



TO:	CEO
FROM:	Research
DATE:	20/10/2008
cc:	COO/ Management
RE:	Research Agenda

CONSTRUCTION EDUCATION AND TRAINING AUTHORITY

Research Agenda for 2008 to 2010

1. Objective

Promote and ensure quality of education and training in the constructions sector through systematic, logical and comprehensive research in achieving the NSDSII targets including CETA's goals objective and vision.

2. Purpose

The key purpose of the research is to strategically determine strategic intervention in achieving Construction sector goals and provide advice to Stakeholders and Inform Policy Makers on all matters relating construction. Furthermore it will serve as a guide on performance guide on our NDSI Targets indicators in developing Sector Skill Plan (SSP) and integration of Service Level Agreement (SLA) in furthering the mandate of CETA in Training and development. And advise stakeholders on all matter relating to Construction Sector need through conducting, commissioning and publishing and presenting research on national construction imperatives, Training and development Policy and implementation.

3. Key items on the research Agenda.

1. Priorities and facilitate workplace Learning
2. Promote continuous learning in the construction sector
3. Interrogate research on current state and future development of the construction Industry
4. Benchmark and facilitate world class Standards in Skill development and learning
5. Identifying Sector economic growth indicators and develop strategies
6. Identify Learning opportunities in the constructions Sector.

4. Outcomes

The purpose of the agenda is to have a broader sector contribution in the review of the current SSP and SLA and reformulation of the SSP 2006-2010. Outlined below are some of the guidelines to facilitate the development and fine tuning of the strategies that can be followed in drawing up the research agenda and items on the Agenda.

- Identification of all the possible Stakeholders in the Sub sectors.
- Strategies for all stakeholder consultation and their involvement throughout the process
- Review of the first cycle and identify lessons learned during that period (2000-2005), identify all the gaps.
- Identify all the drivers or factors in the forecast period 2005-2010 and outline what impact these will have on overall profile of the Sector and Industry.

5. Publication and dissemination of CETA Research

CETA will publish its own research report. Articles and papers are to be published in the CETA Magazine Columns. While CETA actively participates in local and international conferences, a number of events are also to be hosted by CETA.

6. How Research Agencies participate in Specific CETA Research Projects.

In some instances CETA will outsource a research project or part thereof to a research Agency. Notification of such project will be done through the release of the Terms of Reference on the CETA Website, and by individual requests to research agencies on the CETA Database. Research Agencies that want to be included on this database can contact CETA.

Research agencies are required to submit research Proposals (based on the specific Terms of Reference). CETA in terms of Quality, Pricing and Equity and Experience criteria then evaluates these proposals.

7. How other researchers participate in CETA Research project

The construction sub sectors and Postgraduate Students are encouraged to consider the CETA Research Agenda when selecting research topics. In case where there is commonality between personal research and CETA research projects CETA can offer the following Support

- Access to CETA Resources
- Access to related information that is in the public domain
- Participation by CETA Stakeholders working Groups or Committees
- Technical Support

8. NSDS 2005 - 2010 Success Indicators, National Targets and Outcomes

NSDS 2005 - 2010 Success Indicators, National Targets and Outcomes	Research Item	Time Frame	Study purposes
	Research to		
Indicator 1.1 Skills development supports national and sectoral growth, development and equity priorities.	Annual Impact Study	Annual Impact Study	<ul style="list-style-type: none"> • Development of SSP • ;Development of Career guide • Determine scare and critical skills • Develop SLA
Indicator 1.2 Information on critical skills widely available to learners. Impact of information dissemination researched, measured and communicated in terms of rising entry, completion and placement of learners.	Determine the impact of the sector career guide activities of CETA	Annual Impact Study	<ul style="list-style-type: none"> • Development of SSP • ;Development of Career guide • Determine scare and critical skills • Develop SLA
Indicator 2.1 By March 2010 at least 80% of large firms' and at least 60% of medium firms' employment equity targets are supported by skills development. Impact on overall equity profile assessed.	Explore the difference of equity profile	Annual Impact Study	<ul style="list-style-type: none"> • Determine participation by levy paying company • Develop base line for the SLA
Indicator 2.2 By March 2010 skills development in at least 40% of small levy paying firms supported and the impact of the support measured.	Measure the improvement of performance of SME companies	Annual Impact Study	<ul style="list-style-type: none"> • Development of SSP • ;Development of Career guide

