



**RESEARCH AGENDA OF THE  
CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT SECTOR  
EDUCATION AND TRAINING AUTHORITY**

2021 – 2022

## **AUTHORISATION OF THE RESEARCH AGENDA**

I, the undersigned, hereby approve, on behalf of the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) the contents of the Research Agenda for the 2021/22 period.

Approved By:



Mr Marks Thibela

Chief Executive Officer

Date: 10/06/2021



Mr David Themba Ndhlovu

Chairperson of the Board

Date: 10/06/2021

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## ACRONYMS

APP	Annual Performance Plan
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
DHET	Department of Higher Education and Training
ETQA	Education, Training and Quality Assurance
4IR	Fourth Industrial Revolution
HEI	Higher Educational Institution
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
OFO	Organising Framework for Occupations
PFMA	Public Finance Management Act
PSET	Post-School Education and Training
SDA	Skills Development Act
SP	Strategic Plan
SSP	Sector Skills Plan
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UoT	University of Technology

## **1. INTRODUCTION**

CATHSSETA is a statutory body, established through the Skills Development Act of 1998. It is a Schedule 3(a)-listed public entity, in terms of the Public Finance Management Act (PFMA) (Act No. 1 of 1999, as amended), and it is accountable to the National Department of Higher Education and Training (DHET). CATHSSETA conducts its activities within the following six sub-sectors:

- Arts, Culture and Heritage;
- Conservation;
- Gaming and Lotteries;
- Hospitality;
- Sport, Recreation and Fitness; and
- Travel and Tourism.

Research is a key component in providing evidence to inform decision-making, policy review and strategy formulation, and in order to improve systems and services within the SETA. This Research Agenda seeks to respond to the Outcomes and Principles of the National Skills Development Plan (NSDP 2030).

The NSDP is underpinned by the following principles: (1) To situate the NDSP within an integrated PSET system; (2) To contribute to the country's socio-economic development objectives; (3) To advance an equitable and integrated system; (4) To promote greater inclusivity and collaboration; (5) To focus on a support system for learners and employers; (6) To place strong emphasis on accountability; (7) To understand the demand for skills; (8) To steer supply: qualifications and provision; and (9) To steer supply funding mechanisms.

This Research Agenda also seeks to respond to the outcomes of the NSDP, which are: (1) To identify and increase the production of occupations in high demand; (2) To link education and the Workplace; (3) To improve the skills level of the South African workforce; (4) To increase access to occupationally-directed programmes; (5) To

support growth of the public college institution type as a key provider of skills required for socio-economic development; (6) To support skills development for entrepreneurship and cooperative development; (7) To encourage and support worker-initiated training; and (8) To support career development services. The Research Agenda is carried out by the Research, Planning and Performance Unit of CATHSSETA.

The core function of the Research, Planning and Performance unit is to uplift the research and skills planning activities of CATHSSETA, with the aim of directly contributing to the establishment of a reliable institutional mechanism for skills planning both for our sector and the country.

The Unit plays an integral role in gathering statistical data and other relevant information about the labour market, skills needs and training provision. Such information is essential in planning, in order to meet the country's skills needs and to guide investment in the provision of education and training. The Unit is further responsible for producing the Strategic Plan (SP), Annual Performance Plan (APP) and Sector Skills Plan (SSP). The unit also conducts all research studies, establishes research partnerships and coordinates research conferences and all skills development and planning activities.

## **2. THE IMPORTANCE OF RESEARCH**

The research agenda contributes to providing sector-specific intelligence on the supply and demand of labour in the CATHSSETA sub-sectors, as well as other pertinent issues that are of interest to the SETA. Research is used as a planning tool and assists in the formulation of strategies, projects and interventions to ensure that the SETA is responsive to the needs of the sector and targeted beneficiaries. Through evaluation studies, the SETA is able to assess its performance against predetermined targets, including the implementation and outcomes of learning programmes.

A key research output of CATHSSETA is the SSP. It assists in outlining the occupational shortages list in the sector, which is prioritised in the scoping of projects on an ongoing basis. The SSP is also the foundation on which the SP and APP of the SETA are developed. The SSP is submitted, together with the SP and APP, as an annexure of the SETA documentation tabled in Parliament annually. The DHET SSP Framework and Requirements require the following from the SETA SSPs:

- Authoritative and focused research on the state of the skills market;
- Production of skills intelligence to support growth and development;
- Consistent, rich, and comparable understanding within the different economic sectors;
- Participation by stakeholders in the development process;
- Evidence-based research; and
- Actionable interventions that make a difference to skills planning.

