theory), workplace skills (practice), and right graduate attributes (theory, practice and generic qualities) needed to meet the needs of industry, business and communities. Numerous strategies may be implemented to enhance academic teaching and support student learning in achieving this mandate. One of these strategies relates to academic staff development where academics are encouraged to reflect on the teaching and learning process, making these reflections public, and thereby seeking new pedagogies to improve and support student learning. These aspects of reflection, and developing and sharing teaching practices form part of many programmes that are centred on the Scholarship of Teaching and Learning. However, there seems to be resistance, or at least reluctance, among some academics to get involved in these programmes due to fear of change or discrimination. It must be emphasised that currently there is a dire need for academics to move past traditional teaching and learning pedagogies, implementing more effective ones to support student learning. The purpose of this research is to highlight the perceptions of four academics from different engineering fields (electrical, civil, mechanical and the built environment) towards the Scholarship of Teaching and Learning. This research employs a qualitative study where a focus group interview is used to try and ascertain WHAT academics thought about the programme and WHY they decided to join it. Perceptions as to WHY other academics are not joining the programme were also sought along with possible challenges. The session was limited to 40 minutes and was recorded for future in-depth analysis. Results indicate that academics joined the programme due to pressure from their heads of department or due to their previous nomination, albeit non-voluntary, to a national society of engineering education. Key challenges as to why other academics have not joined the program relate to fear of extra work and it being time consuming. Tangible benefits of doing so by these four academics were listed as “improving my CV”, “exposure to travel”, “receiving funding”, “developing a teaching action plan” and “belonging to a dynamic research group”. An implication of this research maybe to stimulate awareness among non-participating academics about the tangible benefits that result from the Scholarship of Teaching and Learning. This awareness may have the potential to motivate even more academics to engage with the Scholarship of Teaching and Learning, albeit it subsidiary to their main research field.

The full article is available at:

https://www.researchgate.net/publication/305783807_Scholarship_of_teaching_and_learning_%27what_the_hell%27_are_we_getting_ourselves_into

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6. Shackville Sham within the TVET Sector: Is there really a student accommodation crisis? (*Meluleki Zondi and Veerle Dieltiens*)

The Minister of Higher Education and Training, Blade Nzimande, acknowledged a shortage of student accommodation in the Technical and Vocational Education and Training (TVET) sector when he spoke at the first housing symposium on 21 July 2016. Here, he posited that only 1 in 70 students can be accommodated in TVET student residences, that is about 10 120 students. We set out to confirm these numbers by contacting the colleges (38 out of 49 colleges) and verifying the number of beds available.

We found that the situation was slightly better than noted by the Minister. We discovered that there were approximately 10 477 beds available in TVET colleges, nationally. It should be noted that there were instances of incongruity between the statistics quoted by the Minister and those obtained for this brief. For instance, the DHET report quoted 25 beds at Ekurhuleni East TVET College, but the college hostel administrator reported 234 beds. Central Johannesburg TVET College has 94 beds according to the DHET report, but the college told us that the college did not offer student accommodation.

On the grounds that this brief focused on the supply end of accommodation, we still do not know what the demand is or more importantly what constitutes a “crisis”. Further research into the actual demand is needed to shed some light as to whether there is an accommodation crisis in the TVET sector or not.

The full version of this paper with statistics is available at:

<http://www.educationpolicyconsortium.org.za/>

- Meluleki Zondi was an intern at the Centre for Education Policy Development (CEPD).
- Veerle Dieltiens is a senior researcher at the Centre for Education Policy Development (CEPD).

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7. Skills Supply & Demand in South Africa (*Vijay Reddy*)

This report on *Skills Supply & Demand in South Africa* provides a holistic understanding of the current state of skills supply and demand in the country. The report represents one of the first attempts to analyse how supply and demand interact to inform future skills policy in support of an inclusive economic growth path. The analytical approach used in this report represents a radical departure from manpower forecasting and attempts to understand the complexities and intricacies around this interaction of skills supply and demand, as well as the corresponding implications for skills planning.

This report was written by: Vijay Reddy; Haroon Borat; Marcus Powell; Mariette Visser; and Fabian Arends.

The full report is available at: <http://www.lmip.org.za/document/skills-supply-and-demand-south-africa>

- Dr Vijay Reddy is the Executive Director of Education and Skills Development at the Human Science Research Council (HSRC).

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8. LM-EM: A Tool for Skills Forecasting and Planning in South Africa (*Asghar Adelzadeh*)

Until recently, South Africa did not have a comprehensive system to produce consistent projections of skills and occupations. Through a project with the Department of Higher Education and Training (DHET), the Linked Macro-Education Model (LM-EM) was built to provide a platform to design economic, labour force, and education policy scenarios; quantify their impact; and forecast trends with regards to economic indicators, and the demand and supply of skills.

LM-EM combines economic, demographic, and education data with state of the art statistical and modelling techniques to capture key interactions and interdependencies within the economy; including the behaviour of households, the private sector, and government; and the links between the labour market and the education sector.

LM-EM's user-friendly web platform allows policymakers, analysts, researchers, scholars, and others to have direct access to the model to design 'what if' questions about the economy, labour force, and the education sector; and to obtain corresponding effects on future trends in demand and supply of skills, and occupations for the economy, SETAs, and economic sectors.

For example, we used the LM-EM to answer: *what are the likely future trends in South Africa's economic growth, labour market performance, and the demand and supply of skills?* If over the next 10 years performance of the economy gravitates between the Low and High growth scenarios, the LM-EM key findings include:

- The labour force will gradually grow by about 4 million over the next 10 years.

- The combined share of the bottom four qualification categories will gradually decline by 7.4%, from 51% in 2015 to 43.6% in 2025.
- The share of those in the labour force with Secondary Complete, and above, is expected to grow from 48.4% in 2015 to 55.8% in 2025.
- Total employment will increase between 2.38 million and 7.24 million, depending on whether the pace of employment creation is closer to the Low or the High scenario.
- The current share of High skill workers will increase from one-fifth to more than one-fourth of total employment by 2025.
- The average unemployment rate will be the lowest within the combined Managers and Professional occupations.
- If the economy follows a low job creation path, only about one third of job openings will be due to the expansion of the economy, compared to more than 50% under a high job creation scenario.
- If the economy generates levels of employment that are close to the Moderate or High scenarios, the size of job seekers will decline between 1 and 2.5 million over the next 10 years.
- If the economy achieves the High scenario path, for all except those with no schooling as their highest educational qualifications, the percentage of job openings relative to job seekers will double to triple over the next 10 years.

A short video about the LM-EM is available at: <https://www.youtube.com/watch?v=dH0j1aUasAg>

A brief overview of the model is available at: http://www.adrs-global.com/user_files/16111470_ADRS_Bridge_on_LMEM_for_South_Africa.pdf

A 10 year forecast of skills supply and demand in South Africa, click http://www.adrs-global.com/user_files/16111451_ADRS_Bridge_on_10_Year_Forecasts_of_Skills_Demand_and_Supply_for_South_Africa.pdf

- Dr. Asghar Adelzah is the Director and Chief Economic Modeller at Applied Development Research Solutions (ADRS).

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9. Report on the Status of Human Resource Development in South Africa – 2016 (*Brenda Ntombela*)

The report takes into account the challenges posed by issues such as poverty, inequality, health, unemployment levels, social cohesion and quality of education.

The methodology used in the report was through desktop research which relied on secondary data of reviewing official reports, dissertations, journals and articles.

Findings include the following:

Poverty and inequality

- 67% of the poor do not have any formal education.
- South African Gini-coefficient/ inequality has improved from 70.0 in 2008 to 65.5. Life expectancy is on the increase. The 2015 mid-year population estimates put the life expectancy at 60.6 years for men and 64.3 years for women.

Quality of education

- Over a period of seven years; 2005 to 2012, South Africa's Human Development Index (HDI) value increased from 0.61 to 0.65. The latest HDI released in 2014 is 0.66.
- South Africa's situation regarding the compromised quality of education and its impact on healthy broad development is exacerbated by other factors such as the widening class inequalities, deep systemic inefficiencies, and a limping governance, with poor accountability and corruption.

Absorptive Capacity of the economy

- The ability of the economy to absorb labour remains a major challenge with a labour-absorption rate of just over 40% at the end of 2012.
- Before the 2008 global economic crisis, the country had made notable strides in employment creation.

Social Cohesion

- Social cohesion is an extensive challenge due to the country's racial history which has featured contestations of ideas about how the society should be constructed and social life organised.
- The current student resistance taking place in higher learning institutions displays that the transformation agenda needs further consideration.

The report concludes by providing the following recommendations:

- There is no simple solution to South Africa's poverty and inequality perplexity; nonetheless, quality education and training is an important mechanism in reducing poverty and inequality, and developing human capital.
- The National Development Plan emphasises absorptive capacity as a tool to strengthen existing small businesses and entrepreneurship.

