



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

2020-2021

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 2020/2021 period.

Approved By:



Chief Executive Officer
Keitumetse Lebaka (Ms)

Date: 31/08/2020



Chairperson of the Board
David Themba Ndhlovu (Mr)

Date: 31/08/2020

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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
NSDP	National Skills Development Plan
OFO	Organising Framework for Occupations
PFMA	Public Finance Management Act
SDA	Skills Development Act
SP	Strategic Plan
SSP	Sector Skills Plan
ToR	Terms of Reference

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 1 of 1999 as amended), and 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 to improve upon systems and services within the SETA. This Research Agenda seeks to respond to the National Skills Development Plan (NSDP) outcomes and principles.

The NSDP underpins the following principles: (1) Locating the NDSP within an integrated PSET System; (2) Contributing to the country's socio-economic development objectives; (3) Advancing an equitable and integrated system; (4) Greater inclusivity and collaboration will be promoted; (5) Focus on support system for learners and employers; (6) Strong emphasis on accountability; (7) Understanding skills demand; (8) Steering supply: qualifications and provision and (9) Steering supply funding mechanisms.

This Research Agenda seeks to also respond to the outcomes of the NSDP which are: (1) to identify and increase production of occupations in high demand; (2) Linking education and the workplace; (3) Improving the level of skills in the South African workforce; (4) Increase access to occupationally directed programmes; (5) Support the growth of the public college institutional type as key provider of skills required for socio-economic development; (6) Skills development support for entrepreneurship and cooperative development; (7) Encourage and support worker initiated training and (8) Support career development services.

The core function of the unit is to uplift the research and skills planning activities of CATHSSETA with the aim that these may directly contribute to the establishment of a reliable institutional mechanism for skills planning for both our sector and the country.

The Research unit plays an integral role in gathering statistical data and other relevant information on the labour market, skills needs and training provision. Such information is essential in planning to meet the country's skills needs and guiding investment in education

and training provision. The unit is further responsible for producing the Strategic Plan (SP), Annual Performance Plan (APP) and Sector Skills Plan (SSP) as well all research studies, establishing research partnerships, coordinating research conferences and all skills development and planning activities from 1 April 2020 onwards.

2. IMPORTANCE OF RESEARCH

The SSP is the key research output of CATHSSETA. The SSP assists in outlining the occupational shortages list in the CATHSSETA sector and this list is prioritized in the scoping of projects on an ongoing basis. The SSP is also the foundation upon which the SP and APP of the SETA are developed. The SSP is submitted along with the SP and APP as an annexure of the SETA's documents that are tabled in parliament annually. The DHET Framework and Requirements requires the following from SETA SSPs:

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

Thus, all research conducted or commissioned by CATHSSETA is intended to feed into the SSP for Strategic Planning that outlines key strategic interventions to address identified skills needs and constraints to effective recruitment, utilization and skills development. Table 1 below outlines the research agenda items CATHSSETA intends to conduct in 2020.

Table 1: Research output

Name of study	Purpose of Study	Main objectives of the study	Research Mechanism	Valid for Period
The Extent of active labour unions in the CATHSSETA sub-sectors	<p>The Research and Planning unit was requested by the office of the CEO to conduct desktop research on the extent of involvement of labour unions in the six CATHSSETA sub-sectors. During the NSDS III period, labour unions have been envisioned as critical networks for organisations in facilitating the education and training needs of their members and other workers to suit their needs in a manner that is also beneficial to the South African economy;</p> <p>As we transition into the National Skills Development Plan (NSDP), the plan places even greater emphasis on bridging the gap between the employer, SETA and the labour unions in terms of outcome 7 (Encourage and support worker initiated training).</p>	<ol style="list-style-type: none"> 1. To assess to what extent are labour unions active in the six CATHSSETA sub-sectors; 2. How many are active and have recognition agreements with employers; 3. How many are involved or are benefitting from CATHSSETA funding; 4. Who are the majority unions active in the different CATHSSETA subsectors; 5. What are the training needs of the unions: 	Desktop research (internal study)	1 November 2019 – 31 March 2020
Sectoral Analysis of COVID-19 in the CATHSSETA sub-sectors	To give a brief overview of the effects of COVID-19 on the six CATHSSETA sub-sectors.	<ol style="list-style-type: none"> 1. To understand how each sub-sector of the CATHSSETA is affected by the surge and spread of the COVID-19 pandemic; 2. To understand how businesses and stakeholders within the CATHSSETA sub-sectors will be affected; 3. To understand the threat of business closing down and resultant job losses; 	Desktop research (internal study)	1 April 2020 – June 2020