			<ul style="list-style-type: none"> Determine scarce and critical skills Develop SLA
2.3 By March 2010 at least 80% of government departments spend at least 1% of personnel budget on training and impact of training on service delivery measured and reported	N/a	N/a	N/a
Indicator 2.4 By March 2010, at least 500 enterprises achieve a national standard of good practice in skills development approved by the Minister of Labour.	n/a as yet	N/a	N/a
Indicator 2.5 Annually increasing number of small BEE firms and BEE co-operatives supported by skills development. Progress measured through an annual survey of BEE firms and BEE co-operatives within the sector from the second year onwards. Impact of support measured	Measure progress of small BEE companies and Cooperatives after CETA funding interventions	Annual Impact Study	<ul style="list-style-type: none"> Identify levy paying considered as BEE co-operatives Develop support/Intervention mechanism Determine support mechanism Determine target for the sector
Indicator 2.7 By March 2010 at least 700 000 workers have achieved ABET Levels 1 – 4.	Determine CETA specific conditions of success and non - success in the ABET environment	Annual Impact Study	<ul style="list-style-type: none"> Determine ABET Intervention Monitoring and evaluation Advance training and development

<p>Indicator 2.8 By March 2010 at least 125 000 workers assisted to enter and at least 50% successfully complete programmes, including learnerships and apprenticeships, leading to basic entry, intermediate and high level scarce skills. Impact of assistance measured.</p>	<p>Determine success of 18.1 learners in learnerships, placement research</p>	<p>Annual Impact Study</p>	<ul style="list-style-type: none"> • Impact analysis of learning (Registration and completion) • Career development • Learning impact assessment
<p>Indicator 3.2 By March 2010, at least 2000 non-levy paying enterprises, NGOs, CBOs, and community-based co-operatives supported by skills development. Impact of support on sustainability measured with a targeted 75% success rate.</p>	<p>Research number of NGO's CBO's and Co-operatives pertaining to Construction</p>	<p>Annual Impact Study</p>	<ul style="list-style-type: none"> • Identify Non-levy paying enterprises • Determine support mechanism • Develop support/Intervention mechanism • Determine target for the sector
<p>Indicator 4.1 By March 2010 at least 125 000 unemployed people assisted to enter and at least 50% successfully complete programmes, including learnerships and apprenticeships, leading to basic entry, intermediate and high level scarce skills. Impact of assistance measured.</p>	<p>Determine success of 18.2 learners in learnerships, placement research</p>	<p>Annual Impact Study</p>	<ul style="list-style-type: none"> • Impact analysis of learning (Registration and completion) Unemployed learners • Career development • Learning impact assessment

<p>Indicator 4.2 100% of learners in critical skills programmes covered by sector agreements from FET and HET institutions assisted to gain work experience locally or abroad, of whom at least 70% find placement in employment or self-employment</p>	<p>Research success of CETA bursaries</p>	<p>Annual Impact Study</p>	<ul style="list-style-type: none"> • Impact analysis of learners (Registration and completion) FET and HET. • Determine support level, • Develop placement strategy
<p>Indicator 4.3 By March 2010, at least 10,000 young people trained and mentored to form sustainable new ventures and at least 70% of new ventures in operation in operation 12 months after completion of programme</p>	<p>Research success of CETA related EPWP learners in Construction Contracting learnerships</p>	<p>Annual Impact Study</p>	<ul style="list-style-type: none"> • Impact analysis of learner ship • Monitor strategy/intervention
<p>Indicator 5.1 By March 2010 each SETA recognizes and supports at least five Institutes of Sectoral or Occupational Excellence (ISOE) within public & private institutions and through Public Private Partnerships (PPPs) where appropriate, spread as widely as possible geographically for the development of people to attain identified critical occupational skills, whose excellence is measured in the number of learners successfully placed in the sector and employer satisfaction ratings of their training.</p>	<p>Research the impact of CCOEs in the region. Research the match of skills needs pertaining to CCOE.</p>	<p>Annual Impact Study</p>	<ul style="list-style-type: none"> • Determine support mechanism • Promote sectoral training and growth • Promote institutional training • Promote and Support regional training

<p>Indicator 5.2 By March 2010, each province has at least two provider institutions accredited to manage the delivery of the new venture creation qualification. 70% of new ventures still operating after 12 months will be used as a measure of the institutions' success.</p>	<p>Research the quality of programme delivery to the CCO-2 learnership related to training providers</p>	<p>Impact Study</p>	<ul style="list-style-type: none"> • Promote regional leadership and business development • Promote and Support regional training
<p>Indicator 5.3 By March 2010 there are measurable improvements in the quality of the services delivered by skills development institutions and those institutions responsible for the implementation of the NQF in support of the NSDS.</p>	<p>Research the quality of programme delivery to the learnerships and skills programmes related to training providers</p>	<p>Impact Study</p>	<ul style="list-style-type: none"> • Continuously monitor and Evaluate the quality of training and development. • Programme analysis and impact analysis for the sector

The research undertaken will not exclusively limited to NSDS Targets also utilize for projection on other Socio- economic and industrial Sectors Indicators.

10. How to contact CETA.

If you need more information and /or want to explore possible collaboration opportunities you can contact CETA Research

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