

The following matter forms part of the Environmental Scan for July 2019:

Council on Higher Education

- 1) The Different Modes of International Programme and Provider Mobility:
Towards a Classification Framework

<https://www.che.ac.za/sites/default/files/publications/BS%208%20Different%20Modes%20of%20Programme%20and%20Provider%20Mobility.pdf>

“During the last two decades there has been an exponential increased in all forms of international academic mobility – student and scholar, programmes and providers, policies and regulations, and the universal exchange of knowledge, ideas, values and culture. The diversity in the modes and forms of mobility is unprecedented. This has brought new opportunities and innovation to international higher education and has also raised new issues and potential risks. At the same time, it has introduced a new lexicon to international academic mobility as more terms are being created to try to capture the evolution and many changes”.

“International programme and provider mobility (IPPM), is now becoming the accepted term because it erases the confusion caused by the use of the more generic terms”. “International programmes and providers move across borders in diverse ways such as international branch campuses, franchise programmes, distance education, partnership programmes and joint universities. The common feature is that a sending country higher education institution (HEI) offers its programmes in a host country. The major focus is on academic programmes and providers moving to the students and not the students moving to the country of the foreign HEI/provider”.

The article “... focuses on the principles, structure and use of the proposed IPPM Classification Framework. The Classification Framework is designed for different higher education actors and stakeholders. These include higher education policy makers at national, regional and international levels, quality assurance agencies, national governmental and non-governmental higher education organizations, higher education institutions and providers, scholars, and others who have a vested interest in ensuring that the different modes of programme and provider mobility are carefully monitored, quality assured, and contribute in positive ways to the needs and interests of both host and sending countries”.

- 2) Newsroom – announcements

<https://www.che.ac.za/announcements/journal-learning-development-jl4d>

- Journal of Learning for Development (JL4D)
The JL4D website provides articles and items of interest
<https://protect-za.mimecast.com/s/jcr9C66M44cy35wTpVfPR>
- Siyaphumelela News Alerts July 2019

The articles and presentations from the Siyaphumelela 2019 Conference are available on their website

<https://www.siyaphumelela.org.za/>

- Loss of Dr Mlilo – CHE acting Director: Institutional Audits
- Education in South Africa: hits and misses over the past 25 years

DHET

- 1) NOTICE OF INTENT TO CANCEL THE REGISTRATION OF NAZARENE THEOLOGICAL COLLEGE NPC AS A PRIVATE HIGHER EDUCATION INSTITUTION

https://www.gov.za/sites/default/files/gcis_document/201907/42584gon992.pdf

- 2) Minister Blade Nzimande: Media briefing on Higher Education, Science and Technology and Budget Vote 2019

<https://www.gov.za/speeches/statement-minister-higher-education-science-and-technology-dr-blade-nzimande-occasion-media>

“Our budget vote will be guided by our adoption of the new White Paper on Science, Technology and Innovation which moving forward guides our National System of Innovation”.

“..the implementation of the policy imperatives of the National Development Plan (vision 2030) will continue to take precedence. We will also continue to play our role in driving and advocating for increases in gross investment in research and development as a percentage of Gross Domestic Product with the aim of achieving the National Development target of 1, 5%”.

“With the budget for 2019/20 increase to R8,150 billion from the R7,790 billion allocated in 2018/19, we have identified initiatives to develop new research and development of industries that could help improve South Africa's value addition in what we produce and export”.

- 3) North West Treasury inducts municipal officials into SCM Learnership Programme

<https://www.gov.za/speeches/provincial-treasury-inducts-municipal-officials-scm-learnership-programme-17-jul-2019-0000>

“Following the invocation of section 100 (1)(a) of the Constitution, the directive was issued to improve Supply Chain Management (SCM) in municipalities, the North West Provincial Treasury and National Treasury developed a SCM Learnership Programme to improve and turn around SCM processes”.

“The eighteen (18) month programme, which is the first in the history of the country will be conducted by Transport Education and Training Authority (TETA) targets to professionalise municipal SCM processes. Fifty-nine (59) practitioners from North West municipalities have been enrolled in the programme. At the completion of the programme NQL Level 5 certificate will be awarded”.

- 4) The Minister of Higher Education, Science and Technology, Dr BE Nzimande's address during the 2019 SONA debate

<https://www.gov.za/speeches/minister-nzimande-debate-state-national-address-25-jun-2019-0000>

Below are some of the highlights:

"In 1994 the National Student Financial Aid Scheme (NSFAS), spent about R71m in supporting poor and mainly black students to access higher education, yet by 2018 this has hugely increased to R15b, and having benefitted more than 2 million students, most of whom being the first in the history of their families to acquire a university degree or a college certificate or diploma".

"For the first time since 2016 there are more black students studying engineering at university ever in the history of our country. Since 2009 government introduced NSFAS in TVET colleges with an amount of R100m and by 2018/19 this amount has increased to 5b".

"Against this backdrop there is now a stronger alignment between education and training institutions and work; with a significant focus on student success; growing and strengthening of the TVET college sector; new Community Education and Training colleges; and improving the capacity of the whole sector to provide quality education and training opportunities to more South Africans".

"The new Sector Education and Training Authority (SETA) Landscape will be implemented from 1 April 2020. The aim of the new landscape is to strengthen, realign and repurpose the SETA system to support our skills development and human resource development plans".