- The nation is characterised by unity and fragmentation, however, significant progress has been made on building social cohesion through reconciliation processes, as well as, policies to redress differences and inequality.

The report is intended to guide the Human Resource Development Council in its role to facilitate the development of skills and knowledge sets required for inclusive growth by the economy and society.

The full report is available at: www.hrdcsa.org

- Brenda Ntombela is the Head of Secretariat for the Human Resource Development Council (HRDC)

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10. Occupationally Directed Skills Development for Green Public Procurement (*Prof Eureka Rosenberg and Mike Ward*)

The green economy can be defined as an economy that reduces greenhouse gas emissions; uses resources efficiently; is socially inclusive; and has the potential to create hundreds of thousands of new jobs in South Africa over the next five years. However, in order to drive the green economy, government, business, labour, and civil society need to create new ways of doing business. It is in this context that National Treasury's commitment to use the R500 billion annual expenditure on goods and services by the public sector to support government's strategic priorities, could make a significant contribution to sustainable development.

In a proactive initiative aimed at identifying and developing the requisite occupations and related skills to support green Supply Chain Management (SCM) in the public sector, the Public Service Sector Education and Training Authority (PSETA) commissioned a study to explore three interrelated questions. These are:

1. What skills are required to effectively implement green SCM in the public sector?
2. Which occupations are involved and how should they be reflected in the Organising Framework for Occupations (OFO)?
3. What attendant organisational development and policy guidelines may be necessary?

From the literature reviews and the case studies conducted as part of this research, four strategic leverage points were identified that appear to be key to supporting the transition to green SCM in the public sector. These are:

1. The strategic alignment of policies and strategies between national and local levels;
2. The alignment between the provincial and departmental strategies, and the bid specifications for goods and services;
3. An understanding of strategic sourcing; and
4. Enhancing monitoring and evaluation of environmental performance of green SCM.

For each of these strategic intervention areas, relevant occupations were identified based on the OFO. The associated tasks for these occupations, contained in the OFO codes, and the competencies listed in the SCM Technical Competency Dictionary developed by National Treasury,

were reviewed. Specific skills related to green public SCM were identified and were presented in detail. Finally, specific suggestions were made regarding organisational collaboration and skills development initiatives to enhance green public SCM.

The findings provide insights into the required support for the development of occupationally directed skills as one key intervention required for the transition to a green economy. It is proposed that the methodology be applied in other sectors to enhance green skills development in post-school education and training in South Africa.

The report is available at <http://greenskills.co.za/greenskills-live-projects/mapping-green-occupations-and-the-fof/> or www.pseta.org.za

- Prof Eureka Rosenberg is the Murray and Roberts Chair of Environment and Sustainability Education and the Joint Coordinator of the Green Skills programme.
- Mike Ward is the founder of Creating Sustainable Value (CSV) and lead researcher on this study.

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11. The Significance of Constructivist Classroom Practice in National Curricular Design (*Celia Booyse and Rajendra Chetty*)

Evidence of the value of constructivist theory in the classroom is especially important for educational practice in areas of poverty and social challenge. Research was undertaken in 2010 into the application of constructivist theory on instructional design. The findings of this research are particularly relevant to the current curricular crisis in South Africa which threatens to side-line constructivist priorities and return learners to rote learning from textbooks. The findings are situated here within the national debate over curricular design and instructional models. Placing instructional design within the larger context of national pedagogical contestation provides important evidence of the central role of Freirean imperatives for South Africa's educational future. This paper indicates that a constructivist framework, when pertinently arranged, provides holistic and sustainable procedures for knowledge creation. The findings from the research project showed that, in an environment conducive to learning, learners become self-motivated and better able to master the next phase of the curriculum. As a result of the constructivist framing, participants grew into strategic and effective learners who took responsibility for their own learning. These findings add weight to the call for reconsideration of constructivist foundations in national curriculum design.

The full article is available at: <http://www.rajendrachetty.com/assets/chetty-booyse-article.pdf>

- Dr Celia Booyse is the Senior Manager for the Statistical Information and Research unit at Umalusi (the Council for Quality Assurance in General and Further Education and Training).
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12. Pedagogical Guidance for Consumer Studies Reflected in the South African Curriculum and Assessment Policy Statement (CAPS): An International Benchmarking (*Adri du Toit & Celia Booyse*)

This paper reports on a part of the research regarding subjects in the Further Education and Training (FET) Phase in the South African school curriculum conducted by Umalusi (the Council for Quality Assurance in General and Further Education and Training). The research included a comparative study and the benchmarking of the Consumer Studies curriculum with respective international qualifications on twelve curriculum dimensions. This paper only reports on the benchmarking of the subject Consumer Studies with selected curricula of other countries, and with specific reference to the pedagogical guidance provided by the curricula for the teaching of this subject. The launch of the larger study transpired in the last quarter of 2014 and early 2015.

The full paper is available at: <http://www.ajol.info/index.php/jfec/article/view/120845/110277>

- Adri du Toit is a lecturer for Consumer Studies and Technology Education at the North-West University (NWU).
- Dr Celia Booyse is the Senior Manager for Statistical Information and Research at Umalusi (the Council for Quality Assurance in General and Further Education and Training).

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13. The impact of feedback on the quality of assessment in a diverse schooling community (*Celia Booyse*)

One of the most crucial educational challenges requires educators to develop learners with critical, creative and conceptual minds. Put differently, the development of the learner's ability to solve increasingly complex problems in particular subjects as well as in daily life should be a central pre-occupation of the work in the classroom. This paper argues for teachers' deeper apprehension of the

need for learning to progress towards specific levels of skill and understanding by using formative assessment and feedback as teaching tools. Formative assessment helps both teacher and learners to identify and understand the gaps between learners' actual and desired performances. The paper addresses how an enhanced understanding of the formative monitoring of learner progress, attention to cognitive domain considerations in the creation of formative assessment and the place of formative assessment in a larger educational system are able to meet the challenge of developing well-rounded and innovative learners. The focus in this paper is on the use of formative assessment practices: the value of effective questioning in eliciting evidence of understanding; the role of peer- and self-assessment; and how clear task- and assessment criteria can build in reflective thinking practices. Recognising the full range of learner achievement in a diverse teaching and learning community through constructive feedback allows learners to learn from the experience of the group. The motivational effect of such feedback, inspires learners to achieve their best. In this way the learner becomes a strategic and effective learner.

The full paper is available at:

http://www.academia.edu/19221269/The_impact_of_feedback_on_the_quality_of_assessment_in_a_diverse_schooling_community

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14. Student Perceptions and Attitudes towards the HWSETA Post-graduate Research Bursary Programme (*Mpho Phago – Researcher; and Sikhumbuzo Gcabashe Reviewer*)

The Health and Welfare Sector Training Authority (HWSETA) Postgraduate Bursary Programme under review was implemented in 2013. The postgraduate bursary programme has three aims. Firstly, to increase the volume of research conducted in the health and welfare sector. Secondly, the programme seeks to increase the number of researchers in the health and welfare sector. Finally, the bursary programme aims to build academic and research partnerships with various universities.

The main objective of the study was to determine learners' perceptions and experiences of the HWSETA Post-Graduate Research Bursary Programme.

The study used a mixed methods approach (i.e. questionnaires and in-depth interviews). The participants included bursary recipients and bursary programme implementers at the HWSETA and the respective universities.

The bursary programme was implemented in terms of the Discretionary Grant Policy of the HWSETA. One finding from the study was that there was no groundwork conducted to assess what the bursary programme aimed to achieve and how best to implement and achieve the goals of the bursary

programme. The study also found that more effort needed to be made to achieve equity and development imperatives, and that advertising should continue at a national level using print media. However, the advertisement should also be released simultaneously to the universities.

Students who participated in the study felt strongly that the bursary programme is one of the important contributors to addressing skills and research gaps, especially among the disadvantaged communities.

This baseline study and the bursary programme directly contribute to national policy and the strengthening of the link between SETAs, Government policy objectives and the universities.

This study was funded by the HWSETA in terms of its annual performance plan. The views expressed in this study are those of the author(s) and not of the HWSETA.

The full study is available at: http://www.hwseta.org.za/?page_id=474

- Mpho Phago is a Researcher at the Health and Welfare Sector and Education and Training Authority (HWSETA).
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15. Student perceptions and attitudes towards the HWSETA Artisan Programme (*Mpho Phago – researcher; and Sikhumbuzo Gcabashe - Reviewer*)

The Health and Welfare Sector and Education and Training Authority (HWSETA), in partnership with the Swiss-South African Co-operative Initiative (SSACI), implemented the HWSETA Artisan Support Programme. This project was inspired by the Department of Higher Education and Training (DHET) which aims to increase the number of Artisans qualifying each year. The HWSETA's main role was to provide funding, while SSACI was responsible for overall project management.

The main objective of the study was to determine learners' perceptions and experiences about the HWSETA Artisan Support Programme and programme partners, namely HWSETA and SSACI). A further objective was to provide recommendations in order to improve the programme.

