



Post-School Education and Training and National Development

Commissioner Malegapuru Makgoba

Evidence to the Commission of Inquiry into Higher
Education and Training

3 October 2016

Overview

1. Policy Framework: The NDP & PSET
2. PSET targets in the NDP: Strategic Levers
3. Issues of costing & financing



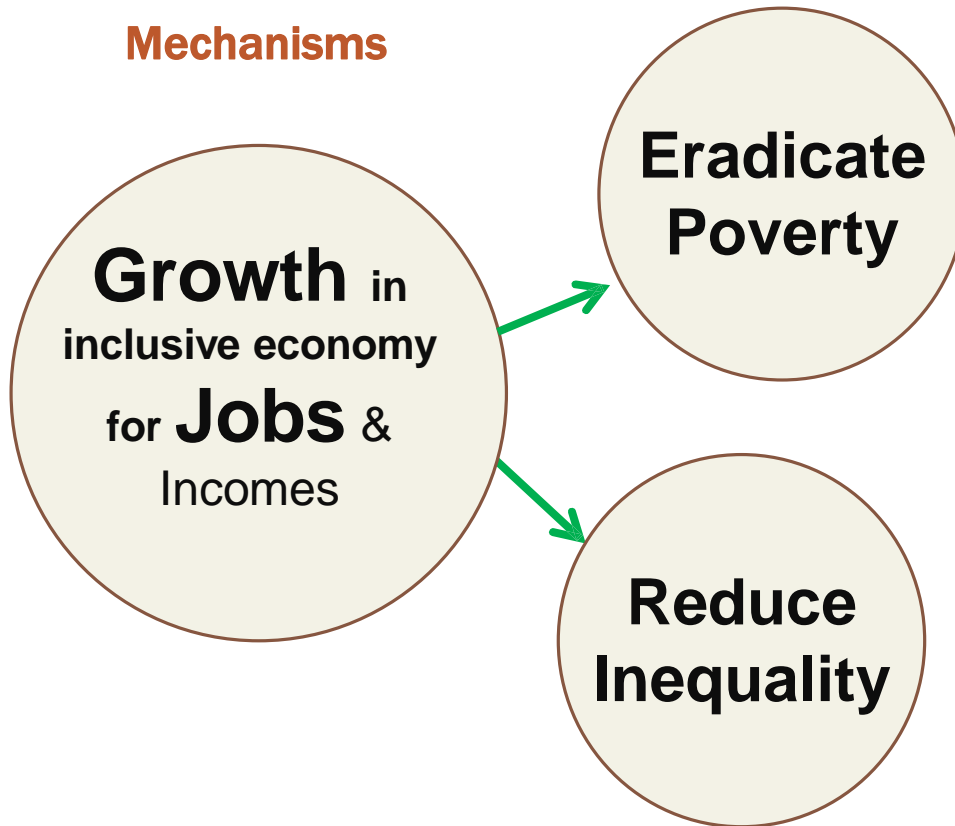
Policy Framework –The NDP & PSET



The NDP: 2030 outcomes & mechanisms

Outcome targets
for 2030

Mechanisms



The NDP focuses on eradicating poverty and reducing inequality.

This requires increasing growth in a more inclusive economy, which creates jobs and incomes.



Education central to inclusive growth

“The single most important investment a country can make is in its people. Education has intrinsic and instrumental value in creating societies that are better able to respond to the challenges of the 21st century. Lifelong learning, continuous professional development and knowledge production alongside innovation are central to building the capabilities of individuals and society as a whole”

(NDP, p. 296)

QUALITY

DIVERSITY

TRANSFORMATION



PSET central in citizenry, education & economy

Supports quality learning & teaching in the entire education system

Research for knowledge / knowledge systems & technology transfer/ at base of innovation

Respond to skills needs of all sectors/Produce highly skilled professionals & technicians

Learning & research for active & wise citizenship/ social & human understanding/ rich, diverse lives

International & industry & voluntary partnerships for learning and sharing



Underlying Policy Documents

1. Education White Paper 3: A programme for the Transformation of Higher Education, 1997.
2. White Paper on Science & Technology – Preparing for the 21st Century, 1996.
3. Report of the National Working Group – Restructuring of the Higher Education System in South Africa, 2002
4. Ministerial Review Committee on Science, Technology & Innovation Landscape in South Africa, 2012
5. Green Paper on Post-School Education and Training, 2012 (Now the White Paper, 2014)
6. Global Trends in Higher Education (University rankings; BRICS trends; World Bank studies on world class universities)