Name of study	Purpose of Study	Main objectives of the study	Research Mechanism	Valid for Period
		<ol style="list-style-type: none"> To give an overview of the government's response to the pandemic to guide how CATHSSETA can respond to assist its stakeholders; To outline the different resources available including relief funds set up to assist those businesses that are struggling; To understand the extent of the impact of the pandemic on the small enterprises and the risk to their survival. 		
*Tracking and Tracing study	The primary focus of the study is to understand the outcomes of workplace-based learning (WBL) through the tracking and tracing of learners supported by CATHSSETA. The main purpose of the study will be to provide the SETA with information regarding the activities of learners who have completed CATHSSETA programmes. Tracer studies are designed to determine whether or not a programme is achieving its mission and assist in demonstrating the programme's outcomes.	<ol style="list-style-type: none"> To determine the destinations of learners who have completed learnerships, internships and apprenticeships; To understand the factors associated with employment/unemployment; To understand the intricacies of the articulation of qualifications into occupations; To determine the nature of employment of learners who received employment; To pilot a survey of the perceptions of employers on the value of learnerships, apprenticeships and internships. 	Research Commissioned	1 September 2020 – 31 September 2021
Skills Forecasting Study: Fourth Industrial Revolution	We need further research on the impact of the fourth industrial revolution on the six CATHSSETA sub-sectors. How will the 4IR affect jobs in the sector and what are the future skills employers should be planning for? What jobs will be lost? How do we re-skill employees affected by the disruption? How can we support employers? What has been the effects of the COVID-19 pandemic	<ol style="list-style-type: none"> To determine the impact of the 4IR on the six CATHSSETA sub-sectors; Find out the future occupations emerging from the study; Find out how employers can plan and prepare for the disruption. Find out the unintended consequences of the COVID-19 pandemic in the sub-sectors and recommend how the CATHSSETA respond 	RFQ	1 July 2020 – 30 December 2020

Name of study	Purpose of Study	Main objectives of the study	Research Mechanism	Valid for Period
	in relation to the 4IR and the availability of learning platforms to all the intended beneficiaries?			
HEI partnership by RFQ	As part of creating partnerships with High Education Institutions, the CATHSSETA will partner will selected HEIs on areas.	The SETA will partnerships with WITS university to do research on the Gaming and Lotteries sub-sector. As part of the SSP findings this sub-sector has consistently been reported as lacking sufficient information to inform skills development.	RFQ was issued and finalised. NT approved deviation to appoint WITS as preferred bidder.	1 August 2020 – 31 January 2020
Impact Assessment	<p>The purpose of this project is to conduct an impact assessment study to review the impact of the CATHSSETA funded learning interventions in terms of the NSDS III on the intended beneficiaries (it is expected that the NSDS III transformational imperatives will be used as indicators on this project).</p> <p>The overall objective of the study is to evaluate the effectiveness of the implementation of the CATHSSETA learning programmes and measure impact on Programme beneficiaries for the period 2015/16 to 2018/19.</p>	<ol style="list-style-type: none"> 1. Assess the impact of CATHSSETA Learnerships, Bursaries, Internships, artisans, skills programmes and WIL interventions on Programme beneficiaries for the period 2015/16 to 2018/19; 2. Ascertain the impact of CATHSSETA interventions in addressing NSDS III goals and imperatives; 3. Evaluate the socio economic status of beneficiaries following intervention/support from CATHSSETA; 4. Assess employment status of CATHSSETA beneficiaries, including an assessment of the promotion and/or absorption rate of beneficiaries into the labour market; 5. Determine the completion rate of Learnerships, Bursaries, Internships, Artisans, WIL interventions and Skills Programmes; 	Research Commissioned by tender	1 Jan 2021 – 31 March 2022