The study involved the use of questionnaires and the conduct of in-depth interviews. The sample of the study included learners, host employers, and project co-ordinators from the HWSETA, SSACI and TVET Colleges.

The study found that the Artisan Programme was overall well implemented. Although the Artisan Programme experienced a high completion rate and improved the employability of individuals, the study found that 59.6% of those interviewed were currently unemployed. The issue of unemployment can be related to a number of factors, as indicated below:

- a) The trade test results provided by centres do not have official stamps, which some employers did not accept as valid.
- b) There was a possibility that the Artisan Programme was recruiting for trades that are not currently in demand.
- c) Host employers had their own Artisan Programmes, which meant they were more likely to employ those who were part of their own Artisan Programmes.

According to the research report, the learners were of the view that the programme was helping those from previously disadvantaged backgrounds to learn and gain the necessary experience. However, they suggested that HWSETA needs to be more involved in the Artisan Programme and increase the involvement of employers within the health and social sectors to provide workplace learning and eventually employ the learners.

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The full study is available at: http://www.hwseta.org.za/?page_id=474

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16. Mid-term evaluation of the HWSETA funded pre-apprenticeship project (*Menziwokuhle Mthethwa – Researcher; and Bulelwa Plaatjie - Reviewer*)

The mid-term evaluation had a specific focus of design, process and implementation evaluation, to establish the performance of a pre-apprenticeship project established to enable unemployed learners without the minimum requirements to enter into the artisan program. The intention of the mid-term evaluation was to appraise the performance of the Health and Welfare Sector Education Authority (HWSETA) pre-apprenticeship project in terms of effectiveness, efficiency, relevance, and sustainability. The sequential mixed method research design guided the evaluation. Quantitative population data analysis preceded qualitative data collection.

The mid-term evaluation findings indicate that the pre-apprenticeship project is not efficient. The project implementation in financial year 2013/14 was delayed by six months. Findings also revealed that the project was not effective since 77% of learners supported were not able to pass the Nated level 1 since the project inception. The project was not sustainable because of dissatisfaction from Technical and Vocational Education and Training (TVET) colleges with operations of the project such as the funding model, as it related to the 2nd tranche of payment. The unsustainability was further worsened by a disconnect of the project to TVET systems, such as academic plans and the calendar year. However, the pre-apprenticeship project remains relevant to learners who are the primary beneficiaries as it meets their socio-economic needs. And the project objectives are correctly aligned to National Skills Developments Strategy (NSDS) III priorities.

In conclusion, the Pre-apprenticeship project should be retained premised on its relevance and alignment to HWSETA's Service Level Agreement, Annual Performance Plan, the NSDS III, and most importantly beneficiaries' views and needs. Evaluation findings clearly indicate project design and implementation failures.

This study was funded by the HWSETA in terms of its annual performance plan. The views expressed in this study are those of the author(s) and not of the HWSETA.

The full evaluation is available at: http://www.hwseta.org.za/?page_id=474

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CURRENT AND PLANNED RESEARCH

1. An Exploratory Study into Articulation Challenges for TVET Colleges Students into Higher Education in the Northern Cape Province (*Thomas Masvosve*)

A study in 2012 by the Organisation for the Economic Co-operation and Development (OECD), on Higher Education in Regional and City Development on the Free State Province established that, like the rest of South Africa, higher education and training has primarily become a “university” sector without a significant intermediate college sector, limiting further education opportunities for the youth. The White Paper for the Technical and Vocational Education and Training (TVET) College envisages the development and support of an articulated post-school education and training system, one where bridges are created between vocational or occupational programmes and academic programmes in such a way that learners are not left with dead ends after their college study.

Articulation is defined by the Council on Higher Education (CHE, 2013) as the linkage between educational levels, phases, programmes or qualification types. In this study, the term articulation refers to educational continuity between the TVET college level to the university level, that is, vertical articulation.

The **Transition Theory** as advanced by Schlossberg (Evans, Forney, Guido, Patton and Renn, 2010) becomes the initial perspective for this study. The study will also focus on the interaction between different educational systems and sub-systems, hence, a **System Theory** will also form part of the theoretical framework for this study. Goodman, Schlossberg and Anderson (2006) specify the three phases of transition, namely “moving in”, “moving through” and “moving out”. In this study “moving in” means the learner entering a TVET college, “moving through” comprises all the support one receives during the study, and “moving out” of a TVET college completes the first transition. “Moving in” to the university begins the next transition. Donald, et al (2014) highlights nine elements that characterise human systems, namely, Interdependence, Systems and sub-systems interaction, Patterns of functioning, Cycles of cause and effect, Goals and values, Communication patterns, Roles within the system, Boundaries and Time and development. These elements and processes of a human system will be explored with respect to the transition of learners from TVET colleges to universities.

Face-to-face interviews, focus-group interviews, and questionnaires will be used as data collection methods using purposive sampling. Both quantitative and qualitative data will be collected.

It is hoped that through this study, institutions of higher learning can open up and support the articulation spaces for these students in the Northern Cape Province and that synergies may be established between the University and the TVET colleges.

This abstract is part of author's PHD Studies in Technology Education.

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2. Green Skills Occupational Studies: Implications for Employers, SETAs and the OFO **(Eureta Rosenberg)**

In 2016 the Department of Environment Affairs through the Green Fund invested in an initiative to strengthen capacity in the national skills system to respond comprehensively to South Africa's need to shift economic and social practices towards a more environmentally sustainable and socially inclusive future. The result was the Green Skills project, led by Rhodes University under the auspices of the National Environmental Skills Planning Forum.

Within the project, green skills researchers then undertook a series of occupationally directed studies with a range of partners: in Coal Mining (with the Mining Qualifications Authority); Paint (with the Chemicals Industry Education and Training Authority - CHIETA); Catalytic Converters; Paper and Pulp (with Fibres Sector Education and Training Authority - SETA); Government Procurement (with the Public Sector SETA); and Agriculture. The research was led by either Rhodes University, Wits or UCT. These 'multi-purpose' projects aimed inter alia to provide insights for the Organising Framework for Occupations (OFO), employers and the SETAs, on the new green occupations or specialisations, or the need for green skills in existing occupations, within these sectors.

A meta-analysis of these studies and the occupational data they generated will be undertaken early in 2017. Some insights have already been documented in reports that are either available on www.greenskills.co.za, or from the respective SETAs.

The research processes have already been useful for employers. For example, Human Resources (HR) staff who participated in the Mining and the Paint studies mentioned that the research questions helped them reflect on and name the kinds of skills their companies need. These employers knew that they had to improve environmental management in their businesses. This meant that they had to employ what one HR manager memorably called "more environmentals". Businesses generally had a good sense of the tasks they needed 'the environmentals' to undertake, but often lacked the language to articulate the occupation. The researchers also found different terms being used for similar occupations between industries. In a follow up study with CHIETA, scope has been created to engage employers even more actively in the study.

The research questions related to the OFO include whether and how 'green' occupations and specialisations should be listed there. In the Agricultural study the example of the egg farmer provided food for thought. In response to changing consumer demand there is a new product on the

market, the organic and/or free range egg. These are produced through very different farming practices to the eggs laid by ‘battery’ hens penned permanently inside factory style sheds. Should the ‘fresh air’ egg producer be listed on the OFO as a different occupation from the ‘factory style’ egg producer? Based on the broad task descriptions in the OFO, they do exactly the same thing – farm to produce eggs. But the nature and quality of their work, their challenges and underlying principles (what matters) differ dramatically. If they are both simply ‘egg farmers’, how do providers know what curricula to develop – or does the OFO not guide education providers? And, if the Labour Force Survey counts a diversity of egg farmers simply as one category, how would one be able to size new emerging sectors such as fresh air egg producers? Or does the OFO not guide the Labour Force Survey? These and other questions will be followed up in the meta-review paper. The relevant stakeholders including the Department of Higher Education and Training will be invited to participate in the further framing and analysis of this work.

Note: There is currently a system of flagging ‘green occupations’ in the OFO. It is difficult to set the criteria for including or excluding an occupation. Are these core green occupations, or occupations in which there is a green specialisation? If the criteria are too broad, all occupations should in some ways be ‘green’. It is hoped that the research reported here will help to inform the ongoing refinement of and conceptual discussions about the OFO.

- Prof Eureka Rosenberg is the Murray and Roberts Chair of Environment and Sustainability Education and the Joint Coordinator of the Green Skills programme.