PSET Targets in the NDP - The Strategic Levers

Recommendations: Expand, Diversify & Improve

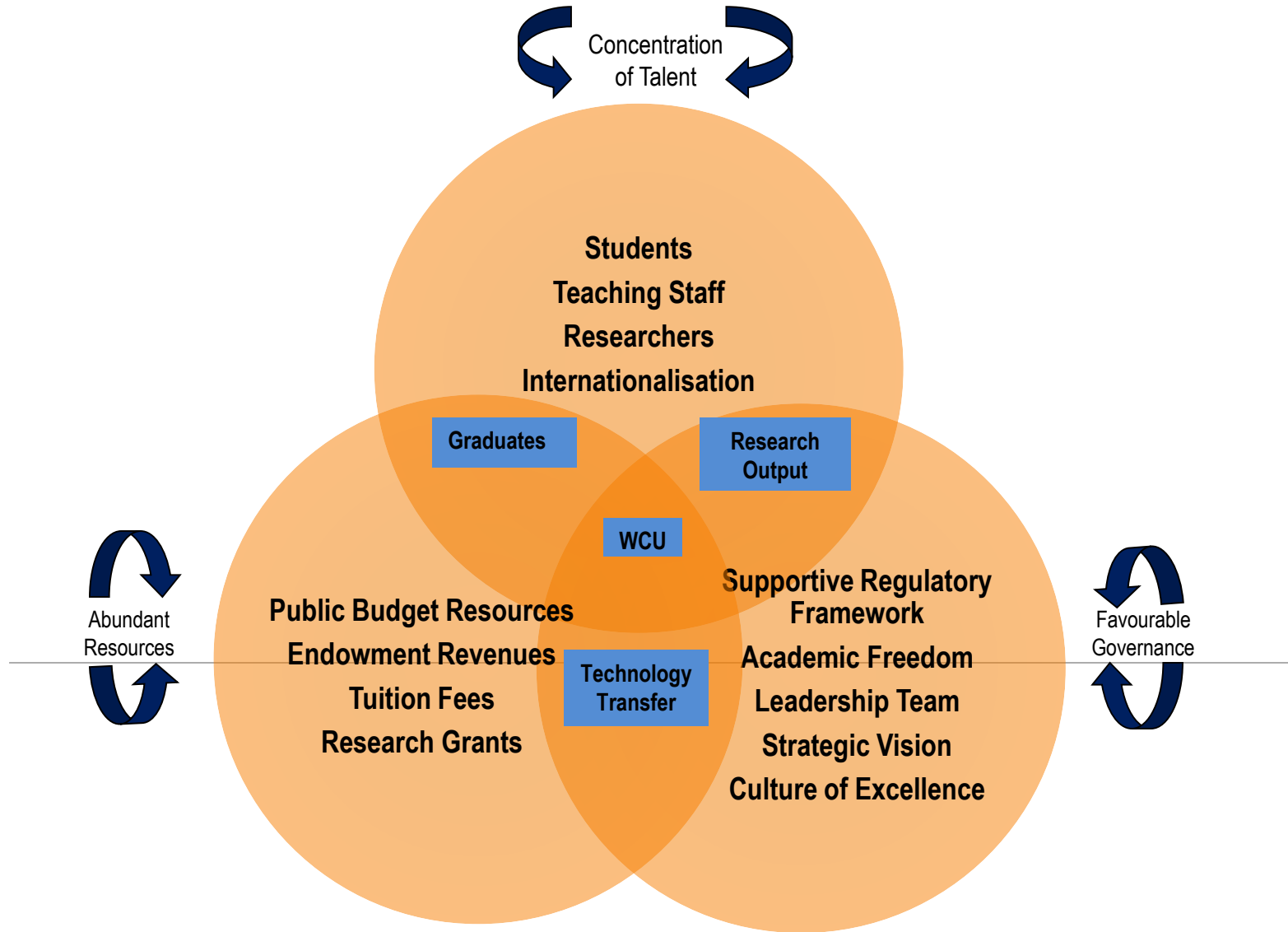
Growing capacity/
Expanding the system –
participation in PSET to
more than 30%

Building a diverse,
differentiated system that
responds to various
needs.