### **3. PURPOSE OF THE RESEARCH AGENDA**

The Research Agenda sets out the research needs of CATHSSETA for the period from the 1<sup>st</sup> of April 2021 to the 31<sup>st</sup> of March 2022. Research is key component in providing evidence-based strategic planning and aligning CATHSSETA interventions to the outcomes and principles of the National Skills Development Plan (NSDP, 2030). The purpose of the Research Agenda is to help organise and prioritise research requests, and to improve the quality of the data and information available within the CATHSSETA sector. It provides a mechanism for building research capacity, and also as a guide for the allocation of resources for research and the strategic actions that will be undertaken to achieve the stated goals.

#### **3.1. The Concept of Research**

For the purposes of the Research Agenda, the term “research” is taken to mean rigorous and systematic enquiry and analysis. As such, research may be empirical or theoretical, quantitative, or qualitative and applied or basic. It involves collection of data from various sources and analysing same in order to reach certain conclusions.

### **3.2. The Nexus of Research Policy**

The relationship between research, evidence-based policy decision making, and practice is a complex one. How relevant knowledge is generated, disseminated, and institutionalised by both decision-makers and implementers needs to also be investigated. Research provides much-needed insight into the CATHSSETA sector, its workings, and skills requirements. The ability of research to influence policy and practice is often indirect and long-term. On a year-on-year basis, research makes valuable contribution to the SETA's understanding of the sector, and broader post-school education and training system in South Africa. Research outputs contribute to ensuring that the SETA is working towards increased access to quality and relevant skills development interventions, in order to fulfil the economic and social goals of inclusive participation, as set out in the National Development Plan (2030).

There is a need for a sustained dialogue between researchers and the users of research, in cultivating a practice of employing research-based evidence in the policy process.

### **3.3. Research Capacity**

The nature of research may vary in complexity and scale. CATHSSETA aims to achieve the priorities of its research themes/topics within the scope of its financial resources, as follows:

- Internal research: The Research, Planning and Performance unit is responsible for conducting various research studies within the research capacity and budget of the SETA.
- Commissioned research: Research commissioned through the appointment of research partners and service providers, with Terms of Reference specified by CATHSSETA, as part of the research theme/topic/priority outlined in this Strategy.
- Research Partnerships: Research projects undertaken in partnership with other public entities or government departments aligned with CATHSSETA's research priorities. These entities could be other SETAs or parastatals.
- Postgraduate Research Partnerships: Partnerships with public South African Universities by means of Memoranda of Understanding, which outline both

research collaboration areas and research grants. Postgraduate students from the identified universities will receive research grants to carry out research in areas pertaining to skills development and training, as well as to broader topics relevant to the CATHSSETA sector. CATHSSETA research partnerships will focus on proposing and supporting a university-based research programme that will:

- Refine and, where necessary, develop new methods for collecting sector skills information that can be used on an ongoing basis for improved skills planning;
- Gather and analyse sectoral information in order to establish baselines or updates on current information, using rigorous processes that can then be applied, on an ongoing basis, for improved skills planning;
- Study particular issues that are currently proving to be bottlenecks, in as far as CATHSSETA, and other post-school education and training institutions are able to meet their mandate, and provide practical frameworks, guidelines or 'maps', wherever appropriate;
- Evaluate and pilot skills development initiatives in order to inform further roll-out, adaption or step-changes;
- Produce practical reports (in addition to academic theses) in order to inform sector skills development initiatives;
- Contribute to the strengthening of recognised Centres of Expertise in Human Capital Development within the respective sub-sectors;
- Contribute to the building of a cadre of high-level Human Capital Development Skills Specialists in the country to seed the expansion of Human Capital Development Expertise into sector organisations and universities; and
- Disseminate information on achievements by the SETA, so as to showcase the SETA's work in the country.

#### **4. RESEARCH PRIORITIES**

The 2020/21 – 2024/25 SSP has identified the following key skills development priorities for the sector:

- Fourth Industrial Revolution
- Training provision
- Analysis of skills needs
- Increased partnerships to include worker -initiated interventions
- Sector transformation
- SMME interventions and green economy (resource efficiency)
- Monitoring and evaluation
- Addressing Occupational Shortages and Skills Gaps
- Technological advancement to combat impact of Covid – 19 Pandemic

All research conducted or commissioned by CATHSSETA is intended to feed into the SSP for strategic planning to address identified skills needs and constraints for effective recruitment, utilisation, and skills development. Table 1 below outlines the Research Agenda items that CATHSSETA intends to conduct in 2021/22.