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3. Targeting South African public TVET colleges towards the needs of the poor”: a new project being launched at the Centre for Integrated Post-School Education and Training (CIPSET) (*Lesley Powell and Lucky Maluleke*)

The last half decade has seen three important international calls for the transformation of Vocational Education and Training (VET). The Sustainable Development Goals (SDGs) launched in 2015 established VET as central to addressing unemployment, poverty, inequality and sustainable development (UN, 2015). The 2012 Global Monitoring Report (UNESCO, 2012a), the Third International Congress on Technical and Vocational Education and Training (UNESCO, 2012b) and, more recently, UNESCO’s Strategy for Technical and Vocational Education and Training (2016-2021) (UNESCO, 2016), all focused on the relevance and expansion of VET. Together these reports emphasise transforming VET to better address worldwide increases in youth unemployment, growing inequality and persistent poverty. In terms of these documents, this is to be done by targeting VE towards employability through the following four policy moves: (i) Improving the relevance of VE to the needs of the labour market; (ii) radically and rapidly expanding participation, particularly to women and communities who have been marginalised from accessing VE; (iii) improving the quality of teaching and learning; and (iv) expanding across sectoral partnerships to share the cost and responsibility of VE across the public and private sectors.

In opposition to the emphasis on employability in the international and national policy discourse and in support of a growing literature that critiques the employability agenda underpinning VET (see for

example Allais, 2012; Hyslop-margison, 1998; McGrath, 2012; Powell, 2014; Wedekind, 2014), a new study has been initiated at the Centre for Integrated Post School Education and Training (CIPSET). The study which is entitled, *Targeting South African public Technical Vocational and Training colleges towards the needs of the Poor*, draws on dialogues undertaken with South African Technical and Vocational Education and Training college (TVET) students in two poverty stricken South African communities. Established in the Freirian sense into two 'learning circles', TVET college students are encouraged to identify and discuss over a series of meetings, generative themes that have significance on their lives as community members, as well as those generative themes that affect their experiences as TVET college students.

Despite policy ambitions to rapidly expand participation in TVET colleges, very little is understood about TVET college students who are for the most part depicted within a deficit framework as poor, academically weak; and by some, as delinquent (Powell & McGrath, 2014). Even less is understood about the community contexts from which students come, and even more less about the ways in which this 'situatedness' affects the experience, understanding and responses of TVET learners to the colleges, and how this in turn affects student success rates and the outcomes of TVET college students. Equally important – and some would argue of even greater importance – is that little to no understanding exists on how the 'situatedness' of learners affects the ways in which colleges (the student and staff body and the institutional culture) responds to, understands and negotiates the differential 'situatedness' of learners.

Developed in consultation with TVET college students, the study attempts to capture and codify the lived experience of TVET college students and the role(s) that students believe TVET colleges should play in addressing the community development needs of communities rather than, as proposed in policy, the employability of students. While the generative themes identified overlap and interweave, the separation between students, as community members, and students, as learners, allows diagnostic emphasis on TVET college students as part of communities. By so doing, the study challenges the orientation of public TVET colleges in South Africa, raises concern with the division between community education and vocational education, points to the inadequacy of individualised notions of skills, defies the deficit model of students implicit in TVET policy and practice, and initiates a discussion into the role(s) that Vocational Education can play in mobilising and empowering young people as active community members and engaged citizens.

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4. Understanding Gender Dynamics in TVET Colleges: Perspectives of Female South African College Staff (*Sonya Leurquain-Steyn*)

There is relatively little known about the subjective experiences of female Technical Vocational Education and Training (TVET) College lecturing staff. While the sector tends to focus on dimensions of race - predominantly in relation to student demographics - it is largely unaware of the ways in which female lecturing staff navigate their realities in a historically male dominated space.

While there is an acknowledgement that gender disparities exist within the sector as evident in an analysis of examination registrations in 2013 where 32% of those who registered for the National Certificate (Vocational) 4 level examinations in engineering related subjects were female and 67% male (DHET, 2015), these disparities tend to be reduced to percentages and figures while largely ignoring the qualitative experiences of women occupying spaces within the college.

With the release of the White Paper on Post-School Education and Training (PSET), the Department of Higher Education and Training (DHET) has committed to developing a PSET sector which, among other key objectives, aims to assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa; expand access, improve quality and increase diversity of provision; and be responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives (Department of Higher Education and Training, 2013). Understanding who it is that forms part of the PSET landscape is vital if government plans on fulfilling this mandate in meaningful and sustained ways. As Chavous & Cogburn (2007:25) note, there is a dearth of scholarship on the educational processes of black women that can help [us] to comprehensively explain their seemingly contradictory experiences and outcomes in academic contexts. This omission inhibits scholars' ability to understand black girls' and women's unique educational risks, needs, and resilience characteristics and strategies, as well as variation among the group with regard to these factors.

This compels scholars within this field to conduct research which aims to understand the experiences of women in education. The complexities of women's experiences is highlighted by scholars such as Belenky (1986), Unterhalter (1990), Moletsane (2004), and Chavous & Cogburn (2007) who discuss the intersections (race, gender, class) at which women experience oppression and marginalisation. Unterhalter, (1990:60), for instance, notes that opportunities have increased, they have been unequally distributed throughout the population. In particular South Africa suffers, as do so many other countries, from gender inequality in education. Black women suffer doubly, by virtue of race and of gender.

Despite the establishment of colleges for all 'races' post-apartheid, women were still excluded from technical and vocational education particularly in areas such as engineering and construction. This can be seen in Powell (2014:20) which states: "this gender divide in programmatic enrolment patterns with very few women enrolled in programmes historically existing as male dominated industries persists to the present day".

Hegemonic approaches to research are steeped in patriarchal ideals which have had the effect of historically silencing the voices of women (Belenky, 1986). The effects of this are profound when one considers that these oppressions are often reproduced in silence as girl children carry into their woman-hood “all the accumulated burdens of the past” (Burra. 1989: 660).

The importance of the study is therefore located in the significant role that lecturers play in the learning experience and achievement of learners. As Hattie (in Watson and Wedekind, 2016: 16) insists, “it is what teachers know, do and care about which is very powerful in [the] learning equation”.

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5. Work Integrated Learning for Environmental Skills in High Demand: Critical Success Factors for Increased Employability and Employment (*Dr Glenda Raven*)

The aims of the World Wide Fund for Nature, South Africa’s (WWF-SAs) Graduate Internship programme are to attract new entrants; and enable access and entry into green careers in high demand. Since its inception in 2011, the programme has steadily expanded, with 78 new entrants placed up to 2016 and a further 50 recruited for placement in 2017.

Results of a recent tracer study in August 2016 reflect that 92% of interns have successfully transitioned into the workplace, 70% of these into green jobs. This significant success rate in job placements, has prompted evaluative reflections on what this success might be ascribed to, which will not only inform the future of the WWF-SA programme; but would also allow us opportunity to share these insights with organisations across and beyond the environment sector, towards strengthening workplaces as spaces of learning for increased employability.

Anecdotal evidence suggests that four critical factors, amongst others, have contributed to the quality and success of the programme i.e. (1) the strong emphasis on relevant and appropriate placement of interns; (2) quality mentoring for workplace-based learning; (3) career focused training and development; and (4) networking for career growth and development. A short description of these factors (as provided, below) provides a precursor to future proposed research to understand if and how these factors contribute individually and / or collectively towards supporting new entrants in accessing and gaining entry into jobs for the environment. In a context of increasing youth and graduate unemployment, we believe that this research will enable: (a) better understanding of quality work integrated learning for career development; and (b) a strengthening of the workplace-based mentoring processes that facilitate access and entry into jobs.

(1) Placement for environment skills in high demand: A rigorous process of recruitment, selection and placement, ensures that interns are placed with host organisations and mentors; and are in job functions that are aligned with (a) environmental skills in high demand, and (b) the academic

background and career vision of the incumbent. Internship placements therefore seek to more closely align the supply of skills to the demand for these skills in the sector.

(2) Quality mentoring: An equally rigorous process of selecting mentors for their experience and skills, complemented by structured mentors' training (in systems, methods and tools), ensures quality mentoring towards environmental skills in high demand. This approach moves mentoring beyond the finite period of placement and reflects a greater focus on the cumulative skills required by professionals in the workplace, throughout career growth and development. This area of focus has the added benefit of building stronger organisations for workplace-based learning through training and supporting the development of an increased number of mentors.

(3) Career development planning and assessment: Structured processes of career development planning and assessment ensure an increased focus on the development of technical skills for the job, complemented by the development of professional skills that enable constructive interactions within and across workplaces, including amongst others, time management; engaging within performance management processes; rights and responsibilities in the workplace; relationships; communications; and ethics in the workplace. Structured development objectives are set quarterly through interactions between the intern and mentor; and are assessed at the end of the quarter with feedback in relation to subsequent development planning.

(4) Networking into key communities of practice: Through the technical work with which interns engage (structured around key performance areas), they are introduced to and interact within key communities of practice. These interactions enable the development and growth of key professional networks from which interns can draw on for their future job access and careers.

A five year monitoring and evaluation framework for 2017 to 2022, including an ongoing tracer study, will provide further empirical insights into these success factors and how they support, not only increased employability, but more importantly, increased employment for new graduates entering work for the environment.