"The recently launched Centres of Specialisation (CoS) pilot is being prioritized for the training of 780 youth in artisan skills and will assist 26 TVET college campuses to improve their capacity to develop artisans with industry partners in 13 priority trades/occupations".

"The National Skills Fund has made available R150 million to upgrade workshops at TVET colleges to meet industry requirements".

"There are four employer associations participating in this initiative, i.e. Steel and Engineering Industries Federation of South Africa (SEIFSA), Retail Motor Industry (RMI), Institute of Plumbing South Africa (IOPSA) and Southern African Institute of Welding (SAIW)".

"The SETAs has ensured that all participating employers in the Centres of Specialisation programme received a discretionary grant".

SAQA

- 1) Sustainable models of Recognition of Prior Learning (RPL) needed to scale up implementation

<http://www.saga.org.za/docs/pubs/2019/Media%20release%20-%20International%20Seminar%20on%20RPL%20v1.1.pdf>

“Representatives of the 105 statutory and non-statutory professional bodies recognised by the South African Qualifications Authority (SAQA) met on 21 June 2019 to reflect on their RPL practices at an international seminar, which forms part of a series of events to mark the 21st anniversary of the National Qualifications Framework (NQF). The seminar was hosted by SAQA in partnership with Insurance Sector Education Authority (INSETA)”.

- 2) Learning Outcomes remain important, they just need to be used

http://www.saga.org.za/docs/pubs/2019/Media%20Release_Learning%20outcomes%20affirmed.pdf

“As part of a series of events to celebrate 21 years of the South African National Qualifications Framework (NQF), stakeholders in education and training in South Africa and Europe met for a two-day (24 – 25 June 2019) international Policy Learning Forum (PLF) on the conceptualisation and use of Learning Outcomes in South Africa and Europe”.

- 3) Adrienne Bird: A doyenne in education and training will be sorely missed

<http://www.saga.org.za/docs/pubs/2019/Tribute%20to%20Ms%20Adrienne%20Bird.pdf>

“The SAQA Board, management and staff extend its deepest condolences to the Bird family on the untimely passing of Ms Adrienne Bird. “South Africa has lost an influencer who contributed immensely to the establishment of the National Qualifications Framework (NQF),” says Dr Vuyelwa Toni Penxa, Chairperson of the SAQA Board”.

University World News

- 1) Free trade agreement offers a wealth of HE benefits – Report

<https://www.universityworldnews.com/post.php?story=20190716112200497>

“The African Continental Free Trade Area (AfCFTA) is likely to yield significant benefits for higher education and professional labour mobility on the continent once it takes effect, according to a new *Assessing Regional Integration in Africa* (ARIA IX) report”.

“A mismatch between available skills and the needs of Africa's labour markets has slowed the continent's economic integration and overall development, according to the report. But a deepening of regional cooperation in education, including the implementation of Africa's higher education harmonisation strategy – a recommendation under AfCFTA – can help”.

“The AfCFTA is a trade agreement between the AU member states, aimed at creating a single continental market for goods and services as well as a customs union with free movement of capital and persons. The agreement was signed in Kigali, Rwanda in March and entered into force on 30 May 2019. It became operational this month (July). Only Benin and Eritrea are yet to sign”.

- 2) Creative learning as a renewable resource

<https://www.universityworldnews.com/post.php?story=20190715134045227>

"The imminent global problems facing the planet (for example, climate change, extreme poverty, hunger and the refugee crisis) and the complex and interconnected nature of those problems, precipitated by mass industrialisation, require a new way of thinking that makes **creative learning** and **lifelong learning** top priorities for educational systems around the world".

"Thus, learning should be viewed as a renewable human resource since it provides an unlimited source of new ideas and problem-solving capacity".

- 3) Pearson adopts 'digital first' approach to publishing

<https://www.universityworldnews.com/post.php?story=20190719101452682>

"From now on, instead of publishing new editions of print textbooks every few years, the publisher will focus its energy on its digital course materials which will be updated on an ongoing basis – reflecting new research developments, technology breakthroughs and the latest pedagogical trends. Print versions of the materials will still be widely available to rent, but students will be discouraged from buying them with relatively high pricing and limited availability".

BIZ Community

- 1) Why businesses are shifting their training to digital

<https://www.bizcommunity.com/Article/196/371/192966.html>

"Digital online learning platforms are replacing impractical and expensive training lessons. It not only saves on costs but also appeals to millennials, who, according to a recent study by Forbes, will make up 50% of the workforce by 2020.

What's more, millennials are inclined to learn better through interactive platforms that include video content and gamification, easily accessible on their mobile devices".

- 2) Unprecedented moves by universities to tackle UN SDGs

<https://www.universityworldnews.com/post.php?story=20190628113242102>

"The University of Southern Denmark has made the United Nations' Sustainable Development Goals (SDGs) the overarching focus of its strategic plan, while in Sweden 36 universities have signed a climate framework in support of the Paris 2016 climate agreement, and in Norway the Bergen Summer Research School is addressing how research might impact on policies for a sustainable future".

"The University of Southern Denmark (SDU) will launch 17 new one-year masters programmes, one for each of the 17 SDGs. An introductory day for all new students will have the SDGs as the main focus and from 2020 SDU will host a youth festival called "Our Global Goals" ".