**TABLE 1: RESEARCH OUTPUTS**

No.	Name of Study	Purpose of the Study	Main Objectives of Study	Research Mechanism	Valid for the Period	Budget
1.	<b>Sector Analysis for Arts, Culture and Heritage (ACH), and Sports, Recreation and Fitness (SRF) sub-sectors</b>	Provide an in-depth analysis of the ACH and SRF sub-sectors to understand their economic performance and labour market profile and how the sub-sectors have been evolving to identify new trends that will inform CATHSSETA qualifications and programme offerings.	<ul style="list-style-type: none"> <li>• Provide a detailed analysis of the economic and labour market outlook for the ACH and SRF sub-sectors;</li> <li>• Identify emerging trends and related occupational patterns and skills in the ACH and SRF sub-sectors;</li> <li>• Examine the employer profile of the ACH and SRF sub-sectors.</li> <li>• Examine the employee profile (demographics, skills, and educational levels) of the ACH and SRF sub-sectors;</li> <li>• Identify and provide analysis on the extent of key-role player participation in the ACH and SRF sub-sectors; and</li> <li>• Update of the stakeholder database for the ACH and SRF sub-sectors.</li> </ul>	Outsource	July 2021 – December 2021	R500 000
2.	<b>Impact of Covid -19 on CATHSSETA-sub-sectors</b>	Examine the overall impact of Covid -19 on CATHSSETA sub-sectors and its implications for skills development	<ul style="list-style-type: none"> <li>• Determine and analyse short to long-term effects of Covid -19 on the sector and recommended recovery plans within each sub-sector:               <ol style="list-style-type: none"> <li>a. Analyse the impact of Covid -19 on economic performance and labour market trends in the sector;</li> <li>b. Development trends in education and training as a result of Covid -19</li> </ol> </li> </ul>	Outsource	July 2021 – March 2022	R1 200 000

No.	Name of Study	Purpose of the Study	Main Objectives of Study	Research Mechanism	Valid for the Period	Budget
			<ul style="list-style-type: none"> <li>c. Understanding impact of COVID-19 on SMMEs in the sector</li> <li>Evaluate the Economic Reconstruction and Recovery Plan in response to Covid -19 and its effect on the CATHSSETA sub-sectors;</li> <li>Analyse short to medium term positive spin-offs of resources and relief funds on assisting the sector;</li> <li>Analyse access to education and training opportunities during and post Covid -19; and</li> <li>Analyse how vaccination will affect access to international communities;</li> <li>a. How Travel and Tourism sub-sector will be affected.</li> </ul>			
3.	<b>Feasibility Study: Implementing E-Learning in the Sector</b>	To examine the feasibility of e-learning implementation as an alternative mode of training in the sector.	<ul style="list-style-type: none"> <li>Determine the extent to which the sector is ready to roll out e-learning;</li> <li>Determine and analyse the capacity and resources available to implement e-learning in the sector (I suppose capacity includes skills to do this at institutions of higher learning)</li> <li>Explore the implications for provider accreditation and qualification review and development.</li> </ul>	Internal	July 2021 - November 2021	N/A

No.	Name of Study	Purpose of the Study	Main Objectives of Study	Research Mechanism	Valid for the Period	Budget
			<ul style="list-style-type: none"> <li>• Understanding policy implications for the SETA; and</li> <li>• Provide recommendations on implications of implementing e-learning in the sector</li> </ul>			

## **5. RESEARCH FUNDING AND PROCUREMENT**

- 5.1. The NSDP highlights the importance of partnering with higher education and research institutions, amongst others, for evidence-based understanding of skills demand and supply in the sector.
- 5.2. CATHSSETA will explore and initiate partnerships with higher education and research institutions, so as to meet the research needs of the sector. The SETA will partner with other public entities/government departments/higher education institutions aligned to the SETA's research priorities.
- 5.3. CATHSSETA shall establish a Research Reference Group to engage industry experts and researchers in the sector on research methodology, instruments, and reports as designed and produced by the SETA.
- 5.4. To support the objectives of the Research Policy, a research grant shall be awarded to a specialised unit or faculty of a public university or a University of Technology (UoT), in order to conduct sector-based research for CATHSSETA.
- 5.5. Research funding shall be sourced from the CATHSSETA Discretionary Grant.
- 5.6. Research projects shall be funded within minimum and maximum thresholds, subject to budgetary availability.
- 5.7. Funding of research shall be for research projects commissioned by CATHSSETA.
- 5.8. CATHSSETA shall issue the Terms of Reference (ToRs) for any research required, in terms of the PFMA and supply chain management processes for public entities. These ToRs serve as guidelines, establish the minimum requirements for research projects as well as research costs to be covered by CATHSSETA.

## **6. CONCLUSION**

This Research Agenda has been developed with the aim of addressing and supporting the eight (8) NSDP outcomes and the nine NSDP Principles, in order to set up a credible mechanism for skills planning for the CATHSSETA sector. The purpose is both to strengthen the organisation's research capacity and to ensure that CATHSSETA serves as a repository of skills development knowledge in the sector. The achievement of these research priorities, through the approaches stated above,

will enable CATHSSETA to be acknowledged as the credible authority that it rightfully is, in skills planning and development in the sector.