This summary represents proposed research by the author.

- Dr Glenda Raven is the Senior Manager of the Environmental Leaders Programme at the World Wide Fund for Nature, South Africa (WWF-SA).

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6. Evaluation of Student Learning Outcomes in the Renewable Energy Technology (RET) subject, NC(V) Level 2 in 2015 (Steffen Becker and Karsten Feuerriegel)

In 2015, the Department of Higher Education and Training (DHET) introduced the subject Renewable Energy Technologies (RET) in the National Certificate (Vocational) Electrical Infrastructure and Construction programme (EIC). This new subject is the latest addition to the vocational specialisation options offered in Technical and Vocational Education and Training (TVET) colleges and was developed for students who want to learn more about renewable energy generation and its related technologies, as well as, energy and resource efficiency.

The overall goal of the RET subject is to increase relevant skills for a green economy labour market and thus students' employability. Under the auspices of the DHET and supported by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Ministry of Economic Cooperation and Development (BMZ), the Skills for Green Jobs (S4GJ) programme drove the process of developing this new subject, including curriculum and training material development, as well as, the training of TVET college lecturers on the subject matter content and on new didactical training equipment. The latter can be considered as part of continuous professional development for the lecturers, so that they can teach the new subject in a practical and progressive manner.

First results are now available and seem promising. Six TVET colleges offered the new subject in 2015, with an additional three colleges coming on board in 2016. In addition to these nine colleges, another six colleges will offer the subject in 2017. Student numbers are growing accordingly, from approximately 300 students in 2015 to 600 students in 2016, to just over 1000 students projected to study Renewable Energy Technologies from 2017 onwards. With 15 colleges and three levels, student growth is projected to reach a plateau in 2019 with around 2000 students.

The pass rate for the RET subject Level 2 in 2015 was 81% on average. The pass rates per campus ranged from 58% to 96%. The 81% average makes it the second highest scoring subject in the EIC programme after the subject "Life Skills".

As an overall assessment of the first year of implementing the RET subject in 2015, it can be said that it has been successful - it shows success and achievements on the side of the lecturers as well as the students.

The various sources of data collection (lecturer survey, student survey, site visits, lecturer questionnaires for training workshops etc.) reveal general satisfaction with the implementation process of the new subject. The RET students perceive an improvement in their technical and mathematical skills as well as their soft skills (group work dynamics, problem solving etc.). The majority of the students feel that the subject has been helpful for their career orientation and the practical work of the subject is appreciated. It can be stated that the students' learning outcomes for the 2015 intake have been achieved and that the continuous professional development of RET lecturers does generate positive results in student achievements and lecturer satisfaction.

- Steffen Becker is the Monitoring and Evaluation adviser of GIZ's Skills Development and Employment Programmes in South Africa.
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REVIEWS AND CONFERENCES

1. Booklet: Reflections on Community Participation in Education: The Community Literacy and Numeracy Group (CLING) (*Britt Baatjes*)

This booklet is about small groups of concerned citizens (collectively called the CLINGs) from so-called 'marginalised' communities (Freedom Park, Evaton North and West, and Sebokeng in Gauteng) who are attempting to address the crisis of educational failure through a focus on literacy and numeracy. The booklet highlights their emergence; present-day activities; issues and problems; and plans, hopes, and dreams.

It emphasises education as a public good and shows how 'ordinary' community members (self-organising volunteers) participate in education in their communities.

The CLINGs may be small in size but their power should not be underestimated – they demonstrate to us that even though they are small and marginalised, they can and do make important changes. They act/'do' and push back against the failures they and their children are forced to live with – this is a demonstration of agency. The CLINGs should be seen and understood as part of a larger effort to reform public education such as the students' movement #feesmustfall and many others.

The CLINGs show us how education is directly connected and intertwined with people's lives. This 'education' is about learning in action. It is about the direct participation in the events of life as people see/experience; reflect/think; and do/act.

The CLINGs demonstrate new and alternative pedagogical approaches to education.

The booklet highlights the value of non-formal and informal learning and shows us that meaningful and valuable learning does not necessarily have to happen in a 'brick and mortar' place, but can and does happen in other spaces.

The CLINGs allow us to imagine something different that is here now.

The booklet is written in 'plain language' in order to make it more accessible to a larger audience. It includes photographs, cartoons, explanations of words, quotes in original languages, and poetry.

It asks of us to consider what it is that the CLINGs can teach us (for example, the volunteers are community adult educators - albeit not formally recognised as such). It asks us how policy makers and others should respond to groups like the CLINGs.

The production of this booklet is supported by the EPC.

- Britt Baatjes is a Researcher at the Centre for Rights and Transformation (CERT), University of Johannesburg.

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2. Book review: Inclusive Education: An African perspective (Janet Condry)

As all universities grapple with the #FeesMustFall movement and how to decolonise our curriculum, this book, which I was privileged to be invited to edit, entitled, *Inclusive Education: An African perspective*, attempts to offer practical content and pedagogical suggestions on how to address some of these exceptionally complex issues. This book draws on authentic experiences of national as well as international authors from Nigeria, Zimbabwe, Botswana, Namibia, Kenya, South Africa and Sydney by creating strong links between inclusive education, ubuntu, and indigenous knowledge systems. It creates a space for effective and culturally sensitive ways of implementing the African worldview of prevailing philosophies present in a holistic view of education. This is a unique book that helps equip professionals with attitudes, knowledge and skills to respond mindfully to the diverse needs of our learners, facilitating greater educational access and success.

This book aims to deepen and widen our understandings of inclusive education and to foster a sense of 'morality of care' or ubuntu philosophies. These value systems are not new to African communities; they have always been in existence, but like many 'other ways of knowing' have been kept at the margins and often referred to negatively as 'primitive, backward, archaic, outdated or pagan'. For too long the European epistemology has taken precedence over African epistemology.

The thought-provoking case studies in this book introduce concepts and provide illustrations of everyday African life experiences. Throughout the chapters, questions are asked of professionals to apply their prior lived knowledge and offer their opinions enhancing critical engagement. The end-of-chapter questions require dialogic critical reflection and engage professionals in practical applications of the conceptual thinking and theoretical principles advanced in this book.

This book was edited by N Parsha and J Condry.

- Janet Condry is an Associate Professor in the Faculty of Education at the Cape Peninsula University of Technology (CPUT).

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3. Book Proposal: Community Education and social action in South Africa (Working title) (Aziz Choudry and Ivor Baatjes - eds)

Community education in South Africa has a rich and diverse history, but there has been relatively little published about this topic. This edited collection will document and reflect critically upon the politics, processes and practice of community education work and non-formal learning in networks associated with the Centre for Integrated Post-School Education and Training (Nelson Mandela Metropolitan University) and the Centre for Education Rights and Transformation (University of Johannesburg), in and with working class communities, primarily in the Eastern Cape and Gauteng.

In doing so, this book seeks to conceptualise and broaden awareness and understanding about ways of knowing and doing community education which is grounded in practice and critical reflection. The book critically engages with dominant ideas about community education, employing a critical historical lens which connects past, present and future, and bridging the divide between schooling and post-schooling education and training sectors.

Although there has been growing academic interest in the dynamics of education/learning and social change, this collection connects community learning, education, knowledge production and action in ways that are grounded in practice and informed by both critical academic literature and by the knowledge, theorising and research which takes place in the course of doing this work and within communities themselves.

In this manuscript, contributors critically engage with intellectual and educative aspects of this work in and with working-class communities that is often overlooked and/or disconnected from policy and practice concerning formal schooling and education, to the detriment of social and economic justice. While arguing that the learning, education and knowledge production that takes place in these milieus is of profound significance, these processes can also be fraught with contradictions and tensions. Thus, in contrast to accounts which tend towards celebratory, rhetorical, or abstracted understandings of 'community' and 'critical consciousness', or indeed, perspectives which use deficit/social pathology models, the collection will explore and critically discuss the tensions and challenges of doing community education work in South Africa today. Drawing on/in dialogue with critical South African and international education, social movement learning, and community organising literature (e.g. Thompson, 1983; Youngman, 1986; Alexander, 1990; Allman, 2010; DeFilippis, Fisher and Shragge, 2010; Newman, 2006; Cooper and Walters, 2009; Carpenter and Mojab, 2012; Vally and Motala, 2014; Choudry 2015), the book adopts an expansive view of education and learning, and documents the practice and research work in these networks over the past eight years. It also thinks through the relationships between community education and action for social change, in ways which acknowledge the inherent complexities and tensions.

While the collection will discuss the emancipatory potential and prospects of such learning and community education work, it will also address questions of power within such contexts, as well as interrogating the tensions concerning community education in relation to short-term results and outcomes-based orientations and longer-term processes of building consciousness and social

action. The book will address theoretical and analytical questions, but in a way that is also relevant to community practitioners, students, educators and policy makers.