Improving quality &
success rates –
incentivise graduate
output



The Challenge of Establishing World-Class Universities

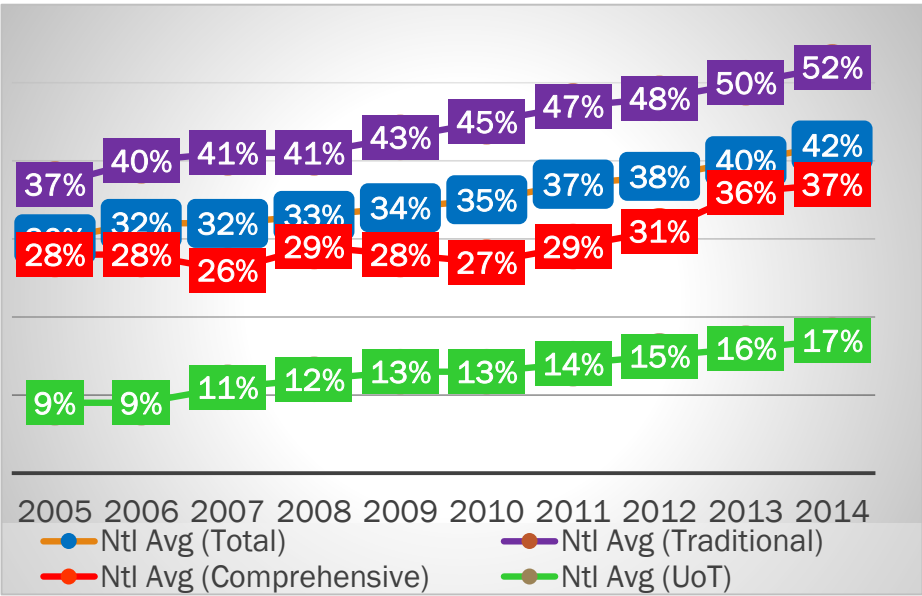


Concentration of Talent

Students
Teaching Staff
Researchers
Internationalisation

1

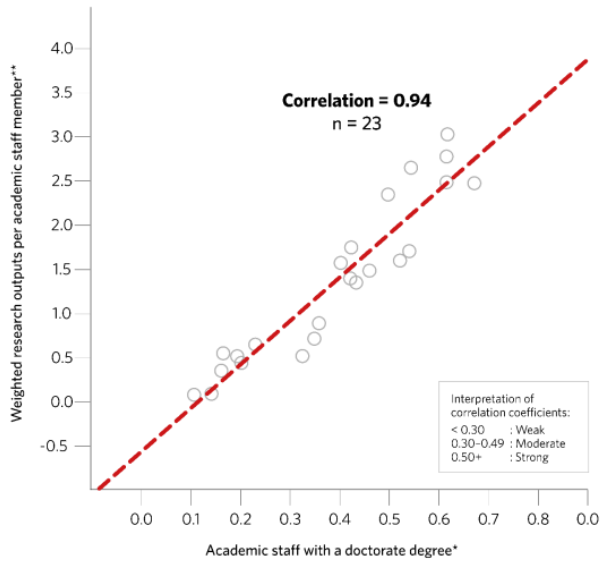
% PhDs:
75%
benchmark



3



2



NOTES: * Academic staff are employees who spend at least 50% of their official time on duty on teaching and/or research activities.
 ** Weighted research outputs: The research outputs recognised by the funding framework are research publication units (weighting = 1), research masters graduates (weighting = 1), and doctoral graduates (weighting = 3).