Name of study	Purpose of Study	Main objectives of the study	Research Mechanism	Valid for Period
		6. Evaluate alignment of supply and demand of skills in the labour market within the CATHSSETA subsectors; 7. Assess the relevance of qualifications and services rendered by CATHSSETA; 8. Assess the impact of training interventions on employers of the various subsectors within the scope of CATHSSETA; 9. Assess whether CATHSSETA interventions have positively impacted the lives of beneficiaries and the social impact on their families and social surroundings		
Training Analysis	The aim of this report is to provide an analysis of training achieved by the sector through a comparison of training planned in the previous reporting period (i.e. 2017) with training achieved in the current reporting period (i.e. 2018).	Determine the number of learners trained against planned training in the previous reporting period as per Mandatory Grant data	Internal Research	1 April 2020 – 31 March 2021

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3. PURPOSE OF RESEARCH AGENDA

The Research Agenda sets out the research needs of CATHSSETA for the period 1 April 2020 to 31 March 2021. The purpose of the research agenda is to help organise and prioritise research requests and to improve the quality of data and information available within the CATHSSETA sector. It provides a mechanism for building research capacity and a guide for the allocation of resources for research and the strategic actions that will be undertaken to achieve the stated goals.

4. CONCEPT OF RESEARCH

For the purposes of the Research Agenda, the term “research” is taken to mean rigorous and systematic enquiry and analysis. Such research may be empirical or theoretical, quantitative or qualitative and applied or basic.

5. RESEARCH POLICY NEXUS

The relationship between research and evidence based policy decision making is a complex one. There seemingly appears to be a more indirect influence of research on policy, process and practice. Research provides much needed insight into the CATHSSETA sector, its workings and skills requirements. There is a need for a sustained dialogue between researchers and users of research in cultivating a practice of employing research-based evidence in the policy process.

6. CATHSSETA AND THE RESEARCH COMMUNITY

The nature of research may vary in complexity and scale. CATHSSETA aims to achieve the priorities of its research themes/topics through the implementation of the following actions:

- 6.1. Commission research: Research commissioned through the appointment of research partners, whose terms of reference are specified by CATHSSETA as part of the research theme/topic outlined in this strategy.
- 6.2. Research Partnerships: Research projects undertaken in partnership with other public entities or government departments aligned to CATHSSETA’s research priorities.
- 6.3. Post Graduate Research Partnerships: Partnerships with public South African Universities by means of Memorandums 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 and broader topics relevant to the CATHSSETA sector.

The 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 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 our understanding, and provide practical frameworks, guidelines or 'maps', where appropriate.
- Evaluate pilot skills development initiatives in order to inform further roll-out, adaption or step-changes.
- Produce practical reports (in addition to academic theses) to inform sector skills development initiatives.
- Contribute to the strengthening of recognised centres of expertise in Human Capital Development in 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.

7. RESEARCH PRIORITIES

The 2019/20 SSP has identified the following key skills development priorities for the sector:

- i. Qualification review
- ii. Training provision
- iii. Technological advancement
- iv. Analysis of skills needs
- v. Workplace-based learning and experiential learning
- vi. Mentoring and coaching
- vii. TVET capacity building
- viii. Increased partnerships
- ix. Transformation in the sector

In addressing these priorities, the research agenda comprises the following five (5) themes/topics that have been aligned to the key imperatives of the White Paper on Post School Education and Training and the DHET's research agenda. The listed themes/topics are complementary and are not exhaustive:

- 7.1. Tracking and Tracing study
- 7.2. Skills Forecasting Study: Fourth Industrial Revolution
- 7.3. Research Partnerships with HEIs
- 7.4. Impact Assessment
- 7.5. Training Analysis

8. RESEARCH FUNDING AND PROCUREMENT

- 8.1 Research partnerships are critical in meeting CATHSSETA's research priorities. CATHSSETA will explore and initiate partnerships with researchers and research to meet the research needs of the sector.
- 8.2 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 University of Technology to conduct sector-based research for CATHSSETA.
- 8.3 Research funding shall be sourced from the CATHSSETA Discretionary Grant.
- 8.4 Research projects shall be funded within minimum and maximum thresholds, subject to budget availability.
- 8.5 Funding of research shall be for research projects commissioned by CATHSSETA.
- 8.6 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 and research costs that will be covered by CATHSSETA.

9. CONCLUSION

This Research Agenda has been developed with the aim of addressing and supporting the eight 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 to both strengthen the organisation's research capacity and ensure that CATHSSETA serves as the 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 for skills planning and development in the sector.