The book will be divided into three sections. The first four chapters contextualise community education in South Africa in relation to national and international critical literature as well as addressing: a) its historical context and the relevance of earlier experiences of community education; b) the connections between education, organising and mobilisation; and c) challenges, contradictions, tensions, and possibilities of doing this work. The second section comprises ten chapters which document, discuss and critically reflect upon a range of community education initiatives, and the scope and potential for such community education to inform action for change. These include contributions on: community food sovereignty; community education and workers; community education and cooperatives; community education and the solidarity economy; vocational education and community development; curriculum and community education; fishers and community education; students as engaged intellectuals/rethinking community engagement at the university; the schooling/post-schooling nexus. The final section comprises two chapters that will critically synthesise and draw upon the lessons and broader implications of the cases discussed, and point to ways forward for rethinking approaches to community education in South Africa.

This manuscript draws on the research of the EPC.

- Ivor Baatjes is the Director of the Centre for Integrated Post-School Education & Training (CIPSET), Nelson Mandela Metropolitan University (NMMU).
- Aziz Choudry is a Canada Research Chair (Tier 2) in Social Movement Learning and Knowledge Production and an associate professor at the Department of Integrated Studies in Education, McGill University, Canada.

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4. Book Proposal: Renewing and Revitalising Workers' Education (Provisional Title) (Linda Cooper and Sheri Hamilton - eds)

There is general acknowledgement that the current labour movement (and left forces more generally) are facing a crisis. Many have argued that in rebuilding the labour movement, it should not return to what it was, but that it needs to become something different. At the core of something new is the need to reinstall values of old, that of building internal democracy, accountability, worker control, independence, and worker solidarity. At the core of this is the need to defend and advance worker interests, not only on the shopfloor, but also amongst the broader working class and the poor. New forms of workers' education can play a vital role in supporting this. A radical, 'transformative' workers' education approach can build class consciousness, and create visions for the future. The values and traditions on which workers' education have been founded and have developed is at the centre of that re-visioning.

The book will contribute to the exploration, understanding and future visions of workers' education, with chapters exploring history, and local and international experiences in order to draw lessons on the forms that a revitalised workers education might take. The focus will be centred on how we re-invent workers' education in order to learn from the past, engage with the new and build our visions for an alternative future.

The book will focus on four themes:

- The history and values of the labour movement and the role of workers' education within that.
- Understanding of the current context and what is happening in the labour movement and workers' education in particular.
- Envisioning a radical and alternative future: where are we going and what forms of workers education can help to ensure that we get there?
- Conceptual, institutional and organisational frameworks that can facilitate the journey towards this envisaged future.

Issues that will be engaged in include:

- The history of workers' education: what can we learn from this history? What inspirations can we draw for the future?
- Reflections on the current conjuncture of the workers' movement: what current education initiatives are seeking to address this conjuncture, and how are they succeeding in doing so?
- Women and workers' education: how can this challenge patriarchy within the labour movement and society more broadly, and contribute a stronger 'gender justice' agenda for the future?
- Accrediting radical workers education: is this a contradiction in terms, or can accreditation of learning strengthen workers education?
- The nature of learning and forms of knowledge produced within new worker organisations and social formations;
- Concerns in workplace learning: what is workplace education doing for – or to – workers?

The book will be a collaborative effort, involving local and international contributions which draw on the experiences and knowledge of educators and activists who have had extensive practical involvement in workers' education over a long period of time.

- Linda Cooper is Professor of Education at the University of Cape Town (UCT).
- Sheri Hamilton is a senior lecturer in the Faculty of Education, University of Johannesburg (UJ).

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5. Review: TVET Discussions: Critical Views in Pursuit to Be the First in Vocational Education and Training (*Mvuyisi Siko*)

Ikhala TVET College has developed a publication entitled, *TVET DISCUSSIONS: Critical views in pursuit to be the first in vocational education and training*. This publication is the brainchild of the Planning, Research and Institutional Development (PRAID) section within the college. The publication was developed as a response to the Department of Higher Education and Training (DHET) Research Agenda 2014-2017. The research unit decided to write short research articles focusing on the 9 themes of research as identified in the research agenda.

The college managed to produce the first issue at the end of 2015 which contains the following articles:

- *TVET Colleges and the NSDS III*
- *Opening Doors of Learning: Access at Ikhala TVET College*
- *Career Guidance: A Tool for Student Success*
- *The Practical Element: An Advantage for Shaping Skills*
- *Skills Planning for Relevant And Responsive Education and Training*
- *Management: The Cornerstone to Achieving Strategic Objectives*

The purpose of the publication was to participate in the provincial and national discourse with the regards to the Post-School Education and Training (PSET) sector as well as contribute innovative ideas with the aim of improving the quality of Technical and Vocational Education and Training (TVET). The publication has been presented at the establishment of the Eastern Cape TVET Colleges Research Round Table.

TVET Discussions is a publication aimed at improving the research capacity and participation of TVET Colleges in South Africa. The PSET sector relies on universities and universities of technology for research and academic publications, while the publication is yet to reach the level of an academic journal, the college hopes to be in a position to produce an academic journal in the near future. Currently the college is preparing to host a research chair that will produce articles to be published in the *TVET Discussions* publication.

The second issue is currently being developed for publication in February of 2017. It consists of a surprise feature and the following articles:

- *Learnerships: Responding to Stakeholders Needs or Not? Reviewing Ikhala TVET College Learnerships in the Eastern Cape*
- *Financial Exclusion: A Threat to Access*
- *Student Performance*
- *Factors to Consider for Skills Planning*
- *Governance and Management: Strengthening Relations for Improved Service Delivery*

The research team and the author of the publication are the pioneers of the Eastern Cape TVET Colleges Round Table, also being members of the South African Education Research Association

(SAERA). The publication accepts research articles in line with the DHET Research Agenda 2014-2017 from TVET sector employees and academics.

- Mvuyisi Siko is a Researcher at Ikhala TVET College.

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6. Review of the ‘Situational Analysis of Skills Development Providers’ Study (*Rakal Govender*)

A study commissioned by the Construction Education and Training Authority (CETA) in collaboration with the Department of Higher Education and Training (DHET), sought to provide a situational analysis of Skills Development Providers (SDPs) in South Africa.

In an effort to locate SDPs within the current institutional landscape, the study set out to determine the number of SDPs offering education and training; their demographic details; details about their offerings; and their legal and accreditation statuses. The study also sought to gain insights into how such institutions are funded; learner enrolment trends; and staffing. For the purposes of this study, SDPs refer to those entities providing education and training, but that are NOT established by, or registered with, the Department of Higher Education and Training (DHET).

With the overall aim of contextualising how SDPs fit into the Post-School Education and Training (PSET) landscape, the study hoped to subsequently provide policy and legislative recommendations for SDPs in this sector.

The study revealed that there are a wide range SDP categories. Some SDPs are located in large private corporations such as Imperial Motors and Woolworths, others are located in national, provincial or local government departments and in parastatals such as ESKOM and TRANSNET, while others are small private providers or even Non-Profit organisations. Many SDPs work with and are funded by Sector Education Training Authorities (SETAs) servicing the various industries in terms of education, training and skills. Other sources of funding come from student fees and sponsorships.

Based on information submitted by SETAs, it was estimated that there were around 3 832 SDPs in South Africa in 2015, of which 373 provided artisan training. In terms of learner enrolment, there was an estimated number of 337, 078 registrations at these SDPs for this period. The study surmises, that SDPs appear to account for less than 10% of the PSET sector, in terms of student enrolment. However, the study concluded that SDPs contribute to the PSET sector not in volume but in proximity to communities, providing opportunity and access in community’s located distances

away from TVET colleges and universities. Some of the key recommendations of the study are as follows:

- a) Clarify the definition of SDPs, as well as their and their location in the PSET sector;
- b) Establish a single coherent national database for SDPs; and
- c) Clarify the roles of SETAs and the QCTO with respect to SDPs

- Rakal Govender is the Deputy Director of Research Coordination in the Research Coordination, Monitoring and Evaluation Directorate at the Department of Higher Education and Training (DHET).

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7. Review of 'The list of occupations in high demand: 2014' (Nono Likhoeli and Collins Ndlovu)

In November 2014, the Department for Higher Education and Training (DHET) published a Government Gazette entitled, *The list of occupations in high demand: 2014*. This publication asserted that the 'provision of education and training...be coordinated with the needs of society and the economy'. A critical review of this publication was produced by Siphelo Ngcwangu and David Balwanz; as published in the 2015 Research Bulletin on Post-School Education and Training. The South African Graduate Development Association (SAGDA) also shares a similar view to that of the aforementioned reviewers, having also identified further areas that can contribute to the economy and society at large, in addition to those listed in the occupations in high demand publication.

According to SAGDA there is a need to realign the needs of society to the skills required for growing the economy and closing down any existing gaps. For example an Agricultural practitioner is not classified as an occupation of high demand but it can contribute to job creation. This can be seen via the high volume of food imports by local suppliers. It can, thus, be argued that agriculture can play an active role in the growth of the economy. This contradicts the view of DHET that high demand skills can solve the societal and economic problems South Africa faces today.