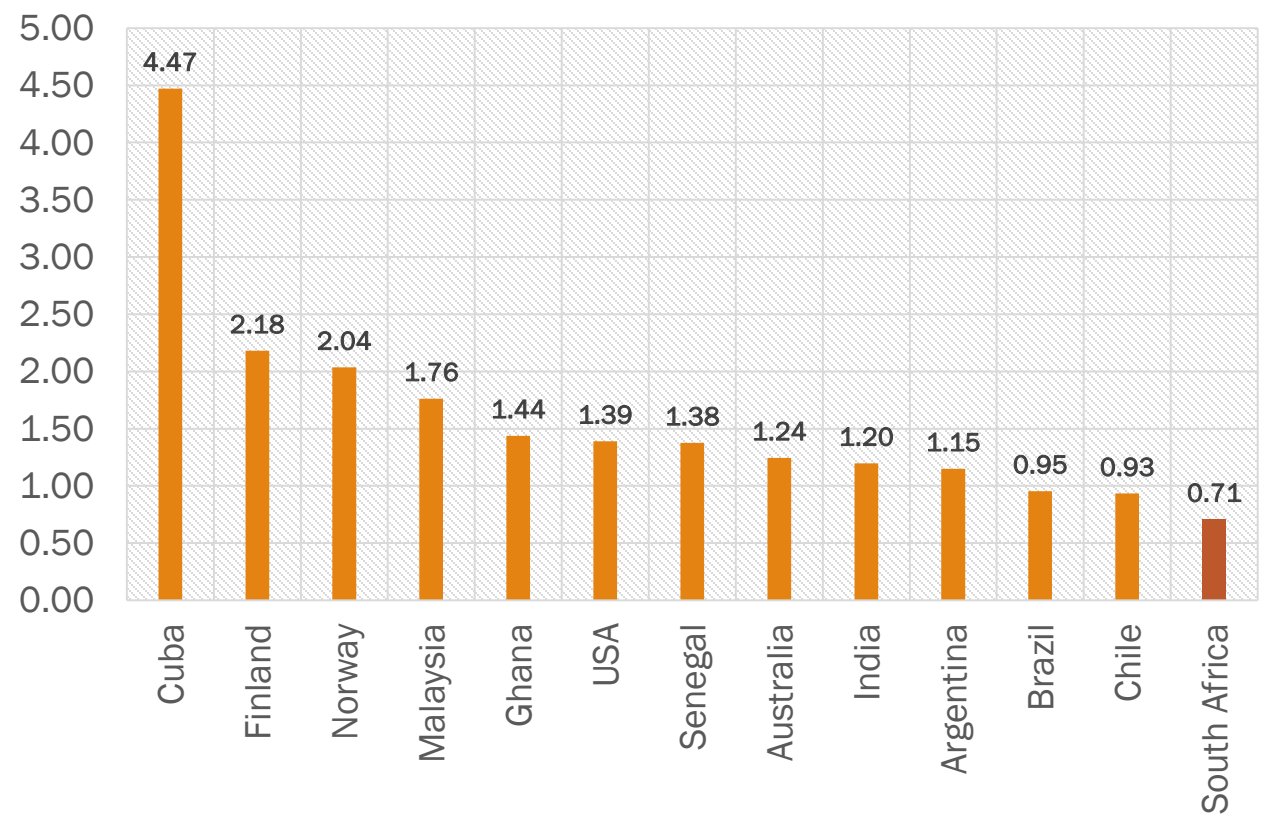
SOURCE: HEMIS. Compiled by Charles Sheppard.

Abundant Resources

- Public Budget Resources
- Endowment Revenues
- Tuition Fees
- Research Grants

4

Expenditure on higher education as % of GDP, 2012



Governance

Supportive Regulatory Framework
Academic Freedom
Leadership Team
Strategic Vision
Culture of Excellence

University Throughput Rates - 2005 New Entrants		
	Dropped out after 6 years	Graduated after 6 years
3-year National Diploma	60%	40%
3-year Degree	48%	52%
4-year Degree	51%	49%
Masters Degree (2003 new entrants)	54%	46%

Source: DHET (2013), Report of Ministerial Committee for the Review of the Funding of Universities, pp. 109-112.

Excellence & Throughput:

- Complex issue; different approaches
- Need to understand better but some numbers raise concern

Costing & Financing Issues

Costing/Financing

1. No detailed costing – broad assessment of consistency & necessity of the trajectory
 - What is needed for a competitive, growing economy?
 - How do we absorb the young & reap the demographic dividend?
2. Targets set based on expert assessment of international trends and evidence & SA starting point
3. The cost of investment in PSET must also be compared to the potential cost of not investing.
4. We cannot afford to underestimate the returns to PSET & S&T - international experience clear about centrality



Conclusion

1. Expansion and quality of higher education indispensable for national development, identity & cohesion, competitiveness and growth
2. Need to maintain our competitive advantage in higher learning & knowledge generation
3. **Investment in teaching & research staff for future crucial:** level of qualifications and composition/ representivity
4. Critical not to underinvest but also to have an efficient system



Thank you



Figures

1. Proportions of SA Academics with Doctoral Degrees (2005 to 2014) – Cloete et al. (2015), Doctoral Education in South Africa
2. Correlation between % of staff with doctorate and research outputs (2014) - Charles Sheppard from HEMIS
3. PhDs per 100 000 of 2011 population – Cloete et al. (2015), Doctoral Education in South Africa
4. Expenditure on higher education as % of GDP, 2012 – Sheppard from OECD 2010 data