SAGDA shares further common areas of thinking with the reviewers in terms of growing the economy and curbing societal problems such as unemployment. SAGDA highlights how for instance artisans can make an immense contribution towards the economy. This can be deduced from Eskom's need to increase their capacity in building more power generating stations etc. A second common view SAGDA shares with the reviewers is the need for social workers and psychologists in the workplace so to help workers deal with post traumatic stresses emanating from spousal death, child abuse, alcohol abuse and other social and psychological factors that may hamper their performances. SAGDA also suggests the need for law practitioners and trained human resource managers which can have a positive impact on employer-employee relations, contributing towards a conducive and accommodative working environment. A further area suggested was creative arts, the role it can play in addressing the needs of society, and the contribution it can make towards growing the economy, which in recent years has seen growth and shown great potential (Ngcwangu and Balwanz. 2015).

The last area identified was that of hospitality. Here, some provinces play a huge role such as Kwazulu Natal, in which the Department of Tourism has experienced immense growth, but has also experienced problems due to the international financial meltdown. Nonetheless, it is an industry that is growing and can also help solve the problem of unemployment.

- Nono Likhoeli is a Marketing and Research Manager at the South African Graduate Development Association (SAGDA).
- Collins Ndlovu is Research Coordinator at the South African Graduate Development Association (SAGDA).

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8. DHET / LMIP Research Colloquium 2016 (*Gugu Ndlazi*)

A Research Colloquium on Skills Planning was held at Birchwood Hotel in Johannesburg from 29-30 September 2016. The Colloquium was organised and hosted by the Department of Higher Education and Training (DHET) in partnership with the Labour Market Intelligence Partnership (LMIP); and with the support of several Sector Education and Training Authorities (SETAs). A sum of 256 participants attended the event across the two days. Attendees included staff from DHET, other government departments, entities of the Department, HSRC, employer bodies, professional bodies, universities, colleges, NGO's, and international organisations.

The main purpose of the Research Colloquium was to inform and support the skills planning policy and practice of DHET and its entities. The Colloquium provided an opportunity for DHET stakeholders to share research evidence, and to engage on what was possible in relation to national development challenges, whilst also reflecting on international trends. The structure of the Colloquium programme comprised individual panel sessions which were highly commended by attendees. Most notably, participants remarked that contributions by the presenters on skills planning were very enlightening, making an excellent contribution to the Colloquium topic, and being thoroughly research based.

Strengths

Overall, participants applauded the Colloquium by saying it was very good, the programme was well organised and the topics were relevant. Another comment noted that the Colloquium was informative and a bigger picture reflection of what the LMIP is about. One participant remarked on the usefulness of the pre-Colloquium workshops as they gave detailed presentations of the specific topics.

Challenges

There was contention between the programmes having too many presentations and there not being enough time for presenters to provide further details on their topics.

A comment also came through on day two which stated that there were many issues being dealt with at the same time.

Speakers paying attention to slides instead of engaging with the audience came across as a common area of concern by participants.

Recommendations

One participant noted that more group sessions should be considered so to encourage more interaction with the crowd.

It was also advised that more time should be given to presentations and that the number of presenters be reduced.

Most participants emphasised the need for taking Colloquium issues forward and not just containing it to an event. More needs to be done to show the significance of the Research Colloquium. The topics and issues discussed need to be addressed and responded too.

A final recommendation noted that invitations needed to be extended across the spectrum especially towards the Department of Basic Education (DBE), the Department of Labour, and Technical and Vocational Education and Training (TVET) Colleges.

Proposed topics for future events:

The following topics were proposed by participants:

- Skills demand: What has been done and where are we in meeting those demands?
- The post schooling sector and the challenges for skills planning.
- Focus on TVET Colleges instead of universities.
- More applied policy, structure, strategies than on research.
- Stakeholder participation.
- How graduate saturation overwhelms the labour market?
- More details on government policy and challenges.
- Challenges of policy borrowing.
- Engagements with the DBE, vocational education and quality education.
- Building and understanding skills for informal sector unemployment and community empowerment.
- Higher education and the labour market.
- Cost of education per institution, per student, per course etc.
- Skills acquirement without having to go to university.
- International skills planning perspective.
- The implementation of issues dealt with during the Colloquium.

- Gugu Ndlazi was a Research Intern at the Department of Higher Education and Training (DHET).

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9. DHET/ LMIP Research Colloquium: How Do We Meet South Africa's Skills Needs? (Jennifer Rust)

In creating a new space for researchers, policy makers, planners, educators and trainers to engage in answering this question, the Department of Higher Education and Training (DHET) and the Human Sciences Research Council (HSRC) held a Research Colloquium where researchers from the Labour Market Intelligence Partnership (LMIP) shared frameworks, approaches and practices of skills planning.

In the skill planning session, Professor John Buchanan from Sydney University posed the following crucial question around planning for skills development: “Are we clear on the distinction between workforce planning versus planning for workforce development”?

In an attempt to address this question, Buchanan indicated that the context of global perspectives on skills planning contains a “tacit narrative”, which is that of workforce planning. This approach is generally based on the understanding that the future is certain and can be taken for granted, and that all you need to do is fill gaps. He continued that there is another narrative of planning for workforce development – which entails working with complexities and contradictions. He asserted that these are not mutually exclusive narratives, but skills planners have to be aware of each and work with them. He suggested that the most appropriate future approach to planning for the provisioning of skills in South Africa can be assisted by asking the following two questions:

- **Planning for what?** Are we planning to fill a skills gap or are we planning for a broad set of skills that will be needed? Buchanan suggested that our approach should be to deepen adaptive capacity in support of social and economic renewal.
- **Planning about what?** Buchanan indicated that the concept of occupations has its challenges, adding that we need a stable set of arrangements or a common understanding around occupational categories.

In conclusion it was noted that there are a number of practices that could be built into the education and training planning process. One would be the search for a common set of capabilities required within occupational categories. Another would be working on social partner readiness – the readiness of role players such as employers and workplaces to support training at this broader level (rather than specific “on the job” training for a specific job need). Finally there is a need for the development of communities of trust. Employers need to have a level of trust in those doing the training and trade unions need to believe that employers are training in the interests of workers and so on. If there are three or four potential scenarios developed, stakeholders can then consider what is needed to achieve a preferred outcome.

Conference presentations, full reports and policy briefs are available at: www.lmip.org.za

- Jennifer Rust is based in Education and Skills Development at the Human Science and Research Council (HSRC).

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10. The 42nd International Association for Educational Assessment (IAEA) Conference (21 August – 26 August 2016) (Dr Celia Booyse)

Umalusi hosted *The 42nd International Association for Educational Assessment (IAEA) Conference* from 21 – 26 August 2016 in Cape Town. The conference with the theme, *Assessing the Achievement of Curriculum Standards* (an ongoing dialogue) was attended by more than 330 delegates, representing 42 countries from various regions.

The two pre-conference workshops on Sunday, 21 August 2016 focused on: *Assessment as and for learning – Towards a Holistic Approach to Teaching-Learning and Assessment Cohesion* by Dr Celia Booyse and Ms Elizabeth Burroughs of Umalusi; and *Analysing the Alignment between Curriculum Standards and Assessments* by Professor Norman Webb. These well-attended and stimulating sessions helped set the tone for the entire conference.

Professor Sarah Howie set the stage on the first day of the workshop, by taking the delegates through the South African context of assessment as a tool of political accountability. She asked a very compelling question, “how do we ensure that assessment becomes a means towards educational quality?” She also touched on various models of standardised assessments which attempted questioning society’s intention to learn, the standard and quality of curriculum implementation, and the impact on learner achievement. Another aspect covered was the impact of political obligations on, for instance, the Annual National Assessments (ANA’s). Others to also take cognisance of is learner achievement in the Progress in International Reading Literacy Study (PIRLS); the Trends in International Mathematics and Science Study (TIMSS); and the Southern Africa Consortium for Monitoring Educational Quality (SAQMEC); as well as, what such assessments reveal about achievement in Reading, Language, Mathematics and Natural Sciences. A last matter raised was that in many instances the Grade 12 National Senior Certificate (NSC) exams benchmark against personal evaluations of stakeholders rather than the quality / success of learning and teaching.

Delegates experienced the same level of depth from the key note addresses of Professor Norman Webb, Dr Brian Stecher and Dr Michael Chilala on Tuesday, 23 August, Thursday, 25 August and Friday, 26 August, respectively. Each key note address set the tone for the conference’s focus as aligned to the sub-theme of the day. The four sub-themes were: (1) Assessment as a tool for of political accountability/a means towards educational equality; (2) Alignment of curriculum standards and assessment with implications for student achievement; (3) Standardised testing: the controversy; and (4) The art of reporting learner performance.

Professor Webb emphasised the importance of alignment of curriculum standards and assessment in a performance-based system, because teachers need to focus on what is critical for learners to learn, to set priorities and to teach for depth of expected learner understanding. He voiced concern about a democratic system that is still heavily dependent on a political process and driven by professional decisions. He stressed that proper alignment should result in improved learning which would also include the clarification of important learning outcomes and priorities, and the design of an appropriate formative assessment. Many of the presentations on the day reiterated Professor Webb’s cue on the purpose of assessment and the benefits of an aligned system where standards, assessment and teaching make it easier to develop an understanding of expected learner attainment.

In his address on the controversies in standardised testing, Dr Stecher questioned whether test results are really measuring effective teaching and learning. He called for reflection on testing methods, quality and purpose. Dr Chilala, in his presentation on *The art of reporting on learner*

performance, reiterated the importance of not only collecting and analysing learner performance, but to also reflect on evidence to inform decisions / judgements about learning.

Two Council members also dignified the conference on crucial matters. Professor Leketi Makalela provided insights about epistemological thinking to re-image assessment for language and literacy in Africa. Professor Sechaba Mahlomaholo used learner performance data from a Grade 12 English First Additional Language class to show how alignment of the intended and assessed curriculum leads to enhanced levels of learning.

On the last day of the conference, representation from the United Kingdom, Nigeria and Hong Kong addressed their challenges in assessment and what changes need to be made. Dr Chong Sze Tong (Hong Kong) discussed meeting educational and societal needs by providing valid, reliable and equitable examinations and assessment services in a professional, innovative, efficient and effective manner. He asserted that standardised testing needs to accommodate learner diversity (especially in assessments), because the most brilliant minds do not always shine in such tests because they do not have standardised minds.

A well-attended post-conference workshop followed. Facilitated by Dr Mary Pitoniak and Dr Linda Cook from the Educational Testing Service (ETS) in the United States; the workshop provided clarity on the construct of assessment as the intended standard to be tested.

- Dr Celia Booyse is the Senior Manager for Statistical Information and Research at Umalusi, (the Council for Quality Assurance in General and Further Education and Training).

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RESEARCH PRACTICE

1. A Methodical Approach for the Design of a New Learning Programme at a University of Technology in South Africa (*MMH Mostafa and DK Das*)

This article reflects on the methodology adopted in developing a new learning programme for a University of Technology in South Africa. The article presents the outcomes achieved and their associated implications as resulting from this process. Following the principle that graduates are immediately oriented towards specific competencies required in the workplace, enabling them to be professionally relevant and equipping them with the broad ability to apply knowledge across situations, the formulation of the new learning programme was based on the development of theoretical frameworks, and inclusive and rigorous participation of all the stakeholders. Surveys and a consultative workshop were employed to collect data from the stakeholders and various organisations. This resulted in a multitude of opinions and feedback covering areas including the conducting of a needs analysis; benchmarking; alignment with the requirements of the Department of Higher Education and Training and accredited organisations; as well as, the viability and sustainability of the learning programme. From this process it was deduced that a new learning programme leading to an Advanced Diploma in Logistics and Transportation Management, would be a unique and viable interdisciplinary academic programme that would enrich the higher education scene, as well as, contribute towards providing expertise in this particular field.

The full article is available at: <https://library.iated.org/view/DAS2012AME>

- Prof MMH Mostafa is a Research Manager of the Faculty of Engineering and Information Technology at the Central University of Technology (CUT).
- Prof DK Das is the Acting Head of the Civil Engineering Department at the Central University of Technology (CUT).

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2. SAQA'S Articulation Research and Work (*Heidi Bolton*)

The South African Qualifications Authority (SAQA) in partnership with the Durban University of Technology (DUT) is conducting research on articulation in the South African education and training system. South Africa inherited a racially segregated, unequal education and training system. Different types of learning did not enjoy equal respect; and qualifications were not necessarily linked to learning pathways. The South African National Qualifications Framework (NQF) was the means chosen to integrate the system, and to enable progression within it. The South African Qualifications Authority (SAQA) is mandated to oversee the implementation and further development of the NQF, and conducts research to support this work. SAQA's Research Directorate is small and expands its capacity through long-term research partnerships.

Much has been achieved regarding systemic redress, access, progression, quality and transparency in the context of the NQF. One of the current major foci is on systemic articulation – including the extent to which learners can move into and through Technical and Vocational Education and Training (TVET), into workplaces or universities, according to their needs. There are known transitioning barriers. SAQA-DUT partnership research seeks to investigate successful transitioning models. The research includes a survey of articulation across all public TVET Colleges and Higher Education Institutions (HEIs); in-depth case studies of articulation initiatives; and using an action research approach to enhance relational agency and articulation in the system.

Earlier SAQA Partnership Research¹ deepened understandings of articulation as follows:

- it can be understood broadly, as ‘systemic articulation’ or ‘joined up’ qualifications and various other elements aligned to and supporting, learning pathways;
- it could also be seen more specifically, in terms of the structuring of qualifications, to allow progression (with or without institutional agreements), such as via, place reservation; or Credit Accumulation and Transfer (CAT), *etcetera*; and
- it could refer to the pathways followed by individuals as they progress, and are supported in, their learning and work. The quality of qualifications/teaching/learning and of career development advice, are part of this support.

This research complements SAQA’s other articulation-related work which includes but is not limited to, the development of the NQF policy suite and oversight of its implementation; other research such as the analysis of the learning pathways data in the National Learner’s Records Database (NLRD); international liaison; provision of NQF Advice Services, qualifications Verification Services; Foreign Qualifications Evaluation and Advice Services; and other coordination and relationship-building work.

- Heidi Bolton is a Director of Research at the South African Qualifications Authority (SAQA).

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3. Research Matters – A Retrospective Review of Research at the University of Pretoria (*Dr Nthabiseng Taole*)

The research strategy at the University of Pretoria (UP) is built on the very real challenges presented by the contexts of which we are a part – our place in Africa, and our commitment to knowledge production that speaks to a global world. Each year UP publishes a retrospective Review of research productivity and achievement in which we profile the rich and diverse endeavour of our leading researchers, and of young and emerging scholars.

The latest Review is on research in 2015, as this is the most recent year for which audited information is available. The research profiles, ranging from the humanities and social sciences to the natural

¹ See articles from the SAQA- University of the Western Cape (UWC) research into Flexible Learning and Teaching Provision (FLTP), and from SAQA-Rhodes University research into Learning Pathways.

and applied sciences, are grouped into the following five themes: *Society, Health, Environment, Resources* and *Identity*.

The themes, and the research profiled under each theme, demonstrate what has become widely accepted – that the role of universities is about knowledge production, and equally, about the public good. This approach also allows the University to illustrate the importance of the claim that *Research Matters*, with each theme demonstrating the challenges that are being addressed through research and innovation.

The Research Review also showcases the University's A-rated scientists, outstanding research awards, and the many research chairs, institutes, centres and units that constitute a critical mass of research excellence at UP, making us a flagship institution in Africa.

The Research Review is available at: <http://www.up.ac.za/research-innovation>, and <http://www.researchmatters.up.ac.za/>

- Dr Nthabiseng Taole is the Director of Research and Innovation Support at the University of Pretoria (UP).

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STATISTICAL PUBLICATIONS

1. Statistics on Post-School Education and Training (PSET): 2015 (*Nthabiseng Tema*)

The Department has been publishing the annual statistics report on Post-School Education and Training (PSET) in South Africa since 2010. The reports for the years 2010 - 2014 are available on the Department's website at www.dhet.gov.za. Significant legislative and policy changes were effected on 01 April 2015 concerning Public Adult Education and Training (AET) Centres, which have been renamed Community Education and Training (CET) Colleges. The 2015 publication therefore adopts the nomenclature of CET Colleges, as opposed to that of AET Centres, which was used in the previous statistical publications. Furthermore, legislative changes have resulted in changes to the way in which data on private Colleges are being reported. Previous publications provided separate data from the then private Further Education and Training Colleges (FET) and private AET Centres. The 2015 publication, in line with legislative shifts, reports on private Colleges, which reflects a combination of the two previous categories of private Colleges.

The publication covers statistical information for public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) Colleges, private Colleges, CET colleges, and workplace-based education and training facilitated by Sector Education and Training Authorities (SETAs).

The publication contains statistical information on student enrolment, graduation and staffing levels at PSET institutions, as well as other relevant information pertaining to the PSET sector, including workplace-based education and training. It also includes key financial statistics pertaining to the National Student Financial Aid Scheme (NSFAS), the Skills Levy, and funds allocated to key components of the PSET system.

The report 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 post-school sector. Researchers and other stakeholders are encouraged to continue to use the publication as a basis for further inquiry and analysis. The 2015 statistical publication will be available on the Department's website in March 2017.

- Nthabiseng Tema is the Information Systems Management Director at the Department of Higher Education and Training (DHET).

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